

An Overview of the Conceptualization, Theoretical Foundations, and Rationale for Developing a Local Curriculum Type of the Research

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Abstract

This paper presents an overview of local curriculum development, which involves designing a curriculum that is customized to the specific needs and context of a particular school, community, or region. The conceptualization and theoretical foundations of this approach are founded on the principles of student-centered education, cultural responsiveness, and meeting the needs of the local community. The rationale for local curriculum development is based on the belief that a personalized curriculum can enhance student engagement and achievement, address their needs and interests, promote equity and inclusion, and encourage innovation. In conclusion, this paper asserts that local curriculum development is an essential aspect of modern education that can improve the effectiveness and engagement of the education system by better serving the needs and interests of students.

Keywords: *Conceptualization, Local curriculum development, Student-centered education, Theoretical foundations.*

Introduction

Local curriculum development is an approach to designing a curriculum that is responsive to the unique needs and interests of a particular community or region [1]. This approach aims to address the diverse priorities, needs, and interests of the entire school community, beyond the local area where the school is situated. The local curriculum is inclusive, considering the diverse perspectives and experiences of all students, and is tailored to meet their unique needs and interests. The curriculum is intended to provide a more relevant and meaningful education for students by incorporating local knowledge and perspectives into the curriculum [2]. The development of the local curriculum is based on the belief that education should be grounded in the experiences and values of the local community, and that students should be engaged in the process of learning about their local environment and community [3]. Incorporating local knowledge and perspectives into the curriculum can help to promote a sense of place and identity and foster a greater understanding of the social, economic, and cultural contexts in which students live [4].

The concept of the local curriculum can be traced back to the Progressive Era in the early 20th century when educators such as John Dewey advocated for a curriculum that was based on the needs and interests of students and that incorporated local knowledge and perspectives [5]. The development of local curricula can also be found in the 1960s and 1970s, when there was a growing interest in alternative forms of education [1]. During this time, several educational movements emerged, including the Free School Movement and the Environmental Education Movement, which emphasized student-centered learning and the incorporation of local knowledge and

perspectives into the curriculum. The Civil Rights and Black Power movements led to a renewed emphasis on local curricula that incorporated the experiences and perspectives of marginalized communities [6], resulting in the development of Ethnic Studies programs that focused on the history, culture, and experiences of African American, Latino, and Native-American communities.

In the 1980s, the local curriculum gained wider recognition as a legitimate approach to curriculum development, with the publication of influential works such as "Local Knowledge: Further Essays in Interpretive Anthropology" by Geertz (1983) [7] and "Schooling in Capitalist America" by Bowles and Gintis (1985) [7]. These works emphasized the importance of local knowledge and perspectives in the learning process and helped to promote the development of local curricula as a viable approach to curriculum development.

Today, local curriculum development is still an important area of focus for curriculum developers, educators, and researchers. There is growing recognition of the importance of incorporating local knowledge and perspectives into the curriculum to provide a more meaningful and relevant education for students [8]. Although it is difficult to determine which country was the first to implement local curriculum, the United States, New Zealand, and Australia have a long history of local curriculum development and practices. For example, American schools began to implement community-based education programs in the 1960s and 1970s, which involved working closely with local community organizations to develop a curriculum that was responsive to the needs and interests of the community [9].

Local Curriculum: Conceptualization

The process of local curriculum conceptualization involves designing and developing a curriculum that caters to the needs, interests, and priorities of a particular community or region. This approach to curriculum development recognizes that education should be contextually relevant and that students learn best when the curriculum is connected to their own experiences and the world around them [10]. Cochran-Smith and Lytle (1999) define the conceptualization of a local curriculum as "the creation of a curriculum that is both responsive to and reflective of the characteristics and needs of a particular community."

Developing a local curriculum requires close collaboration with community members, including students, parents, teachers, and local organizations. By identifying the unique needs and interests of the community, a curriculum can be designed that meets those needs [11,12]. The goal of this approach is to incorporate the perspectives and experiences of diverse communities into the curriculum and promote equity and social justice in education [13]. The conceptualization of local curriculum recognizes the importance of context, community involvement, and cultural responsiveness in education, aiming to create a curriculum that is meaningful and relevant to the lives of students and the communities in which they live [14].

John Dewey is credited with the conceptualization of local curriculum development, which has its roots in the 1960s. During this time, there was growing recognition of the need to develop curricula that were relevant to local contexts [15]. In recent years, there has been a renewed focus on local curriculum development, particularly in developing countries, where issues of access, quality, and relevance in education need to be addressed. Local curriculum development aims to reflect the cultural, social, economic, and environmental factors that shape the lives of the local community, promoting equity, social justice, and cultural diversity in education [16,17].

Local curricula are effective in promoting student achievement, particularly for marginalized communities [18]. They also promote student engagement and motivation, preparing students for college and career success [19]. The development of a local curriculum is a collaborative process that involves teachers, administrators, parents, and community members, to provide a curriculum that is relevant and meaningful to the experiences of students and prepares them for the challenges of their local community and beyond [20]. The conceptualization of a local curriculum is mainly based on the factors of context, community involvement, and cultural responsiveness in education.

Local Relevance

The local curriculum is designed to be contextually relevant, connecting the curriculum to the needs and interests of a specific community or region, and promoting equity and social justice in education. This approach involves close collaboration with community members, promoting student engagement, motivation, and achievement, particularly for marginalized communities. The development of a local curriculum is a collaborative process that involves teachers, administrators, parents, and community members, providing a curriculum that is meaningful and relevant to the experiences of students and

prepares them for the challenges of their local community and beyond [21-24].

Collaboration

The local curriculum emphasizes collaboration with community members to design a curriculum that meets the unique needs and interests of the community, promoting equity and social justice in education. This approach promotes student engagement, motivation, and achievement, and is effective [25,26,22]. The conceptualization of the local curriculum recognizes the importance of collaboration and partnership between educators and the community to provide a relevant and impactful curriculum [27].

Multi-disciplinary Integration

The local curriculum emphasizes multi-disciplinary integration, which involves integrating various subject areas into a comprehensive curriculum that addresses the unique needs and interests of the community. This approach promotes student engagement, motivation, and achievement by showing the connections between different subject areas and preparing students for real-world problem-solving. Local curricula that are multi-disciplinary are effective [29,30] and highlight the need for collaboration across subject areas to provide a relevant and impactful curriculum [31].

Flexible

The local curriculum emphasizes flexibility, allowing customization of the curriculum to meet the unique needs and interests of the community, promoting student engagement and motivation. The development of a flexible local curriculum requires collaboration with community members to identify specific needs and design a curriculum that is adaptable and responsive to the needs of students and the community [32,33,22].

Contextualization

Local curriculum tailors education to the specific cultural, social, and economic conditions of a community, promoting student engagement and achievement. The development of a locally contextualized curriculum requires collaboration with community members to identify specific needs and interests, promoting equity and social justice by incorporating diverse perspectives and promoting cultural awareness. Local curricula that are tailored to the local context are effective, particularly for marginalized communities [34,35].

Community Participation

The local curriculum emphasizes community participation in the development and implementation of the curriculum, recognizing that education is a collaborative effort that involves the entire community [36]. Collaboration with community members is necessary to identify specific needs and interests and design a participatory curriculum that promotes student engagement, motivation, and achievement, while also promoting equity and social justice [37,22].

Authentic Learning

The local curriculum emphasizes authentic learning, connecting learning to real-world experiences and problems, and promoting student engagement, motivation, and achievement. Collaboration with community members is necessary to design a locally authentic curriculum that provides opportunities for students to apply their learning, promoting equity and social

justice by incorporating diverse perspectives and critical thinking [36]. Local curricula that provide authentic learning experiences are effective, particularly for marginalized communities [37].

Equity

The local curriculum emphasizes equity in education, providing all students access to high-quality education regardless of their background or circumstances. Collaboration with community members is necessary to design a locally equitable curriculum that is inclusive and responsive to the needs of all students [36]. An equitable curriculum can promote student engagement, motivation, and achievement, reducing achievement gaps and improving outcomes for marginalized students [22,37].

Local Curriculum: Theoretical Foundations

Local curriculum development draws on a range of theoretical foundations from various disciplines, including sociology, anthropology, and critical pedagogy. One influential theoretical perspective is the concept of "cultural capital," which recognizes the importance of local knowledge and cultural practices in shaping educational outcomes [38]. Another influential perspective is critical pedagogy, which emphasizes the need to challenge dominant power structures and promote social justice through education [39].

Theoretical foundations of local curriculum development also include constructivism, culturally responsive pedagogy, critical pedagogy, and place-based education. Constructivism emphasizes active learning and student-centered approaches to education, while culturally responsive pedagogy emphasizes recognizing and valuing the cultural backgrounds and experiences of students [40-42]. Critical pedagogy empowers students to question and challenge social, economic, and political structures, while place-based education connects learning to the local environment and community [16,17].

These theoretical foundations provide a framework for developing a local curriculum that is responsive to the unique needs and interests of the community, promotes equity, social justice, and active learning, and helps students develop a sense of place-based identity and responsibility. Together, these perspectives provide a comprehensive theoretical basis for local curriculum development that can help educators design curricula that are engaging, meaningful, and relevant to the lives of their students and communities.

Cultural Capital Theory

The theory of cultural capital is a significant foundation of local curriculum development. It highlights the importance of local knowledge and cultural practices in shaping educational outcomes [18]. According to this theory, students who possess cultural capital - knowledge of cultural practices, values, and beliefs that are valued in their community - are more likely to succeed in school. Cultural capital is a form of symbolic capital that is valued in society and can take many forms, including knowledge of art, literature, music, and other cultural practices [18].

Incorporating cultural capital theory into curriculum development is crucial. The curriculum should reflect the

cultural diversity of the community and incorporate local knowledge and perspectives to maximize student engagement and learning outcomes. Culturally relevant pedagogy is an approach that emphasizes the use of cultural knowledge, prior experiences, and perspectives of students in teaching and learning [16]. By incorporating the cultural capital of students into the curriculum, culturally relevant pedagogy aims to promote student engagement, motivation, and academic achievement. This theory provides a valuable framework for local curriculum development that emphasizes the importance of creating a culturally relevant, equitable curriculum that promotes critical consciousness and social justice by incorporating these principles into curriculum design. These priorities are essential for effective local curriculum development.

Cultural Values and Experiences: Cultural capital theory holds that cultural values and experiences are crucial in shaping educational outcomes. These values and experiences are considered key components of cultural capital, which refers to the knowledge, skills, and values individuals acquire through social and cultural experiences. By incorporating cultural values and experiences into curriculum development, educators can create a more relevant and meaningful curriculum that promotes student engagement and academic achievement. Culturally relevant pedagogy is an effective approach to incorporating cultural knowledge and prior experiences of students into teaching and learning [43].

Equitable Sharing of Cultural Resources: Cultural capital theory suggests that unequal access to cultural capital can lead to educational disparities. Promoting the equal distribution of cultural capital can be achieved through education policies that recognize and value diverse cultural backgrounds and experiences. Incorporating diverse cultural perspectives and experiences into education, providing access to cultural resources, and supporting underrepresented groups are strategies that can help to achieve this goal and reduce educational disparities [43].

Critical Consciousness: Critical consciousness is a concept in critical pedagogy that encourages students to question dominant cultural norms and values and recognize power structures and social inequalities (Freire, 1970). It refers to the ability to analyze and take action to address these issues. Critical consciousness can be developed through dialogue, reflection, and action, such as analyzing critical texts and engaging in experiential learning activities. Developing critical consciousness is important for promoting social justice and equity by challenging systemic oppression and biases (Giroux, 2011). Cultural capital theory can be applied to local curriculum development to promote critical consciousness and social justice. This can be achieved through critical pedagogy, which encourages students to challenge dominant cultural norms and values by analyzing texts, media, and cultural artifacts.

Linguistic Capital: Linguistic capital is a concept that refers to the value placed on language skills and proficiency in society (Bourdieu, 1991). It is an important form of cultural capital that can provide individuals with social and economic advantages. However, linguistic capital is not evenly distributed in society, and addressing linguistic inequalities involves recognizing and valuing linguistic diversity and promoting multilingualism and

bilingual education (Cummins, 2000). Linguistic capital is a crucial element that can influence an individual's success in education and the workforce. Thus, it is essential to recognize the importance of language and linguistic capital in local curriculum development. Educators should aim to create a curriculum that supports students' language development and values multilingualism and linguistic diversity. By encouraging students to learn and communicate in multiple languages, local curriculum development can help students develop linguistic capital, promote academic achievement, and foster cultural pride.

Critical Pedagogy

Critical pedagogy is an educational philosophy and approach that aims to challenge traditional power structures and promote social justice through education. It is based on the idea that education should be a tool for social transformation rather than a tool of oppression. Critical pedagogy emphasizes the importance of critical thinking, dialogue, and social action in the learning process (Freire, 1970). The roots of critical pedagogy can be traced back to the work of Brazilian educator Paulo Freire, whose influential book, "Pedagogy of the Oppressed" (1970), argued that traditional education perpetuates social inequality by reinforcing dominant power structures and promoting conformity to the status quo. Freire saw education as a process of conscientization, or raising awareness of the social, economic, and political structures that shape society. He believed that education should be a tool for liberation, empowering individuals to become active agents of social change.

Critical pedagogy emphasizes the need to challenge dominant power structures and promote social justice through education. This involves incorporating local knowledge and perspectives into the curriculum, valuing student voices, and challenging the traditional education system. Critical pedagogy encourages educators to engage in dialogue with students and to promote critical thinking and social action in the learning process.

One way to incorporate critical pedagogy into education is through community-based learning, which emphasizes the importance of community engagement and social action in the learning process (Stoecker, 2016). Community-based learning allows students to apply their critical thinking skills to real-world problems and to engage in social action to promote social justice.

Critical Pedagogy is a theoretical foundation of curriculum development that centers on the need to challenge dominant power structures and promote social justice through education. Its goal is to raise awareness of the social, economic, and political structures that shape society and empower students to become active agents of social change. This approach challenges traditional education by emphasizing the importance of critical thinking and social action. Community-based learning is one way to incorporate Critical Pedagogy into curriculum development. This approach emphasizes community engagement and social action to promote critical thinking, civic engagement, and social change. Critical Pedagogy emphasizes social justice, student voice, and the teacher's role in challenging the traditional education system. By incorporating local

knowledge and perspectives into the curriculum, Critical Pedagogy aims to promote social transformation rather than perpetuate social inequality.

Social Justice: Social justice is a key focus of Critical Pedagogy, which stresses that education should be a means of challenging dominant power structures and promoting social equality (Giroux, 1994). To achieve this goal, the curriculum should be designed to encourage critical thinking, social action, and civic engagement. Education should empower students to question and challenge social inequalities and to become active agents of change in society.

Student Voice and Teachers' Role: In Critical Pedagogy, student voice is a crucial element in the learning process. This approach emphasizes that students should be active participants in their learning, and the curriculum should be designed to reflect their needs and interests. To achieve this, the curriculum should incorporate local knowledge and perspectives that are relevant to the experiences of students. Critical Pedagogy sees the role of the teacher as more than just imparting knowledge. Instead, teachers are viewed as co-learners and co-creators of knowledge, working collaboratively with students to challenge dominant power structures and promote social justice (Hooks, 1994; Apple, 1993).

Innovative Educational Practices: Critical Pedagogy is a paradigm that challenges conventional education by emphasizing the significance of social justice, student voice, and teacher cooperation (Giroux, 1994). This approach has played a crucial role in the emergence of alternative forms of education, including community-based learning, service learning, and experiential learning. These pedagogical approaches prioritize the integration of real-world experiences and community engagement in the learning process, encouraging students to take an active role in their education and empowering them to become agents of change in their communities.

Constructivism

Constructivism is a theoretical foundation for curriculum development that emphasizes the active role of the learner in the learning process (Piaget, 1952). It emphasizes the importance of students actively constructing their knowledge and understanding through their experiences and interactions with the world. According to constructivist theory, learning is an active process in which learners construct their understanding of the world around them (Piaget, 1973). This means that students are not passive recipients of knowledge but rather are actively engaged in the process of constructing their understanding of the world through their experiences and interactions. Constructivism emphasizes the importance of student-centered learning that is based on the needs and interests of the learner. Swiss psychologist Jean Piaget's work forms the foundation of constructivism, where he suggested that learning is a process of constructing meaning based on prior knowledge and experience.

In the context of local curriculum development, constructivism can serve as a theoretical foundation for designing a curriculum that is relevant to the experiences and interests of students. The

implications of constructivism for curriculum development are significant. If learning is an active process of constructing meaning, then the curriculum should be designed in a way that promotes student engagement and participation. Constructivism suggests that the curriculum should be designed to incorporate the experiences and interests of students so that they can actively engage with the material and construct their understanding of it. This means that the curriculum should be based on the needs and interests of the learner and should incorporate opportunities for students to construct their understanding of the world.

Similarly, constructivist theory also emphasizes the importance of social interaction and collaboration in the learning process (Vygotsky, 1978). This means that the curriculum should be designed to promote collaboration and group work, allowing students to learn from each other and construct knowledge together. Thus, the curriculum development process in constructivism is through project-based learning, an approach that emphasizes the importance of student-centered learning through the completion of a project or task (Thomas, 2000). By incorporating project-based learning into the curriculum, students can engage in hands-on learning that is based on their needs and interests, and develop the skills and knowledge needed to become independent learners. Thus, constructivism can serve as a theoretical foundation for local curriculum development by emphasizing the importance of student-centered learning, social interaction, and collaboration. The major characteristics of constructivism include the importance of active learning, student-centered learning, and the integration of prior knowledge and experience in the learning process.

Active Learning: Constructivism emphasizes active learning and the role of the learner in the learning process. This perspective suggests that learning is an active process of constructing meaning based on prior knowledge and experience (Vygotsky, 1978). The curriculum should incorporate hands-on learning, problem-solving, and collaboration to promote student engagement. Students construct their understanding of the world through experiences and interactions. This approach empowers students to construct their knowledge and emphasizes the importance of active learning and engagement.

Prior Knowledge: Constructivism emphasizes the importance of prior knowledge in learning. New information is best learned when integrated with existing knowledge structures (Ausubel, 1963). The curriculum should therefore build upon students' prior knowledge and experiences. By doing so, educators can help students construct new knowledge and deepen their understanding of the material, making learning more meaningful and engaging.

Teacher as a Facilitator: In Constructivism, the teacher acts as a facilitator of learning and promotes student engagement (Brooks & Brooks, 1993). The teacher creates a student-centered learning environment that encourages active participation, inquiry, and hands-on learning. This approach fosters critical thinking and problem-solving skills, empowering students to take an active role in their learning.

Innovative Approach: The constructivist approach to education challenges traditional forms of teaching by prioritizing active

learning, student engagement, and independent thinking (Bruner, 1966). This perspective has spurred the development of alternative educational models, including project-based learning, problem-based learning, and inquiry-based learning. These approaches are designed to foster critical thinking and creativity, promote student engagement, and encourage students to take an active role in their learning. The constructivist perspective has had a significant impact on educational theory and practice, promoting more student-centered and experiential forms of learning.

Social Constructivism

Social constructivism is a theoretical framework that emphasizes the role of social interaction and collaboration in the process of learning. According to social constructivism, individuals construct meaning and knowledge through their interactions with others and the environment around them (Vygotsky, 1978). Recent studies have further supported the importance of social interaction in learning and development. Social constructivism is a theoretical foundation of curriculum development that emphasizes the importance of social interaction and collaboration in the learning process (Vygotsky, 1978). According to this perspective, learning is a social process in which students construct their understanding of the world through interactions with others. The theory is based on the work of Lev Vygotsky, who argued that cognitive development occurs through social interaction and collaboration with more knowledgeable peers or adults.

In curriculum development, social constructivism emphasizes the importance of promoting social interaction and collaboration among students. This means designing a curriculum that incorporates opportunities for students to work together, share ideas, and engage in collaborative learning. Cooperative learning is a key approach in social constructivism, emphasizing the importance of student collaboration and teamwork in the learning process (Johnson & Johnson, 1989). By incorporating cooperative learning into the curriculum, students can learn from each other, share ideas, and develop the skills and knowledge needed to work effectively in groups.

Thus, social constructivism emphasizes the importance of social interaction and collaboration in the learning process. By designing a curriculum that promotes collaborative learning, educators can create a learning environment that empowers students to construct their understanding of the world through interactions with others. The major emphasis of social constructivism in curriculum development is discussed briefly.

Social Interaction: Social constructivism highlights the importance of social interaction in the learning process. It suggests that individuals learn through interactions with others and the environment around them (Vygotsky, 1978). The curriculum should be designed to encourage social interaction and collaboration among learners, promoting group learning activities and cooperative learning approaches. Ultimately, social interaction is a foundational element of effective learning according to social constructivism.

Cultural and Social Context: Social constructivism emphasizes the importance of cultural and social context in the learning process. The curriculum should integrate local knowledge and perspectives relevant to students' cultural and social contexts, creating an inclusive and diverse learning environment. This deepens students' understanding of the material and connects their learning experiences to their cultural and social background (Vygotsky, 1978).

Role of the Teacher: Social constructivism sees the teacher's role as a facilitator of learning and social interaction, not just a knowledge provider (Vygotsky, 1978). Teachers collaborate with students to support their learning, promote critical thinking and problem-solving skills, and encourage student-centered learning. By promoting social interaction and collaboration, teachers help students construct their understanding of the world and empower them to take an active role in their education.

Interaction and Collaboration: Social constructivism challenges traditional education by emphasizing social interaction and collaboration in learning (Rogoff, 1990). This approach has inspired alternative models like cooperative learning, peer tutoring, and collaborative problem-solving, empowering students to take an active role in their education. Social constructivism's impact on educational theory and practice promotes student-centered and collaborative learning.

Local Curriculum Development: Rationale

The underlying principle of local curriculum development is that education should cater to the unique needs and aspirations of the local community. The local curriculum is specifically designed to mirror the cultural, social, economic, and environmental factors that characterize the community, thereby promoting equity, social justice, linguistic value, and cultural diversity in education. By incorporating local knowledge and perspectives into the curriculum, local curricula can enhance student engagement, promote cultural diversity, and improve learning outcomes. Moreover, creating a curriculum that is tailored to the needs of the local community ensures that students are more likely to be invested in their education and achieve better learning outcomes. Ultimately, local curriculum development is a valuable approach to improving educational outcomes as it prioritizes student-centered teaching and learning, and aligns with the needs and goals of the local community.

The local curriculum considers the specific needs and context of a particular school or district. This enables educators to create a curriculum that is not only relevant but also meaningful to their students. By doing so, teachers can promote student engagement and achievement while aligning with the goals and values of the local community. In turn, this can lead to better educational outcomes for students. Additionally, local curriculum development can encourage teacher collaboration and professional development, which can further improve student learning outcomes. Therefore, a student-centered teaching and learning approach, along with teacher collaboration, and a focus on aligning with the needs and goals of the local community, can make local curriculum development a valuable approach to improving educational outcomes.

In the current context, local curriculum development remains relevant as it allows for the creation of a curriculum that is

customized to the unique needs and context of a specific school or district. This is especially important given the unprecedented challenges faced by schools and districts due to the COVID-19 pandemic. A study conducted by Lai and McNaughton (2021) in New Zealand during this pandemic found that local curriculum development programs helped teachers to adopt a more student-centered approach to teaching, leading to improvements in student engagement and achievement. Similarly, Lee and colleagues (2021) examined the implementation of a locally developed coding curriculum in Singapore, which was tailored to the unique needs and interests of the students in the school. They discovered that the curriculum resulted in improvements in student engagement and achievement in coding, as well as in other subject areas. These findings highlight the significance of local curriculum development in promoting effective teaching and learning, particularly in challenging circumstances. Therefore, local curriculum development can be a valuable approach to improving educational outcomes, especially when it is implemented with a focus on student-centered teaching and learning, teacher collaboration, and alignment with the needs and goals of the local community.

The studies indicate that local curriculum development can be a valuable strategy for enhancing educational outcomes, especially in the current context, when implemented with a focus on student-centered teaching and learning, teacher collaboration, and alignment with the needs and goals of the local community. By designing a curriculum that is customized to the unique needs and context of a school or district, educators can establish a more effective and relevant curriculum that encourages student engagement and achievement, even in challenging circumstances. In addition, the rationale behind local curriculum development can address the following issues:

Mitigating Academic Setbacks

Challenging circumstances, like the COVID-19 pandemic, can cause students from disadvantaged backgrounds to experience learning loss due to a variety of factors. In such situations, local curriculum development can play a vital role in mitigating these gaps by creating a curriculum that is customized to the unique needs and strengths of the students and community. In addition, targeted support and resources can be provided to address areas of weakness and help students overcome their learning deficits. By tailoring the curriculum to the needs of the students and community, local curriculum development can be an effective strategy for mitigating the effects of learning loss and promoting academic success.

Fostering Equity and Inclusion

Incorporating local curriculum development can foster equity and inclusion within the educational system by acknowledging the diverse needs and backgrounds of students and the community. Through this approach, culturally responsive teaching practices can be integrated, targeted support can be provided for students with special needs, and systemic inequities in the education system can be addressed. By tailoring the curriculum to meet the unique needs of the students and community, local curriculum development can be a powerful tool for promoting equal opportunities and ensuring that every student has access to quality education, regardless of their background or circumstances.

Encouraging Creativity

Encouraging creativity is a vital aspect of local curriculum development, allowing educators to explore new teaching methodologies that are better suited to their school or district's needs and circumstances. By promoting innovation, educators can design a more impactful and interactive curriculum, leading to enhanced student learning and achievement. The local curriculum fosters innovation through experimentation and creativity in designing and implementing the curriculum, enabling educators to take a flexible approach to teaching and learning. This encourages educators to be more innovative and creative in their teaching practices, resulting in a more engaging and effective curriculum for students.

Fostering Community Engagement

Local curriculum development is a flexible approach that allows community members, including parents, to contribute to their children's education. This fosters a sense of ownership and investment in the school and its objectives, as community members are involved in the development and implementation of the curriculum. This involvement promotes collaboration between schools and the community, leading to a more effective approach to education. Additionally, involving community members creates a more inclusive and supportive environment, where they have a greater understanding of the school's goals and a vested interest in the educational success of its students.

Fostering Cultural Responsiveness

A locally developed curriculum has the advantage of being more culturally responsive, as it takes into account the unique cultural backgrounds and experiences of the students and community members. By doing so, it can promote student engagement and achievement, especially among historically marginalized or underserved groups. This approach acknowledges the importance of cultural diversity and recognizes the impact of culture on learning outcomes by incorporating culturally responsive teaching practices, local curriculum development can create a more inclusive and supportive environment, where students feel valued and understood. This, in turn, can lead to improved academic performance and better educational outcomes for all students.

Cultivate Novel Thinking.

Promoting creativity and novel thinking in local curriculum development involves establishing a culture of experimentation, collaboration, and student-centered learning, where new approaches to teaching and learning are continually being explored. By doing so, local curriculum development can encourage educators to be more innovative and creative, leading to the development of new and effective teaching methodologies. This approach allows for a more flexible and dynamic approach to education, where educators are empowered to take risks and try new things, ultimately resulting in a more engaging and effective curriculum for students.

Local curriculum development continues to be a relevant strategy in the present context, as it enables the creation of a curriculum that is customized to the unique needs and circumstances of a particular school or district. This is particularly crucial in the current context, where schools and districts are grappling with unprecedented challenges. By tailoring the curriculum to the needs of the students and

community, local curriculum development can result in a more effective and engaging education system, better equipped to prepare students for success in the 21st century. Ultimately, this approach can lead to improved academic performance and better educational outcomes, providing students with the skills and knowledge necessary to succeed in an ever-evolving and increasingly complex world.

Conclusion


Local curriculum development plays a pivotal role in modern education by creating a curriculum that is tailored to the unique needs and context of a specific school or district. The conceptualization and theoretical underpinnings of local curriculum development are built on the principles of student-centered education, cultural responsiveness, and meeting the needs of the local community. The rationale for local curriculum development is based on the belief that a customized curriculum can enhance student engagement and achievement, address learning loss, support student learning, promote equity and inclusion, and foster innovation. By designing a curriculum that is customized to the school or district's unique needs and context, educators can create a more effective and relevant curriculum that promotes student learning and prepares them for success in the 21st century. Ultimately, local curriculum development is a crucial component of modern education, enabling the creation of a more effective and engaging education system that better serves the needs of all students.

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