

## Issues and Opportunity of Social Studies Education in Secondary Level Education in Nepal

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### Abstract

*This study investigates the challenges and opportunities in secondary school social studies education in Nepal, focusing on issues such as outdated curricula, traditional teaching methods, and resource limitations in schools. Social studies is very important in developing civic awareness, cultural understanding, and social responsibility among secondary-level students. However, these challenges hinder student engagement, critical thinking, and the practical application of concepts. The nature of research design being qualitative follows a descriptive approach. It utilizes both primary and secondary data sources. The primary data were collected through interviews conducted with students, social studies teachers, and the head teacher of Prakash Secondary School, Bhumlu, Kavre. The findings showed areas that needed improvement to be updated in the course of curriculum modification, namely, current issues such as climate change and digital literacy, technology integration in classrooms, and better training for teachers themselves. The study underscores the necessity for a more interactive and relevant approach to social studies education, focusing on project-based and field-based learning. . It identifies significant challenges, such as outdated curricula, traditional teaching methods, and limited resources, which affect student engagement and critical thinking. Findings from the study recommend revising the curriculum to incorporate contemporary issues such as climate change, introducing technology in the classrooms, and more training for teachers. Social studies will adopt even more student-centered and interdisciplinary learning approaches that encourage critical thinking, civic responsibility, and social engagement. Addressing these challenges will help create informed, responsible citizens and make social studies a stronger tool for societal development. The curriculum can be improved by modernizing it, enhancing teacher training, integrating technology, and promoting interactive and community-based learning.*

**Key words:** Challenges, Digital resources, Opportunities, Social studies, and Teaching methods

### Introduction

Social studies as an academic discipline deal with human society, its structure, and the relationship within it. The curriculum integrates various disciplines such as history, geography, economics, civics, and sociology to enhance students' comprehension of the world. Social studies education promotes critical thinking, cultural awareness, and active citizenship by

examining past events, current issues, and societal trends. It is expected to contribute to civic awareness, cultural understanding, and social responsibility in secondary-level students. Social studies are relevant beyond academics for character development in citizens who would contribute effectively towards the betterment of society in Nepal (Sharma & Dahal, 2019).

In the Nepalese context, it also introduces the students to varied concepts of citizenship, ethics, and cultural heritage besides various contemporary issues at national and global levels. Not only does the subject help the students to learn about Nepal's rich cultural and historical background, but it also prepares them for engagement with contemporary social and political issues responsibly (Pant, 2018). Despite these benefits, however, social studies education in Nepal faces several challenges that impinge on its effectiveness and relevance. One of the major challenges is the outdated curriculum, which often does not address contemporary global issues such as climate change, digital citizenship, or globalization (Giri, 2017). This outdated content often makes it difficult for students to connect social studies lessons with real-life situations and thus decreases their interest. This is compounded by the curriculum irrelevance that limits the possibilities of students applying what they learn in social studies to the rapidly changing world around them. The mode of teaching is also an inhibitor to effective social studies education. Many classrooms are still heavily reliant on rote learning, where students will memorize facts without comprehending the concepts. This method restrains students from developing some critical skills, such as critical thinking, analysis, and discussion, important in developing understanding about complex social issues (Luitel, 2021). Resource constraints in rural areas are also a big barrier. Schools in poor areas usually lack updated textbooks, teaching materials, and access to technology to offer quality social studies education (Bhandari & Karki, 2022). As a result, students in these regions often lag behind their peers from urban areas in all aspects of educational opportunities and performance. The discrepancies in resources affect not only the quality of education provided but also students' involvement and interest in social studies. Another acute issue is teacher training; many teachers of social studies have never received training on modern pedagogical approaches. Social studies topics are often complex, requiring an understanding of how to facilitate discussions, debates, and critical thinking exercises—skills that have not been particularly developed in traditional teacher training. (Joshi, 2020). Yet despite such challenges, opportunities to better social studies education exist. The curriculum modernization is one of the impactful areas for reform; updating the curriculum to include current topics such as environmental sustainability, social justice, and digital literacy could be considered, as noted (Shrestha & Aryal, 2021). It may make social studies more relevant to students and allow them to apply these issues to their immediate environment.

Moreover, the introduction of more interactive teaching methods, such as case studies, group discussions, and project work, may facilitate deeper understanding and longer retention of knowledge of social studies by students (Acharya, 2021). Some of these challenges definitely carry tremendous promise for resolution with technology integration. Indeed, digital resources may provide an opportunity to equalize the quality of education between rural and urban schools; therefore, digital resources also can reduce the gap between urban and rural schooling (Acharya, 2021). In-service teachers' training programs on modern pedagogies are also important to be conducted for making the teachers capable of developing critical thinking among students and motivating them to participate in social studies (Joshi, 2020). Besides, providing the teachers with what they need in terms of materials and training could do much to increase the overall impact of the social studies on civic awareness and social responsibility of the students. Finally, NGO-community organization partnerships provide a strong avenue for practical learning: through interactions with the social problems of environmental conservation and public health, students will be exposed to real situations that will build their capacity to understand issues in social studies. Furthermore, experiences build a social

commitment among these students by helping them work back in their communities and giving them an active role (Pandey & Singh, 2019).

### **Methodology**

A qualitative research methodology with a descriptive design is adopted for this study to explore challenges and opportunities in secondary school social studies education in Nepal. The data used for this research were both from primary and secondary sources. The primary data were collected through semi-structured interviews with students (class 9 to 12), social studies teachers, and the head teacher at Prakash Secondary School, Kavre district. Secondary data were collected from booklets, newspapers, digital sources, and e-libraries. According to Denzin & Lincoln (2011), qualitative research is appropriate for studying complex social phenomena through detailed data collection via interviews and focus groups. The research uses qualitative data from interviews with teachers, students, headteachers, and parents to explore how social studies fosters active citizenship. The process includes transcribing interviews, familiarizing with the data, coding, developing themes, comparing different perspectives, checking with participants, and interpreting the findings. The study provides contextual, comparative insights, policy implications, participant quotes, and recommendations of each theme for improving social studies education in Nepal.

### **Discussion and Findings**

Social studies education in Nepal faces significant challenges in terms of outdated curricula, a scarcity of resources, and traditional teaching methods that affect students' engagement and learning outcomes. Both teachers and students face challenges in making the subject relevant and engaging. However, there are opportunities for improvement through curriculum reforms, technology integration, and better teacher training. By confronting these challenges, social studies could make students more engaged, encourage critical thinking, and, generally, civic responsibility to prepare them for activity in the life of society. The study provides important insights for educators and policymakers regarding ways to improve social studies education. However, it faces significant challenges, such as outdated curriculum content, limited resources, and traditional teaching methods. Teachers and students often experience difficulties in making the subject relevant and engaging, which impacts learning outcomes. At the same time, there are promising opportunities for improvement through curriculum reforms, technology integration, and enhanced teacher training. Exploring these issues and opportunities provides insight into how social studies education can better prepare students for active participation in Nepal's diverse society. The selected stakeholders are students, education officers from municipalities and head teachers.

### **Challenges in Social Studies Education in Nepal**

Social studies education plays an important role in the making of informed, responsible, and active citizens through developing historical, geographical, civic, and cultural knowledge. It gives learners knowledge and develops the ability for critical analysis of social, economic, and political issues. Despite the importance, social studies education faces many challenges that make it less effective to meet the goals as stated in education. These challenges emanate from a variety of factors, including curriculum design, teaching methodologies, resource availability, and the dynamic socio-political environment. Understanding and addressing these challenges are important in developing better quality and effectiveness of social studies education in creating a well-rounded and aware society. The following challenges are given below:

**Limited Resources:** Inadequate access to resources such as textbooks, teaching materials, and digital tools poses significant challenges for effective teaching and learning, particularly in rural schools like Prakash Secondary School. Limited availability of updated textbooks and interactive resources restricts teaching methodologies and hinders students' understanding of complex concepts. Teachers face difficulties in creating engaging lessons due to a lack of support materials. Addressing

these resource gaps through government support, NGO partnerships, and community involvement can enhance educational quality, empowering both educators and students to meet modern challenges and actively engage in a rapidly changing world.

**Lack of Teacher Training:** A significant barrier to effective social studies education is the lack of professional training for teachers, leaving many unprepared with modern teaching methods and curriculum knowledge. This leads to reliance on traditional lecture-based approaches that fail to engage students or foster critical thinking and real-world application. Without training in innovative methods like project-based learning, multimedia integration, and interactive discussions, teachers struggle to connect social studies with students' lives. Professional development through workshops, seminars, and mentoring can empower teachers to deliver dynamic lessons, incorporate current events, and foster critical thinking. Investing in such initiatives would enrich the academic environment, better preparing students for active and informed citizenship.

**Outdated Teaching Methods:** The reliance on traditional lecture-based teaching methods hinders student engagement and critical thinking in social studies. This approach emphasizes rote memorization over active participation, limiting students' ability to analyze, discuss, and apply knowledge to real-life social issues. The absence of interactive activities, like debates or group projects, further reduces opportunities for meaningful engagement and understanding of diverse perspectives. Student-centered methodologies, such as project-based learning, multimedia integration, and current event discussions, can enhance the learning experience by providing a more engaging and relevant environment. Providing teachers with professional development in these modern techniques at Prakash Higher Secondary School could foster interactive classrooms, enhance student participation, and better prepare them to navigate complex social realities.

**Insufficient Technology Integration:** The lack of technology in classrooms significantly limits the learning experiences in social studies education. Without digital access, students miss out on engaging resources such as interactive maps, multimedia presentations, virtual field trips, and real-time news updates, which enhance understanding of both local and global issues. This gap makes lessons less dynamic and restricts students from exploring diverse perspectives and real-world applications. Integrating technology, like digital storytelling tools and educational videos, can make abstract concepts more concrete and expand access to materials beyond traditional textbooks. Additionally, it fosters digital literacy skills essential for future studies and careers. Prakash Higher Secondary School could address this challenge by partnering with local organizations or seeking government support to secure digital resources and provide teacher training, creating a more interactive and relevant educational experience.

**Cultural and Contextual Relevance:** The social studies curriculum often lacks relevance to students' immediate experiences, limiting their engagement and ability to connect learning to real-life situations. When lessons focus on distant concepts without tying them to local practices, students in Kavre may struggle to see their importance. For instance, exploring abstract theories or remote historical events can feel disconnected for students familiar with the impacts of agriculture, local governance, and migration in their community. Incorporating locally relevant topics, such as regional agricultural practices, water management challenges, or migration trends, can make the curriculum more engaging and meaningful. By consulting local leaders, experts, and parents, Prakash Higher Secondary School can structure lessons that connect with students' daily lives, fostering a sense of place and community responsibility. This approach equips students with relevant skills and knowledge while preparing them for both local and global challenges.

**Assessment Issues:** Standardized testing in social studies often emphasizes repetition memorization over critical thinking, limiting its ability to assess students' understanding and analytical skills. Exams typically focus on recalling textbook facts rather than evaluating the application of concepts or critical engagement with social issues. This approach delays students' problem-solving abilities and their capacity to reflect on societal dynamics, key skills for navigating challenges in life. For instance, while students may memorize historical events, they rarely explore their causes, consequences, or relevance to current issues in Kavre, which diminishes interest and engagement in the subject. To address this, Prakash Secondary School could adopt project-based assessments and open-ended questions that encourage critical thinking and practical application of knowledge. Such assessment methods would

better capture students' understanding and prepare them for active participation in civic and social life beyond the classroom.

**Limited Field-Based Learning:** Field-based learning, such as field trips, community interactions, and hands-on activities, is a critical component of social studies education. It allows students to observe, analyze, and understand societal structures, cultural practices, and historical contexts in real-world settings. Students struggle to connect social studies concepts like governance, culture, and history to real life without field trips or hands-on activities. This lack of practical learning reduces their interest, limits skill development like critical thinking and observation, and makes it harder for them to see the subject's relevance in daily life.

**Curriculum Overload:** A broad and dense curriculum in social studies covers a wide range of topics, from history and geography to economics and civics. A broad social studies curriculum aims to provide comprehensive knowledge but can overwhelm students and teachers. Students may struggle to process too much information, leading to shallow understanding, while teachers feel pressured to cover everything, leaving little time for creative and interactive teaching. This focus on quantity over quality can neglect key concepts and reduce student engagement. To address this, social studies should prioritize essential topics, integrate related subjects, and encourage active learning for deeper understanding and interest. In this context, one of the students shared, *class 10 expressed concerns about the overloaded curriculum, citing the integration of multiple subjects as a significant challenge. The student mentioned that balancing regular studies with the additional pressure of completing project work often leaves little time for a thorough understanding of key topics. This situation creates stress and reduces their ability to engage actively in the learning process. The teacher's inability to complete all project work due to time and resource constraints suggests that prioritizing essential topics and engaging in active learning can enhance engagement and learning outcomes.* In the same way, the secondary level teacher said about the curriculum, *A secondary teacher analyzed the overloaded curriculum, saying it is hard to teach all topics equally because their expertise is in one main subject. I find it challenging to teach students effectively and complete meaningful project work due to limited time and resources. The teacher mostly uses physical materials, some digital tools, and lectures, with few interactive methods.*

In the same way the head teacher said, *the social studies curriculum is too heavy, making it hard for teachers to focus on important topics because of their workload and limited time. He also pointed out the difficulty in finding qualified teachers and the lack of educational materials, which affect teaching. Due to limited training, teachers mostly use lectures and fewer interactive methods, leading to lower teaching quality and student learning.* Overall, curriculum overload, lack of resources, and limited time affect teaching quality and student outcomes, suggesting a need to prioritize key topics and use active learning methods to improve engagement and results.

**Resource Constraints:** Resource constraints refer to the lack of necessary materials, tools, and infrastructure for effective social studies teaching. The school struggles with limited textbooks, maps, and visual aids, which are essential for teaching subjects like history and geography. Additionally, the absence of digital tools and qualified teachers, along with limited opportunities for field trips or guest lectures, impacts the quality of education and student learning. In this context one of the student shared, *Learning social studies is difficult because we don't have enough textbooks, maps, and visual aids to understand subjects like history, geography, economics, and political science. Without digital tools and interactive learning, it's hard to grasp the topics deeply. Limited resources and infrastructure make it challenging for us to fully understand social studies.*

In the same way, the teacher said,

*The lack of resources in social studies education makes it hard to teach effectively. The textbooks need important materials like maps, charts, and visual aids, but without these, teaching becomes difficult. This shortage makes it tough to explain and understand key concepts, making the subject less interesting and effective for students. In this way, head teacher said, The lack of resources is affecting the quality of social studies education. The school struggles to provide a complete social studies curriculum because of limited teaching materials and digital tools. Without proper resources for project work and teacher support, learning becomes difficult, impacting both teaching and student progress.*

In summary, the student, teacher, and head teacher expressed concerns about the lack of resources in social studies education. The student highlighted difficulties in learning due to insufficient textbooks, maps, and visual aids, along with the absence of digital tools. The teacher noted that this shortage hampers effective teaching and makes it hard to explain key concepts. The head teacher emphasized that the overall quality of education suffers, as the school struggles with limited teaching materials, digital tools, and resources for project work, impacting both teaching and student learning.

**Teacher Training and Pedagogical Practices:** The challenges in teacher training and pedagogical practices in social studies stem from insufficient training and outdated teaching methods. Social studies, covering topics like history, geography, politics, and economics, requires teachers with strong subject knowledge and modern teaching skills. In many schools, especially in rural areas, teachers lack professional development opportunities and are limited to traditional methods like lectures, which reduce student engagement. The lack of innovative methods, such as project-based learning or digital tools, makes it harder for students to connect theory to real-world situations. This, along with insufficient teacher support and training, impacts the overall quality of education. In the context one of the teachers said, *I took the few training that focuses on active learning methods. Without training in interactive techniques, teachers mostly rely on traditional a lecture, which makes it hard to engage students and make lessons more interesting. Even though there is more awareness of new teaching trends, opportunities for training in active learning are still scarce. Teachers believe that proper training in these methods could greatly improve student engagement and learning experiences.*

In the same way the head teacher reported, It is important for teachers to keep receiving training to improve their teaching methods and engage students better. Limited resources often force teachers to use old methods, making it hard to actively involve students. Regular, practical training helps teachers learn new, interactive strategies that make lessons more relevant to students. Similarly, principals stress the need for continuous teacher development to meet changing educational needs and student expectations. Investing in regular professional development will help teachers use new and effective methods, creating better learning environments that support student success.

In summary teachers and the head teacher both agree that limited access to active learning training is hindering effective teaching. Teachers often rely on traditional lectures, making it difficult to engage students and make lessons interesting. Despite awareness of new teaching trends, opportunities for training in active learning are still scarce. The head teacher emphasizes the importance of regular, practical training to improve teaching methods and student engagement. Limited resources often force teachers to use outdated methods, but ongoing training helps them adopt new strategies, making lessons more relevant and effective. School principals also highlight the need for continuous professional development to meet evolving educational needs and support student success.

### **Opportunities for Improving Social Studies**

Improving social studies education presents valuable opportunities to enhance student engagement and understanding. By providing teachers with access to regular training in active learning methods, students can experience more interactive and relevant lessons. Investing in professional development and modern teaching strategies will equip educators to better meet the evolving needs of students and create more effective learning environments. The following opportunities exist for enhancing social studies.

**Enhanced Teacher Training:** Enhanced teacher training means consistently updating the teachers' abilities with modern teaching methods, active learning techniques, and so on. In fact, the teachers in this school are facing some barriers due to the lack of training opportunities, especially regarding interactive and student-centered teaching strategies. Improved training would have better prepared the teachers to use a variety of teaching methods, including project-based learning, technology, and interactive classroom learning, whereby students would show more interest in their history, geography, economics, and political science classes. It would also make social studies more interesting and relevant for students, leading to better comprehension and performance. Regular, hands-on training would ensure that teachers can adapt to new trends in education and meet changing student needs, thus improving the quality of education at the school.

**Curriculum Modernization:** Curriculum would include the reorganization and updating of the Social Studies curriculum to best serve students' needs and reflect modern trends in education. As it is, the present curriculum may be heavily reliant on traditional teaching methods and materials that are outdated, reducing the level of engagement and depth of understanding students can achieve in history, geography, economics, and political science. Modernization of the curriculum would involve the use of interactive learning strategies, including technology and updating the instructional materials to make the studies of social issues in tune with the lives of learners and contemporary issues. The use of digital tools, project-based learning, and the use of real-life situations might help develop critical thinking-problem-solving skills. By renewing the curriculum, the school will render the social studies both interesting and effective, to uplift the learning outcomes for pupils, in order for their better preparation for various problems in life.

**Technology Integration:** Technology integration simply means to integrate digital tools and other resources into social studies teaching and learning. At the present time, the school could be unable to access technologies that result in limited practices of engaging learning methods, for instance, online research, educational apps, and multimedia resources to effectively teach history, geography, economics, and political science subjects. It would go a long way in easily integrating technology to make lessons more dynamic and interactive: visual aids, virtual field trips, access to real-time data and resources. Perhaps this is how students can easily connect theoretical knowledge with practice and enhance their critical thinking and problem-solving skills. The adoption of technology in social studies education can lead to the establishment of an engaging and effective learning environment in Prakash Secondary School, thus better preparing students for the digital age and further academic challenges.

**Field-Based Learning:** Field-based learning is the incorporation of real-life experiences-field trips, local community visits, or site-based learning-into the curriculum to help students understand social studies concepts more practically. It is an area where, because of resource constraints, the school may currently struggle to provide such activities that are crucial in connecting theoretical knowledge with real-life experiences. Field-based learning enables students to visit historical sites, observe geographical features, study local governance systems, or learn about economics and politics in their community, which is far more interesting for them rather than the mechanical process of learning itself. Students are able to grasp these higher-order thinking skills much better by actually observing how these skills manifest themselves in reality. It gives the student more holistic, integrated learning activities that have grown a bond with the study of subjects in social studies via the Prakash Secondary School approach.

**Localized Content:** Localized content in the social studies is one way of incorporating the history, geography, culture, and socio-economic issues of the locale for relevance to the learners. For instance, local topics such as history of Bhumlu, geography of Kavre, local

governance, or regional economic activities would allow students to better identify with the material. This approach helps students connect their learning to their own community, fostering a deeper understanding of their surroundings and instilling pride and identity. It can also enhance critical thinking by encouraging students to analyze local issues through the lens of broader social studies concepts like politics, economics, and history. Localized content can be used to make learning at schools more interactive and functional since students can observe it and apply what they see within their immediate surroundings. This kind of localized content in the learning of Social Studies at Prakash Secondary School can bridge the gulf between theoretical knowledge and practical comprehension, thereby turning the students into active, informed citizens.

**Interactive Teaching Methods:** The techniques that involve interactive engagement with students in active learning through participation, collaboration, and critical thinking in active learning include group discussions, role plays, and project-based learning. Moreover, these methods have linked the local contexts to wider social studies concepts, hence making lessons relevant. Teachers use digital tools like videos and online resources to create interactive classrooms that allow students to apply knowledge in real life. These methods develop critical thinking, problem-solving, and communication skills and tend to fill in the lacuna left by traditional lecturing. Schools like Prakash Secondary School adopt interactive approaches to ensure active participation of students and deeper understanding of social studies.

**Collaborative Learning:** The learning at Prakash Secondary School in Bhumlu, Kavre, is collaborative, wherein students work in groups and discuss on any topic regarding social studies, solve problems, or work on projects. This helps the students to develop social skills through teamwork, peer interaction, and sharing of ideas and helps in developing their communicative skills. Group presentations, debates, and joint research projects are activities that allow students to undertake deep subject work, exercise critical thinking, and be responsible for learning. Given the meager resources, it makes the learning of social studies stimulating, relevant, and effective in such a way that deeper understanding can be built, coupled with invaluable life skills.

**Assessment Reforms:** Assessment reforms in social studies at Prakash Secondary School in Bhumlu, Kavre, are targeted to go beyond the traditional examination to varied and inclusive methods of evaluation. The reforms emphasize the critical thinking, problem-solving, and application of knowledge that students possess through project-based evaluations, group discussions, and presentations. Formative assessment quizzes and peer reviews help in tracking student progress with continuous feedback while fostering skills such as research, collaboration, and analysis. This helps students to go deeper in social studies with consideration for different learning styles and how it will serve them in reality.

**Professional Development:** The professional development for social studies teachers involves ongoing training to enhance their skills and teaching strategies. This includes workshops, seminars, and programs focused on modern teaching methods, active learning, and technology integration. Teachers also have opportunities to collaborate, share resources, and reflect on their practices, ensuring they stay updated and improve their teaching, ultimately enhancing the quality of social studies education and fostering student engagement and critical thinking.

**Community Involvement:** Community involvement in social studies, is enriching the learning of students by relating classroom content to real-life issues: inviting local experts, elders, or government officials to share knowledge; organizing field trips or community service projects. In this way, students deepen their understanding of the social, economic, and cultural realities of their community, which in turn develops civic responsibility, preparing them for

active participation in local development and enhancing their academic and communicative skills.

**Resource Allocation:** The approach to learning social studies focuses on contemporary social, political, and cultural issues found within the community. There is a discussion with locally renowned experts, community leaders, and elders; fields provide practical exposure to subjects ranging from history and geography to economics. Social service projects, like cleaning the environment and developing the local community, engage students in applying their learning to real-life situations, thus giving them a sense of responsibility and belonging to the community.

**Promoting Critical Thinking:** Social studies teachers promote critical thinking by encouraging students to analyze, evaluate, and question information. They focus on history, geography, politics, and economics, fostering a mindset where students understand social issues and critically assess them. Strategies include debates, discussions, and problem-solving activities, fostering their ability to discern credible sources and form independent opinions.

**Cultural Exchange Programs:** Cultural exchange programs, include various activities that allow the students to learn about and appreciate the cultures, traditions, and histories of different other cultures. Such programs increase the global awareness and respect for diversity among students by connecting social studies topics such as history, geography, and politics to real-life experiences. Exchanges among students, hosting foreign educators, and participation in cultural activities are some of the ways students interact with their peers from other backgrounds, thereby understanding cultural dynamics and international relations better. Such programs breed tolerance, empathy, and cooperation among students, which is instrumental in making them informed and responsible global citizens.

**Environmental Education:** The environmental education, aims to provide a relation between people and the environment on topics such as climate change, deforestation, and pollution, besides relating them to social, political, and economic variables. It ranges from understanding sustainable practices and human impact to conservation-the activities of field trips, cleaning drives, and discussions over environmental policy. By incorporating environmental education in social studies, students learn to think critically about issues in the environment and the ways to solve them for sustainability; it builds awareness of and responsibility for a sustainable future.

**Use of Media and Literature:** Media and literature in social studies further develop the understanding of the students in social, historical, and cultural issues. With media forms like newspapers, documentaries, and films, plus literature in the form of historical novels and biographies, assimilation of these actual events by the students can become easier since they seem to view perspectives. Besides developing critical thinking, inculcating empathy into a student will make for greater understanding of societal, political, and economic matters wherein decisions are made effectively in order to actively build contributing citizens.

**Emphasis on Global Citizenship:** The education emphasizes global citizenship by educating students about various global issues and responsibilities in this interconnected world. The aim is to enable them to be enlightened citizens with deep insight into problems related to climate change, human rights, and international relations. Discussion, research, and collaborative activities bring them to understand how local actions impact global issues. They are encouraged to develop critical thinking in finding solutions toward sustainability, peace, and equity. Development of global citizenship would build up empathy, respect for diversity, and social responsibility among the students; hence, it makes the student an active participant in problems related to the globe.

**Interdisciplinary Approach:** An interdisciplinary approach simply implies the integration of diverse subjects like geography, history, and economics within the area of social studies so that it provides them with a broad perspective regarding various complex topics. In relating these disciplines, for instance, the student understands how historical events can help in shaping economic trends or even how geography molds political decision-making. This approach enhances critical thinking and allows learners to view interlinking areas of knowledge. For instance, studies about historical events on the economic impacts such as the Industrial Revolution will be complemented with the incorporation of geography in the trade routes and resources. This will ultimately aid the student to make concrete decisions and hence view problems from different perspectives for better understanding of the world around them.

**Curriculum Development and Modernization:** This means the revision and updating of academic programs with state-of-the-art knowledge, skills, and attitudes besides emerging social demands. This makes the curriculum relevant, interesting, and thus prepares students for life challenges in their contemporary world. In this respect, modernization means developing new teaching methods, integrating technology, and developing critical thinking, problem-solving, and collaboration competencies. It also involves the adaptation of content to reflect global trends, emerging fields, and diverse perspectives that will serve all learners. The aim of curriculum development and modernization is to eventually equip students with what it takes to make them successful in this ever-changing dynamic world.

**Integration of Technology and Resource Development:** Technological integration and resource enhancement involve incorporating modern technology and improving educational resources to enrich the learning experience. By using tools like smart boards, tablets, and online platforms, educators can make lessons more interactive, engaging, and accessible. This approach also includes providing students with up-to-date resources such as e-books, multimedia content, and simulations to support diverse learning styles. This means that the development of resources ensures that students and teachers have what they need to teach and learn effectively in a digital era. Eventually, technological integration bridges the gap between traditional and modern education, preparing learners for a technology-driven world.

**Capacity Building and Professional Development:** Capacity building and professional development are all about empowering the individual with the right capabilities, knowledge, and tools that can help the latter perform. It entails conducting workshops and seminars at educational institutions to develop far better teaching strategies by enhancing teachers' subject knowledge and their soft skills like communication, leadership qualities, and adaptation skills, which keep changing per demand. Professional development helps the educator to keep abreast of new methods of teaching, technologies, and curriculum issues for lifelong learning. Investment in capacity building will give schools a dynamic and competent workforce, hence raising the quality of education and improving students' achievements.

In conclusion the strategies for modernizing education focus on enhancing teacher training, updating the curriculum, and integrating technology into classrooms. Teachers are trained with active learning methods, ensuring better student engagement and comprehension in subjects like social studies. The curriculum is updated to reflect modern trends, incorporating digital tools, real-world applications, and critical thinking activities. Field-based learning and localized content, such as community-focused history and geography, link theory with real-life experiences and promote deeper learning. Continuous professional development, diverse assessment methods, and community involvement ensure that students gain critical thinking, problem-solving, and global citizenship skills for the future.

### **Conclusion**

The study concludes that social studies education in Nepal faces significant challenges, including outdated curricula, inadequate teaching methods, and resource constraints, which

hinder students' ability to engage with the subject and develop critical thinking skills. However, it also identifies opportunities for improvement, such as curriculum modernization, integrating technology, enhancing teacher training, and using interactive and field-based learning methods. At Prakash Secondary School, initiatives like teacher professional development, community involvement, and real-world experiences have helped create a dynamic and inclusive learning environment. These efforts aim to better prepare students to navigate local and global challenges, fostering responsible, informed citizens equipped for active participation in society.

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