**Geography in the Community: Issues and Opportunities in Implementing Local Curriculum in Nepal’s Schools**

**ABSTRACT**

This study explores the challenges and opportunities of implementing a geography-centered local curriculum in Nepal’s community schools. The research applies a purposive sampling method, in which two public schools from the Kathmandu district are selected. The research article has both primary and secondary data. The data are collected through interviews, discussions, and observations among students, teachers, head teachers, and municipality officers. It identifies some barriers: limited resources, a lack of training for teachers, outdated teaching methods, and a lack of modern technologies and field-based learning. These factors are the cause of poor engagement and practical learning about local geography among students. Although the policies in Nepal focus on localized education, their implementation is very weak. The research proposes the adoption of Piaget's Constructivist Learning Theory, adding experiential learning, and the use of digital tools like GIS. This echoes the call for revising the curriculum on geography and cultural diversities in Nepal by appropriate revisions. Similarly, reforms will be required to achieve effective curriculum enhancement, community involvement, and better opportunities available to the students in teacher training, integrating technology, and policy changes.

*Keywords: Community Schools, Geography Community, Issues of Curriculum, Opportunities of Curriculum and Local Curriculum***.**

**1. INTRODUCTION**

Implementing a local curriculum in Nepal's community schools presents numerous issues from limited resources to a lack of teacher training. According to the Government of Nepal (2070), local curricula are crucial for fostering ownership and participation in education, as a centrally developed curriculum cannot address the nation’s diverse needs. However, rural schools in Nepal often lack the funding and materials necessary to design and implement these curricula, limiting their ability to integrate local culture and knowledge effectively (Adhikari,2024).

Limited access to educational resources, especially in rural areas, negatively impacts curriculum quality and restricts the inclusion of locally relevant content. This situation hinders sustainable education by preventing students from engaging with material that reflects their cultural and environmental context (Adhikari, 2024). Furthermore, teacher capacity is a significant barrier. Many teachers feel unprepared to teach content outside the national curriculum due to a lack of training, which leads to limited opportunities for students to learn about their own culture and environment (Gautam,G.R.,2016).

The need for a local curriculum is particularly important to meet the educational needs of Nepal’s unique communities. Such a curriculum helps preserve indigenous languages, traditions, and skills while adapting education to the local environment (Etefa, S.T. (2024, October*).* According to the Government of Nepal (2070), the curriculum is designed to align with national and international standards while also addressing local requirements, enabling students to gain practical skills and knowledge relevant to their community.

Incorporating geography into the curriculum is especially important in a country with diverse terrains and cultural backgrounds. Geography provides students with a deeper understanding of their physical and cultural landscapes, encouraging a strong sense of place and responsibility toward local issues (Adhikari & Kunwar, 2023). However, the integration of local geography into education still faces challenges, such as inadequate resources, insufficient teacher preparedness, and a lack of community involvement (Adhikari & Kunwar, 2023)

Despite these obstacles, a geography-centered local curriculum can yield significant benefits. It equips students with practical knowledge about their surroundings, supports sustainable development, and promotes active citizenship (Shrestha. S.K., 2021). By analyzing the obstacles and potential benefits, this study highlights geography’s role in enhancing students’ engagement with their communities. The findings aim to support the development of a curriculum that not only enriches education but also contributes to community development and environmental stewardship.

**2. LITERATURE REVIEW**

The review of the relevant literature is presented under five thematic headings, namely, Piaget’s constructivist theory and its relevance to geography education, legal and policy framework for local curriculum development, importance and integration of geography in the local curriculum, challenges in implementing local curriculum, and practical approaches to effective curriculum development

**2.1 Piaget's Constructivist Theory and Its Relevance to Geography Education**

Piaget's Constructivist Theory (1972) posits that learning is an active process in which learners construct knowledge from their experiences and interactions with the environment. In the case of geography education in Nepal, students can engage in mapping activities, analyze climate data, and conduct land-use surveys to develop a deeper understanding of their surroundings. This hands-on approach aligns with constructivist principles, which emphasize experiential learning as a means of fostering critical thinking and problem-solving skills.

**2.2 Legal and Policy Framework for Local Curriculum Development**

The development of a localized curriculum in Nepal has been a gradual process, shaped by legal mandates and educational policies. The Gautam, D. R. (2020) emphasizes the legal necessity of local governance authorities implementing the local curriculum.

However, local government institutions often lack strong commitment to this cause. The Curriculum Development Center (2015) reinforces that the national curriculum must address societal, national, and international needs while reflecting Nepal’s diverse composition, including local occupations, businesses, cultural heritage, and environmental conservation. In 2070 B.S., the Government of Nepal committed to adopting a local curriculum in community schools as part of its educational decentralization strategy, aiming to integrate local knowledge, geographic context, and resources to make education more relevant to Nepal’s diverse communities. By 2071 B.S., the government recognized that a centralized curriculum could not effectively address regional differences, advocating for a decentralized approach that allows communities to adapt educational content to local contexts.

**2.3 Geography in the Local Curriculum: Importance and Integration**

Despite its significance, geography education remains underrepresented in Nepal’s local curriculum. Researchers like Gaulee, U. and Bist, K.,(2019) and Bhetuwal,K.P.,(2022) emphasize that localized curricula foster inclusivity and acknowledge geographic diversity, helping communities take ownership of the educational process. Gurung and Parajuli (2020) explored the integration of scientific knowledge, including geography, in the local curriculum and highlighted how geographical education enables students to understand their environment, natural resources, and socio-economic activities. In 2076, the Government of Nepal reinforced its commitment to local curricula, ensuring the involvement of local stakeholders in curriculum planning to enhance community engagement and student participation. In this context Sah, P.,Sah, R. , Sahani, S.K. & Sahani, K. (2024) noted that regionalized curricula encourage students to develop a sense of place and community pride, fostering meaningful learning experiences.

**2.4 Challenges in Implementing the Local Curriculum**

Despite strong policy provisions, challenges remain in effectively implementing the local curriculum in Nepal. Adhikari (2024) criticized the lack of commitment and insufficient resources limiting its execution. In this regards, Bhatta,P., & Mahendale, A. (2021) pointed out difficulties in balancing regional demands with national standards, while teacher shortages and inadequate infrastructure hinder the delivery of quality education. Adhikari (2024) and Sharma (2022) emphasized the need for region-specific content to engage students in geographically distinct areas. Giddens (2009) advocated for an inclusive education system that acknowledges Nepal’s ethnic diversity, while Bhetuwal (2022) stressed the importance of experiential learning and geographic literacy. He suggested using Geographic Information Systems (GIS) and participatory mapping to actively engage students in their communities and address local challenges.

**2.5 Bridging the Gap: Practical Approaches for Effective Curriculum Development**

To bridge the gap between policy and practice, curriculum development must incorporate experiential learning. Adhikari (2024) highlighted the lack of institutional support and trained educators, suggesting that geography should be integrated into the curriculum through fieldwork, GIS mapping, and interdisciplinary projects. In this regards, Subedi (2018) emphasized the need for capacity-building programs for educators to support effective curriculum implementation. Addressing multicultural inclusivity and strengthening decentralization in curriculum planning can enhance its relevance. Greater efforts in stakeholder participation, awareness-building, and institutional commitment are needed to ensure the meaningful implementation of Nepal’s local curriculum.

**3. METHODS AND MATERIALS**

This study focuses on school principals, teachers, curriculum developers, and students at the basic level, limited to two schools in Kirtipur Municipality. Due to time and financial constraints, only the Issues and Opportunities in Implementing the Local Curriculum have been studied. The data was collected over six months, so it does not cover all aspects of the topic.  
This qualitative study follows a descriptive research design, using both primary and secondary data. Primary data was collected through interviews, observations, and group discussions with school principals, teachers, students, curriculum developers, and education officers over a six-month period.

The study was conducted in Kirtipur Secondary School and Gorakha Secondary School, Kirtipur, Kathmandu. In this article, the researcher was used the purposive sampling ~~was used~~ to select schools and participants. Data was collected using semi-structured questions through key informant interviews, focus group discussions, and observations. One resource person was included as an authentic informant. Following Creswell (2011), interview protocols were used, and any gaps were clarified via mobile phone.

Data was analyzed thematically, and additional insights were obtained from government curriculum guidelines and policy documents. Informed consent was taken from all participants, their identities were kept confidential, and the questionnaire was written in simple Nepali for clarity.

4. Bottom of Form

**FINDINGS AND DISCUSSION**

The main opportunities and challenges that came with the utilization of a geography curriculum that is context-based locally. It identifies challenges such as inadequate resources, inadequate teacher training, and inadequate community involvement, yet opportunities in learning from the field, technology, and local knowledge integration. The conclusions are drawn from schools' level of experience and provide practical solutions to make the curriculum more relevant and interesting. The findings and discussion are given below:

**4.1 Barriers to Local Curriculum**

The local curriculum involves various stakeholders including students, education officers

From municipalities, and head teachers. Regarding barriers of local curriculum, a student said:

I am having trouble learning some local curriculum subjects because the internet connection at school is poor. This affects the use of projectors and videos that support modern and interactive teaching. Most teaching and assessment still adopt traditional methods. In addition, there are no practical ways to teach or test local curriculum content. As a result, we cannot fully engage with local and geographical subjects, which make it difficult to learn some of the topics in the curriculum.

In this regards, another student added

Local curriculum lessons often lack modern technology integration, which could enhance understanding of geography, history, and culture, making the curriculum more engaging and accessible. While the local curriculum's instructional approach is traditional, primarily focusing on rote learning rather than interactive or experiential methods. Students noted that the local curriculum teaching methods are similar to other subjects, limiting exploration of local contexts, thereby diminishing the relevance of geographic content. The local curriculum often lacks practical and hands-on learning activities like field trips and community mapping exercises. Students emphasized the importance of field-based experiences and hands-on projects in their community's geography to enhance their learning and comprehend local environmental issues and opportunities.

It indicates that the local curriculum is currently taught without modern technology, such as projectors or videos, and instead relies on traditional teaching and assessment methods similar to those used for other subjects. The absence of practical, hands-on methods in teaching and evaluation hinders students' engagement and comprehension of local content, often necessitating contextual and experiential learning. Sticking to outdated methods risks stifling innovation and reduces the curriculum's relevance in promoting real-world skills. Students believe that incorporating modern technology into local curriculum lessons would make learning about geography, history, and culture more engaging and accessible. Traditional, memorization-focused methods hinder the exploration of local topics, while hands-on activities like field trips and community mapping are essential for developing a deeper understanding of local geography and environmental issues. Embracing modern tools in delivery and assessment would better align education with community needs and sustainable development goals.

Regarding rationale of local curriculum, an education officer from the municipality mentioned that "it is necessary to study local curriculum by the students because it develops knowledge and skills of local level. It supports their career development process." In the same way another education officers from municipalities mentioned,

Specialized training for teachers is lacking in skills to effectively deliver locally relevant content, as they lack the ability to contextualize it to their unique geographic and cultural aspects. Balancing national education requirements with localized curriculum requires careful planning to ensure alignment with national standards while meeting unique community needs. Education officers missed opportunities to involve local stakeholders in curriculum planning, recognizing the value of their input in understanding the specific geographic, cultural, and historical aspects of the area.

It indicates that the students study the local curriculum as it enhances their knowledge and skills relevant to the local context. This education also plays a key role in supporting their career development.

Learning a local curriculum is essential because it connects students to the unique social, economic, and environmental aspects of their communities. By developing locally relevant skills, students become better equipped for careers within their immediate surroundings, fostering regional development. This not only boosts individual career prospects but also contributes to sustainable community growth by aligning education with local job markets and needs.

In this context one of the head teachers mentioned as follows:

In Nepal, the local curriculum is developed based on guidelines provided to the Curriculum Development Center. However, there are significant obstacles in practical implementation. Fieldwork and field visits necessary for contextual learning are rarely practiced, and the mode of delivery and assessment in the curriculum is similar to other subjects, lacking any special approach for geography. Besides, there is no organized system of training for teachers, which ultimately limits their preparedness for the delivery of the curriculum and linking of students with the immediate surroundings.

In the same context another head teacher expressed,

` Concerns about limited resources, including multimedia tools, interactive materials, and field-based learning opportunities, which hindered the implementation of a dynamic curriculum ```relating local contexts. Head teachers advocate for assessments that incorporate community-based evaluations and projects to measure students' engagement with local contexts rather than relying on traditional testing methods. Head teachers suggest enhancing local curriculum with detailed geographic content on natural and cultural geography, including biodiversity, climate, and environmental issues, to inspire students' active public involvement.

It indicates that head teachers note that limited resources, such as multimedia tools and field-based activities, restrict the effectiveness of the local curriculum, which follows guidelines from the Curriculum Development Center (CDC). However, practical components like fieldwork and community-based projects are absent, with delivery and assessment methods mirroring those of other subjects. This reliance on CDC guidelines without incorporating hands-on experiences limits students' ability to understand local contexts and apply their learning practically. Additionally, the lack of teacher training exacerbates these challenges, as educators may lack the skills to teach the local curriculum effectively. Updating teacher training and adding practical components, such as projects focused on biodiversity, climate, and environmental issues, could significantly enhance the curriculum’s relevance, fostering both engagement and community involvement.

**4.2 Decentralization and the Local Curriculum**

Nepal’s local curriculum aims to incorporate regional knowledge into community schools, fostering a culturally relevant education system. It also faces such challenges as scarce resources, inadequate teacher training, and partial conflicts with the demands of the State Education Standard, which make this effective. For example, reliance on traditional classroom approaches in developing the curriculum avoids engaging students or giving them experiences of active learning. In this context, Piaget’s Constructivist Learning Theory (1972) highlights that hands-on experiences enhance learning, yet students lack exposure to practical fieldwork, interactive teaching methods, and technological integration (Gaulee, U.& Bista, K., 2019). The absence of these elements limits students' ability to connect theoretical knowledge with real-world applications. If students were engaged in activities like mapping, climate data analysis, and land-use surveys, they would develop a deeper understanding of geographical concepts, reinforcing Piaget’s argument that active participation enhances learning outcomes. In the same way, one of the students said,

The local curriculum has faced several challenges in its effective implementation. First of all, he said, there is a lack of modern technology, such as educational videos related to the local curriculum in the modern era, which makes it difficult to enhance interactive learning. Teaching is still based on traditional curricula, which limits the exploration of local contexts and reduces the relevance of geographical content, as well as the scope of knowledge. In addition, he noted the lack of practical learning activities based on the local curriculum, such as field trips and community mapping exercises. Therefore, he emphasized that these activities should improve their understanding of local environmental issues and geographical concepts. Without such engagement, learning remains abstract and disconnected from real-world applications, which reduces its impact on their education and the future careers.

In the same way, one of the head teachers stated that

The primary obstacle is the significant resource limitations. Inadequacy in multi-media resources, interactive materials and field-based learning are holding back the local curriculum to a considerable extent. He clarified that within the purview of CDC, the curriculum was developed, which has taken the same model of delivery and assessment as all other subjects without geography or environmental studies. The fieldwork and community-based projects that are so important for contextual learning are seldom carried out, and the assessments rely on traditional examinations rather than experiential assessments. The principals reiterated the strengthening of the local curriculum with rich content in natural and cultural geography, biodiversity, climate, and environmental concerns. He emphasized that the use of community-based assessment and project-based subject matter was far more valid as a measure of student engagement in local contexts.

In conclusion the local curriculum faces challenges due to a lack of modern technology, hands-on learning activities, and necessary resources, limiting student engagement and practical understanding. Traditional teaching methods and standardized assessments fail to connect students with real-world geographical and environmental issues. Integrating multimedia tools, experiential learning, and community-based assessments would enhance the curriculum, making education more engaging and applicable to local contexts.

**4.3 Challenges in Curriculum Implementation**

Balancing local educational needs with national and international standards remains a challenge. While localized curricula incorporate regional geography, culture, and environmental knowledge, inadequate resources, outdated teaching methods, and insufficient teacher training undermine the intended benefits. According to Giddens (2009), an inclusive education system should reflect a nation's ethnic diversity and regional context. However, Nepal’s curriculum struggles with achieving this balance due to limited technological integration and ineffective teacher preparation. Bhetuwal (2022) suggests that tools like GIS and participatory mapping could make geography education more engaging, addressing some of these gaps. In this regard, a student shared,

Some subjects in the local curriculum are not taught well because there are not enough good teaching materials available or there are not enough teachers capable of teaching them. To improve this, the curriculum should be made more attractive and meaningful so that students can learn more about their immediate local environment and its relationship to higher geography concepts. This should include encouraging digital technologies such as GIS, educational videos, and interactive maps, and using local subject experts. They can bring the topics to life and help students use their imagination.

In the same way, one of the headmasters said,

Public school teachers in Nepal face many obstacles to delivering effective subject matter of the local curriculum. Many lack specialized training in modern teaching methods, making it difficult to integrate tools such as GIS or participatory mapping to the teacher. The economic situation and insufficient resources like maps, projectors, and digital learning tools are causing challenges in interactive teaching. In addition, rigid local curriculum structures limit flexibility in adapting geography-specific methods, forcing teachers to balance national standards with local learning needs. Field-based learning opportunities are also rare due to resource limitations and school policies, preventing hands-on experiences that can increase student engagement.

In conclusion, the lack of effective educational materials, digital tools, and teacher training hinders the successful implementation of the local curriculum, making geography lessons less engaging and relevant. To improve learning, the curriculum should integrate modern teaching methods and digital resources like GIS, interactive maps, and educational videos, enhancing student imagination and understanding. Additionally, addressing economic constraints, resource shortages, and rigid curriculum structures would enable teachers to balance national standards with local learning needs, ensuring better field-based and practical education

The subjects covered in the local curriculum are facing difficulties in imparting effective knowledge due to the lack of effective educational materials and teaching. Therefore, to solve such a problem, emphasis should be placed on making the local curriculum more attractive and relevant, which ensures that students gain a deeper understanding of their environment and its relationship with broader geographical concepts. Local topics in the curriculum should be emphasized on using digital tools such as GIS, educational videos, and interactive maps, which help make the lessons attractive and enhance the imagination of the students.

In the same way, one of the headmasters said,

Public school teachers in Nepal face many obstacles to delivering effective subject matter of the local curriculum. Many lack specialized training in modern teaching methods, making it difficult to integrate tools such as GIS or participatory mapping to the teacher. The economic situation and insufficient resources like maps, projectors, and digital learning tools are causing challenges in interactive teaching. In addition, rigid local curriculum structures limit flexibility in adapting geography-specific methods, forcing teachers to balance national standards with local learning needs. Field-based learning opportunities are also rare due to resource limitations and school policies, preventing hands-on experiences that can increase student engagement

In conclusion, the lack of effective educational materials, digital tools, and teacher training hinders the successful implementation of the local curriculum, making geography lessons less engaging and relevant. To improve learning, the curriculum should integrate modern teaching methods and digital resources like GIS, interactive maps, and educational videos, enhancing student imagination and understanding. Additionally, addressing economic constraints, resource shortages, and rigid curriculum structures would enable teachers to balance national standards with local learning needs, ensuring better field-based and practical education.

**4.4 Community Ownership and Participation**

Decentralization policy promotes community involvement in curriculum development, ensuring that education aligns with local values and socio-economic needs. Gurung and Parajuli (2020) highlight that integrating scientific and geographical knowledge into local curricula improves student engagement. However, findings indicate that many schools lack the necessary infrastructure and trained personnel to implement community-based learning effectively (Shrestha,S.K., Karky, J.R.,Timsina, S.K.,& Bashyal, L.(2025). According to Bhatta, P. and Mehendale, A. (2021) balancing regional curriculum customization with national education policies remains a significant hurdle, requiring institutional support and policy alignment. In the context, one of the head teacher said,

I have enriched the curriculum by making use of local knowledge and real-life examples from our society, and this has promoted the students' interest and inquisitiveness. Without specially trained teachers and facilities like digital resources and well-equipped classrooms, it is not easy to institute community-based learning in totality. incorporate such meaningful ideas in classroom practice on a daily basis, we require stronger institutional support and better resources.

In the same way, the education officer reported,

Decentralization has opened the door for schools to design curriculum that reflects local culture and needs. But aligning local content with national education standards is still a major challenge. For this to work well, we need proper coordination between local schools and national agencies, as well as training programs and infrastructure support.

In conclusion, local knowledge and real-life examples in the curriculum enhance learning, but lack of trained teachers and infrastructure hinders effective community-based lessons. Institutional support is crucial for successful implementation, and alignment with national standards requires a balanced policy, strong coordination between schools and national agencies, and training, funding, and cooperation.

**4.5 Educational and Employment Disconnection**

A well-structured local curriculum should prepare students for both higher education and local job markets. The findings indicate that integrating practical skills and knowledge relevant to local industries and communities enhances students' preparedness for employment. Adhikari (2024) argues that strengthening teacher training and incorporating real-world applications into the curriculum can bridge the gap between education and job market demands. This supports notion that experiential learning fosters skill development and critical thinking, equipping students for the future careers. In this context, one student shared,

Our curriculum ought to be getting the students ready for higher education and employment locally by focusing on productive practical skills for their forthcoming career in work and for their local communities' needs. The current curriculum lacks strong connections to daily use, and it more and more cannot successfully turn knowledge into action in local businesses. Learning experiences of a practical nature, including field studies and community projects, are essential to the learning of problem-solving and critical thinking skills. The course ought to cover more practical subjects that are presently ignored.

In this regards, a teacher said,

Teachers play a very important role in bridging the gap between academic knowledge and the demands of the job market. The majority of teachers have not received training in modern, application-based teaching methods that would connect local geography in the local curriculum to real-world scenarios. Without proper guidance and resources, they often rely on theoretical instruction, which does not fully prepare students for the future careers. Strengthening teacher training programs and incorporating experiential learning techniques, such as participatory mapping and case studies, would improve the quality and relevance of geography education in local curriculum.

In conclusion, students and teachers emphasize the need for a curriculum that balances academic knowledge with practical skills to enhance both higher education opportunities and local employment prospects. While students highlight that geography lessons should integrate real-world applications to improve engagement and career readiness, teachers acknowledge that a lack of training and resources limits their ability to connect lessons with local industries. Strengthening teacher training programs and incorporating experiential learning methods, such as field studies and participatory mapping, would help bridge the gap between theoretical knowledge and practical application in the local curriculum.

Structural Issues and Solutions

Major structural challenges include inadequate teacher training, poor governance, and underinvestment in educational materials. Adhikari (2024) highlights that institutional inefficiencies and limited stakeholders’ engagement further weaken curriculum implementation. The government’s 2070 initiative aimed at decentralizing curriculum development faces challenges in balancing regional needs with national standards (Bhatta, P. & Mehendale, A., 2021). To enhance curriculum effectiveness, comprehensive policy reforms must prioritize teacher training, technological integration, and governance improvements, ensuring equitable education for all students.

**4.6 Absence of Integration of Technology**

The local curriculum is impeded by a lack of technological resources, according to stakeholders such as students, teachers, and education officers. Schools often lack projectors, computers, and other digital tools, making it difficult to implement interactive lessons. Students emphasized that modern technology, such as videos and simulations, could enhance their understanding of subjects like geography, history, and culture. This aligns with Lim, C. P., Ra, S., Chin, B., & Wang, T. (2020) who emphasizes the need for modernization in curriculum design to ensure effectiveness in contemporary education systems. In this context, one of the students expressed,

The lack of digital tools such as projectors, computers and access to the internet has severely limited the ability to understand complex concepts. In particular, he noted that subjects such as geography, history and culture can be better understood through videos, simulations and interactive materials, but are currently only available in limited quantities in our classrooms. According to him, such technological advances make learning more engaging and easier to understand the subject matter. Therefore, he argued that modernization in local curriculum design is necessary for effectiveness in today's education system.

In the same way, one of the teachers noted,

While they strive to provide quality education, the lack of technological resources in schools significantly hampers their teaching methods in local contents. They said that standard teaching aids and techniques are just too insufficient in a rapidly changing, technology-rich world. Teachers reported that they often feel "limited to whiteboard-and-marker technique" to which the wide range of learning preferences of students is poorly suited. Teachers underlined that integration of technology could enrich the lessons and make them more interesting but also enable differentiated instruction for a wider range of learning preferences in the local curriculum. Students advocated for the integration of technology into local curriculums, highlighting its potential to enhance visual and interactive elements in certain subjects.

In summary, students and teachers emphasize the urgent needs to integrate modern technology into the local curriculum to improve learning effectiveness. Students argue that the absence of digital tools like projectors, computers, and internet access limits their ability to understand complex subjects, while teachers acknowledge that traditional teaching methods fail to fully engage students in a technology-driven world. Both groups advocate for the incorporation of interactive and visual learning tools, believing that modernization in curriculum design is essential to enhance student engagement and cater to diverse learning styles.

**4.7 Traditional Delivery and Assessment Methods**

Findings indicate that many schools continue to use traditional teaching methods, limiting student engagement and learning effectiveness. Students noted that rote memorization remains the primary instructional approach, which does not foster critical thinking or practical application. Mostly, teachers fail to contextualize instructional strategies in geography, history, and culture subjects. In the perspective of Piaget's Constructivist Learning Theory (1972), any learning is meaningful when students actively interact with their environment. In this regard, the current curriculum does not offer adequate experiential learning which reduces the potential of students to develop problem-solving skills (Ministry of Education, Science and Technology (2019).

**4.8 Lack of Practical Learning**

Examples of experiential learning, such as field trips, environmental surveys, or local projects, are hardly found in Kirtipur Secondary School and Gorakha Secondary School, Kirtipur, Kathmandu. Students stressed that practice directly in learning, for example, community mapping processes and direct interaction with local concerns, would give them a fuller understanding. Various studies, including those by Gaulee, U. Bista, K. (2019) and Sah,P., Sah, R., Sahani, S.K.& Sahani, K. (2024) indicate that lessons with practical components raise the level of engagement and understanding among students. Without these elements, students struggle to connect theoretical knowledge with real-world applications, weakening the effectiveness of the local curriculum. In this regards, one of the students expressed,

The student expresses a strong desire for more experiential learning opportunities, including field trips, environmental surveys, and local research projects. He focuses that the hands-on activities, such as community mapping exercises and direct involvement in local issues, would significantly enhance their understanding of academic content in local curriculum. He felt that their theoretical learning often felt disconnected from real-world applications, which made it difficult to grasp the practical relevance of what they were studying in local curriculum. He emphasized that such experiential learning would not only make lessons more engaging but also improve their comprehension by allowing them to directly interact with the local subject matter.

In this context, one of the teachers emphasizes,

The significance of experiential learning is that it enhances student involvement and understanding. However, he conceded that the local curriculum does not support or provide sufficient opportunities for practical learning experiences such as field trips or community-based projects. Teachers said that it is due to the absence of such opportunities that they have been compelled to use only traditional teaching approaches, which have not motivated or engaged the students as such, and unless theoretical knowledge is not fully extended an opportunity to see this idea in practice within their community, they will not fully understand. He said experiential learning could bridge the wide gap between theory and practice, giving more substance to the student's learning. They also advocate that the existing constraints of the local curriculum be broadened and practical learning opportunities increased.

In the same way, the he head teacher stated,

Experiential learning is crucial for improving the educational process, especially in rural or community-focused environments. While the head teacher agreed with both students and teachers about the importance of field trips, local research projects, and other hands-on activities, they pointed out significant challenges in implementing such initiatives due to limited resources and logistical constraints in local curriculum. The head teacher explained that, although they understood the value of these experiential learning opportunities, budgetary restrictions and a rigid curriculum framework often left little room for incorporating them. Despite these obstacles, the head teacher expressed a strong interest in finding ways to incorporate more community-based learning activities into the school program. They recognized that such learning could help students connect theoretical knowledge with real-world contexts, thereby enhancing the effectiveness of the local curriculum.

In these echoes stated the Students, teachers, and the head teacher collectively emphasize the importance of experiential learning, such as field trips and local research projects, in making the local curriculum more engaging and practical. While students highlight how hands-on activities enhance their understanding and connect theoretical knowledge with real-world applications, teachers acknowledge that the rigid curriculum and lack of resources force them to rely on traditional teaching methods, limiting student engagement. The head teacher, while acknowledging the importance of experiential learning, mentioned that it does pose major hurdles, including lack of funds and logistics issues; therefore, such community-based learning needs to be strategically fitted into the curriculum.

**4.9 Teacher Training Deficiency**

Stakeholder findings reveal a widespread lack of teacher training, which negatively impacts curriculum delivery and assessment. Education officers stated that many teachers lack the skills necessary to contextualize content to local settings. Head teachers also expressed concerns about the absence of structured training programs, making it difficult for teachers to engage students effectively. Adhikari (2024) suggests that investing in teacher training programs is essential for improving curriculum effectiveness, ensuring that educators have the skills necessary to implement student-centered learning approaches. One of the students shared, dissatisfaction with the teaching contribution from their schools is the through reporting of many lessons not being relevant to a local context in the local curriculum. He pointed out that teachers often struggled to make the content relevant to their daily lives, making it difficult to fully understand the subject matter being taught. He also felt that, without effective teaching methods tailored to the local context, lessons often became abstract and difficult to apply to real-world situations. According to him, the lack of diverse teaching techniques made it difficult for teachers to convey the subject matter to students. Therefore, providing teachers with appropriate training could play an effective role in teaching and making the content more engaging and easy to understand.

In this context, another teacher said,

We are facing the many challenges due to the lack of adequate teacher training programs for local curriculum implementation. Teachers said they have not been oriented on how to contextualize the curriculum toward the needs and realities of their local communities. Consequently, teachers feel unable to adapt materials in ways that make them relevant and meaningful to their students. Again, the teachers noted that a lack of professional development opportunities is hampering their potentials for incorporating new teaching methods, centered on students, which would improve learning and participation.

In summary, the qualitative data highlights a unanimous concern among all stakeholders in regard to a deficit in training teachers, which in turn affects curriculum delivery and student engagement. Students, teachers, and head teachers all agree that without proper training, teachers struggle to make the curriculum relevant to local contexts and fail to implement effective, student-centered teaching strategies.

**4.10 Career Development Opportunities Missed**

Stakeholders express concerns about the local curriculum's failure to align with job market demands. Students indicated that lessons are not directly linked to local employment opportunities, limiting their career prospects. Hands-on learning experiences, such as vocational training and entrepreneurial education, could bridge this gap by equipping students with relevant skills for both local and global opportunities. According to Giddens (2009), an inclusive education system should prepare students for societal participation and career development. Addressing these gaps through curriculum reform and enhanced teacher support would ensure that students are adequately prepared for future employment.

**4.11 Arguments and Counterarguments in Relation to Previous Theories andliterature**

While Piaget's Constructivist Theory is a strong foundation for experiential learning in geography education, it functions optimally when balanced with elements of direct instruction and guided practice. Vygotskian scaffolding principles, behaviorist reinforcement techniques, and cognitive load management must be integrated into geography curricula to ensure a holistic and effective learning process. In the Nepalese context, the incorporation of an integrated strategy that combines constructivist methods with structured facilitation can significantly enhance learner engagement and cognitive development. By blending experiential learning with structured guidance, students can develop both practical skills and theoretical understanding, thereby making geography learning more meaningful, interactive, and productive.

**5. CONCLUSION**

Nepal's local curriculum faces significant challenges, including limited resources, inadequate teacher training, and outdated teaching methods, despite policy support for integrating geography. Traditional approaches hinder student engagement and practical understanding, highlighting the need for stronger teacher training, the use of digital tools like GIS, and hands-on learning through field visits and participatory mapping. Aligning local education with national standards and ensuring institutional commitment are essential for improving curriculum effectiveness. In addition, policy reforms, investment in technology, and the integration of experiential learning will help make geography education more relevant and interesting, thus enriching the academic and professional development of students. Furthermore, a locally adapted curriculum will help address the specific educational needs of Nepal's diverse communities and help preserve local cultures and knowledge. While challenges such as limited resources and low community involvement remain, strategic reforms focused on teacher capacity-building, infrastructure investment, and localized content development are necessary. Integrating modern technology and practical learning experiences will further enhance education’s relevance and engagement. Besides, community involvement in education will improve local ties to further socio-economic growth, thereby better preparing learners for the workplace and life's challenges. Essentially, targeted investments and collaborative effort can transform Nepal's education into an effective vehicle of relevance locally and globally. This approach has the potential not only to ensure improved learning outcomes but also to contribute to the sustainable development of the communities' self-empowerment.

Disclaimer (Artificial intelligence)

Option 2:

1. In this article, 'AI' is used to capture ideas about how to write an article and present its content.

2. In this article, ChatGPT has been used to generate and capture ideas for writing and presenting the content.

**REFERENCES**

Adhikari, S. (2024). Local curriculum in Nepal: problems and challenges in development and implementation*.* *Dibyajyoti Journal, 6*(1), 103-116.

Adhikari, S., & Kunwar, R. (2023). Unveiling the art of crafting local curriculum: Historical foundation and its relevancies in Nepalese context. International Journal of Advanced Multidisciplinary Research, 10(8), 39–52. https://doi.org/10.22192/ijamr

Bhatta, P., & Mehendale, A. (2021). The status of school education in Nepal: Educating the nation through schooling. In D. B. Rai, S. Gupta, & S. Majumdar (Eds.), *Handbook of education systems in South Asia* (pp. 639–664). Springer. https://doi.org/10.1007/978-981-15-7881-3\_31

Bhetuwal, K. P. (2022). Effectiveness of local curriculum implementation in Nepal. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, *27*(2), 28–33. https://doi.org/10.9790/0837-2702022833

Creswell, J. W. (2011). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson.

Curriculum Development Centre. (2015). *Sthaniya pathyakram srot tatha prashikshan samagri* [Local curriculum resources and training materials] (in Nepali). Curriculum Development Centre. <https://moecdc.gov.np>

Dangal, M. R., & Shrestha, S. (2024). Bridging the gap between community schools and rural communities in Nepal using participatory action research. *Australian and International Journal of Rural Education*, *34*(2), 54–70.

Etefa, S. T. (2024, October). *Preservation of Indigenous knowledge and appropriate technologies*. Assosa University.https://www.researchgate.net/publication/385301074

Gaulee, U., & Bista, .K. (2019). Assessing Nepal’s higher education. In K. Bista, R. M. Allen, & U. Gaulee (Eds.), *Higher education in Nepal: Policies and perspectives* (Chap. 16). Routledge. https://doi.org/10.4324/9781351139205-16

Gautam, D. R. (2020). An assessment on the Constitution of Nepal 2015. *Journal of Political Science*, *20*, 46–60. <https://doi.org/10.3126/jps.v20i0.31794>

Gautam, G. R. (2016). Teacher Training in Nepal: Issues and Challenges. *Tribhuvan University Journal*, *30*(2), 43–56. <https://doi.org/10.3126/tuj.v30i2.25545>

Giddens, A. (2009). Sociology (6th ed.). Cambridge: Polity Press.

Government of Nepal. (2070 B.S.). *National curriculum framework*. Kathmandu: Curriculum Development Center.

Government of Nepal. (2071B.S.). *Policy framework for employment-linked education reform*. Ministry of Education, Science, and Technology.

Government of Nepal. (2072 B.S.). Constitution of Nepal: With critical analysis. S.P. Prakashan.

**Gurung, G. P., & Parajuli, D. R. (2020).** Study of local curriculum implementation imparting local scientific knowledge in Nepal. International Journal of Innovation and Education Research, 1(1), 9–18. Unib Press.

Lim, C. P., Ra, S., Chin, B., & Wang, T. (2019). Leveraging information and communication technologies (ICT) to enhance education equity, quality, and efficiency: Case studies of Bangladesh and Nepal. *Educational Media International, 57*(1), 48–66. https://doi.org/10.1080/09523987.2020.1786774.

Linkha, T. R. (2013). Geography education in Nepal: Past and present. *Chintan-Dhara: A Multidisciplinary Peer-Reviewed Journal*, *14*, 95–106. Campus Unit Committee, Dhankuta Multiple Campus.

Ministry of Education, Science and Technology. (2019). *National curriculum framework for school education (2nd ed.) [in Nepali].* Government of Nepal.

Nepal, H. P. (2070). The role of curriculum for rural transformation in Nepal: A neglected area of discussion. School of Education, Kathmandu University.

Piaget, J. (1972). *The Psychology of Intelligence.* Routledge.

Sah, P., Sah, R., Sahani, S. K., & Sahani, K. (2024). Study and analysis of education system in Nepal and its challenges along with its solution. *Mikailalsys Journal of Advanced Engineering International*, *1*(1), 33–42. https://doi.org/10.58578/mjaei.v1i1.2792

Sharma, B. (2023). Practicing local curriculum in basic level: As an educational innovation and creativity. *Ganeshman Darpan, 8*(1), 79-95.

Shrestha, S. K. (2021). Place of Geography in School Level Curriculum . *The Third Pole: Journal of Geography Education*, *21*(01), 101–110. https://doi.org/10.3126/ttp.v21i01.41622

Shrestha, S. K., Karky, J. R., Timsina, S. K., & Bashyal, L. (2025). Issues and opportunity of social studies education in secondary level education in Nepal. *Ilam (LAM)*, *21*(1), 127–137. <https://doi.org/10.3126/ilam.v21i1.75686>

Subedi, K. R. (2018). Local curriculum in schools in Nepal: A gap between policies and practices. *Crossing the Border: International Journal of Interdisciplinary Studies, 6*(1),57-67.

Subedi, K.R. (January 2020). Fostering the local curriculum conceptualizations: Empowerment and decentralization. Pragyamanch, *32*(16), 52-63.