

Teaching History as a Part of Social Studies at Secondary Level

Received on 9 July, 2025; Accepted on 21 August, 2025; Published on September, 2025

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Abstract

The study explores the strategies used by teachers in different phases of teaching: planning, implementation and evaluation phase of teaching historical part of Social Studies and the students' participation in teaching and learning of history part of Social Studies. This study followed qualitative approach to study. In order to explore the participants' experience of teaching history part of Social Studies, the phenomenological design was followed as study design. The interview and semi structure interview were used as tools of data collection. The collected data were analyzed descriptively in order to derive the conclusion. The finding of this study was that most of the Social Studies teachers followed traditional teaching approaches and methods in teaching of history part. Their teaching was heavily based on delivery of textbook content and completion of textbook exercise. The teachers were not found not being up to date in teaching methods and techniques. Traditional methods, techniques and activities made teaching of history part of social studies boring. This study suggests teaching ways of history should be modified and different activities and resource materials prescribed in curriculum should be followed while teaching of history in the classroom. In this ways, teacher and students ' active participant situation may find and how to improve them.

Keywords: Teaching history, traditional teaching, conventional teaching, phase of teaching

Introduction

Social studies are an integrated discipline today, but in ancient Greece civilization it helped to develop the social and personal development as a non-formal studies subject. Ancient Roman civilization, Social Studies developed moral ethics where administration, law and practical behavior in personality development. In the middle and Renaissance Period Social Studies also became important and its teaching kept on going where Liberal Arts were as a subject of Social Studies. (Aryal et. al., 2067. p. 5). As a formal discipline, Social Study include is a school subject within the formal education system in the USA. Age of formal discipline social science was first taught in history in 1820. (Aryal, et. al., 2007 p. 6) 10 Political Science and economics included in 1860 and later on with the 20th century in the Social Study of school level civil education and politics. In this way it was taught as integrated discipline from 1992. In 1911 to 1912 sociology was also included in this discipline so American schools taught as a school discipline since 1960 in their school (Abdul, 2064, p. 17).

Nepal National Education Planning commission (NNEPC)-2011 recommended social study as a compulsory subject to primary school curriculum but NESP 2028 developed the school level curriculum. In this process Social Studies also need to include the curriculum as a compulsory subject for school level Curriculum in Nepal (NNEPC Report, 2011). In this way curriculum implementation plan 2038 recommended to include 100 marks compulsory social study in grade 7. 200 marks Geography, history and panchayat are included as an extra optional subject at grade 8. Thus, great 9 to 10 Social Study included as an optional subject in secondary School Curriculum (Gantabya, 2072, p). National Education Planning Commission (NEPC) 2049 recommended that Social Studies as an integrated subject including Population Education, Environment, Health and Physical Education as a compulsory subject from grade four to ten. National curriculum Framework 2063 recommended teaching of Social Studies as a compulsory subject from basic level. (NCF, 2063) In this way National Curriculum Framework 2076 and National curriculum policy 2076 recommended that Social Study as an integrated subject from grade 1 to 12 in the school level curriculum as a compulsory subject (Aryal, 2068).

History is an important part of social studies in school level curriculum because it plays the vital role for school children. It equips the children with the knowledge they need every day in their life. Knowledge of History as being essential part of teaching Social encourages the younger generation to really understand the history

of their Nation and their nourishment and patriotic values. All kinds of children may learn their understanding power, logical or reasoning power, and social images so that the underlying reasons can be identified and resolutions can be offered (Rosy Talin, 2014). History is the study of life in society in the past. It emphasizes the relation to present development and future hopes. It is the story of a man in time and an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning. It is an inquiry into what happened in the past, when it happened and how it happened. It is an inquiry into the inevitable changes in human affairs in the past and the ways these changes affect or determine the patterns of life in the society (Collingwood, 1945). History aims at helping students to understand the present existing social, political, religious and economic condition of the people. Without knowledge of history, we cannot have the background of our religion, custom, administration and so on.

The teaching of history helps the student to explain the present to analyze and to trace its force, cause and effect relationship between the past and present is lively presented in the History (Shreeram, 2064). History needs to promote self-understanding, to develop proper concepts of time, space and Society. It helps to foster a positive attitude, to foster National feeling, international understanding of pupils and then it develops the moral ethics. It also provides mental training by the influences of life stories of great men or heroes. It helps to promote socialization in power and to find out the facts of life in society. History is the most important part of Social Studies. It has been included in the Social Studies curriculum since the National Education System Plan (NESP, 2028) in Nepalese Secondary School. It started as an elective subject for Secondary School Curriculum in Nepal at that time. Nowadays National Curriculum Framework (NCF) has recommended that social study is a course for grade 1 to 12 class students (NCF, 2076).

It is a completely integrated discipline; it has more separate disciplines to develop human beings for learners thus historical parts are included in this course but the Social Study teacher has no knowledge of teaching historical parts of lessons. So, they are still taught a single teaching method for historical parts of the lesson. Previous studies mentioned most of the teachers are using the traditional way of teaching this subject in the classroom. However, it is not stated precisely how history is actually taught, why it is taught the appropriate way and how they can be taught by the modern technique of teaching in the historical aspect of the lesson. History is an essential component of Social Studies. Every learner develops

his/her knowledge, skills, and attitude about the past, which shapes or shares the present and influences the future of human being (Luitel, 2064). By means of teaching History, students understand about social structure, cultural diversity, and their reciprocal relationships in society. It promotes the ideas of critical thinking, empathy, and civic responsibility in the student. In this way, History is a study of human life and daily activities. It is concerned with the main time and his/her past events. It examines the present in the light of the past. Continuity and coherence are the necessary prerequisites of History. The scope of History is vast; it is the story of humans and their events in the past (Whelam, M. 1992). So, it starts with the past, makes the present, and points to the future. History is considered an indispensable subject in the complete education of a human. According to the modern concept, History does not only contain the events of rulers and their battles but also the communities and the societies that are the subjects or studies of History.

The practice of teaching history in social studies emphasizes both content knowledge and skills development. It involves engaging students in activities such as inquiry, discussion, role play, dramatization, timeline construction, historical source analysis, GIS, and project work. Teachers use various methods such as multimedia, storytelling, field tours, and primary source analysis to teach history in a relevant and meaningful way to build understanding power. In effective teaching practices, teachers also connect historical events to students' everyday life, local culture, and local heroes or identity, at both the local and national level of a country. In this case, history education is an essential part of social studies. It contributes to producing conscious, responsible, and active or functional citizens democratic and ideal citizens in society (Shrma, 2056). The main objective of this study was: to find out the existing teaching strategies of Historical parts of lessons in three phases of teaching. The present paper focuses on the basis of the following research questions like how do the phases of planning, implementation, and evaluation impact the effectiveness of history teaching in social studies? How does the integration of interactive and inquiry-based methods affect students' interest and retention in history lessons? In what ways can teachers involve student to adapt history instruction according to the students' needs and interest during the planning and implementation phases?

Methodology

As the main objective of this study was to explore the teachers' strategies of teaching history part of Social Studies, the qualitative approach was used to collect the

teachers' subjective experiences of teaching history. The phenomenological method was used to fulfill the objective of the study. The phenomenological design helps the researcher to gain the lived experiences of teachers. To gain lived experience, observation and interview were used as the main methods of data collection. This method is believed to provide the required rich subject data related to the topic. Three data collection techniques were observation, document study and semi-structured interview. The theoretical base of this study was Skinner's Phase of teaching. Five government schools and five private schools of Birendranagar Municipality were selected by purposive sampling out of 42 schools (9-12 running schools) of Surkhet valley. In order to derive rich data required for exploring subjective experiences of teachers, ten teachers representing both private and government schools were selected. From these schools, ten (10) social studies teachers were purposively selected for our study. Five private schools and five government school teachers were involved as participants in the study. Participants were selected at-least having five-year teaching experience in this subject. The data collection began with participant by using semi-structured interviews and observation tools while teaching history in the classroom. Each observation tool focused on the activities implemented by the participant at the planning phase, implementing phase and closing or evaluation phase. A participant was interviewed and observed the whole time of the class with the study of his/her lesson plan, then the data collection moved to the second participant or school. The same process was repeated for other sampled schools or teachers.

The interview with the participant was done to get the general view of planning the lesson and real activities in his/her class time. During this time, all responses were audio recorded according to the observation checklist, all the entire participant class was observed while teaching in the classroom. The observations were video recorded; all recorded information is written in the observation protocol. The document analysis involved the review of the participants' lesson plan to confirm the implementation and evaluation activities. In conclusion, the data collection process was based on an observation checklist, semi-structured interview, focus group discussion and document analysis. All three processes are used to triangulate the data to explore the phenomenon from multiple perspectives (Adhikari & Shrestha, 2024). This triangulation process is also followed in order to ensure the reliability of the data. Data reliability can be seen through its stability or consistency.

Results and Discussion

The overall result of the study was presented into three phases based on how teachers made lesson plans, how they implemented and how they carried out the evaluation procedure in their teaching of particular content of History from Social Studies. The overall data of the observation was presented below with the help of an observation table. Observation of the data is also based on three phases of planning, implementation and evaluation of teaching. These three major categories in the teaching of each participant in this study are as follows;

The Planning or Beginning Phase

Table 1

Prepare the Plan

S.N.	School	Number			
		Annual Instructional Plan	Unit Plan	Daily lesson plan	No Any Plan
1	Nepal Rastriya Secondary School	Yes	No	Yes	No
2	Jana Secondary School Bazaar	No	No	Yes	No
3	Bhairab Secondary school, Bhairabsthan	No	No	Yes	No
4	Tripureshwor Ma. Vi. Dhodhekhalee	Yes	No	Yes	No
5	South Asian	Yes	No	Yes	No
6	Nawajoti Secondary School	Yes	No	Yes	No
7	Elite secondary Boarding School	Yes	No	Yes	No
8	Shiva Secondary School	Yes	No	Yes	No
9	Children Paradise Secondary school	Yes	No	Yes	No
10	Harvest Moon Academy	Yes	No	Yes	No
	Total	8	0	10	0

Firstly, most of the participants could not show their daily lesson plan. Some of them showed their lesson plans, which are very short and traditional. The plan was not based on a unit plan, an annual plan and an annual instructional plan. They used their written notes only. Some Lesson plans were briefly noted topic, objectives, teacher activities and short-answer type questions. Most of the plans were very simple. Their lesson plan was simple and only a note-based plan because they were merely dependent on the textbook. So, most of the participants did not have lesson

plan. Some participants argued that they were trained teachers, so there was no need of lesson plan to be prepared for them. Their daily activities were based on writing note only selecting difficult topics, writing major points on his/her whiteboard and broadly explaining the topics as story-telling method. The participants informed the topics of the lesson to be read to their students and sometimes they wrote main points on the white board. The popular activities were based on question-answer method. Some of the participants provided comments and corrections to the answer with support of appropriate answer and feedback. Teachers reported that they involved story-telling, historical pictures and historical documents in their lesson plan. Some teachers also said they included inquiry-based teaching and learning strategies in their lesson plans. Similarly, some teachers reported that they included debate, project-based learning activities, and dramatization activities in planning of their lessons.

The above table showed that almost all the schools being observed were found making annual plans. Similarly, many participant teachers were found making lesson plans for teaching of history part within social studies. However, none of the participants were found making unit plan. It showed that teachers were quite aware of lesson plans and school and annual teaching plans for teaching and learning activities.

Implementation Phase

Table 2

Methods/Strategies Used by Teachers

No.	School	Methods and Strategies								
		Demonstration	Field visit	Project work	Case study	Lecture	Story Telling	Discussion	Debate	Quiz Game
1	Nepal ratriya secondary school	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes
2	Jana Namuna secondary school	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes
3	Bhairab secondary school	No	No	No	No	Yes	Yes	Yes	Yes	Yes
4	Tripureshwor secondary school	No	No	No	Yes	Yes	Yes	Yes	No	Yes
5	South Asian	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes
6	Nawajoti S.S	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes
7	Elite Boarding School	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes

8	Shiva secondary school Latikoili	No	No	No	Yes	Yes	Yes	Yes	No	No
9	Children Paradise s.s.	Yes	No	No	No	Yes	Yes	Yes	No	Yes
10	Harvest Moon S.S	Yes	No	No	Yes	Yes	No	No	Yes	Yes
	Total	6	0	3	3	10	9	9	7	9

All participants reported that they used a teacher-centered lecture approach, which was also observed during teaching. This finding echoes previous studies in the teaching of language subjects (Adhikari, 2017; Adhikari & Shrestha, 2023). The most common activities used by participants were only asking students to read textbooks or hand out the teachers then asking questions, writing lessons or taking notes. They always wrote the notebook with the help of the textbook and wrote the answer notes to the student during the period of lesson. The student read the textbook, copied the notes, listened to the explanation and gave the teacher's answer passively. The textbook and the teacher's handouts were the main teaching materials or teaching aids. Someone used a quiz game for historical data memorization. Teachers also argued that they used a timeline while teaching social studies. Few teachers reported that they involved their students in field visit activities at the end of the academic session.

From the responses of all participants, there were only four participants who undertook presentation activities. Three participants requested students to work in a group and referred to the textbook to identify the main points of the topics and present the points after the work was done.

The above table showed overall picture of the methods, techniques and strategies used by both private and government teachers teaching the history part within Social Studies. Teachers were found using different methods while teaching the history part within Social Studies. Most of the teachers were found using lecture methods. Similarly, some teachers were found using discussion methods. Similarly, the majority of the teachers were found using storytelling and quiz games while teaching history. However, none of the teachers were found using field visit. Similarly, only a few of them used project and field visit techniques of teaching. From the analysis of the above table, it is obvious that many teachers still want to follow the lecture method (). They seem reluctant to follow student-centered

methods. Although field visits, case studies and project-based activities are quite effective for teaching history, such techniques were found not in priority by teachers.

Table 3

Teaching Learning Materials Used by Teachers

S.N.	School	Materials							
		Audio/Visual	Chart Table	Globe	Map	GPS	Mobile	Smart board	Slide
1	Ne. Ra. Ma. Vi	No	Yes	Yes	Yes	No	Yes	Yes	No
2	Jan Namuna Ma. Vi	Yes	Yes	Yes	Yes	No	No	No	Yes
3	Bhairab Ma. Vi	Yes	Yes	Yes	Yes	No	Yes	No	No
4	Tripureswor Ma. Vi	No	Yes	Yes	Yes	No	Yes	Yes	No
5	South Asian	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
6	Nawajoti S.S	Yes	Yes	Yes	Yes	No	Yes	Yes	No
7	Elite Boarding School	Yes	Yes	Yes	Yes	No	No	No	No
8	Shiva Ma. vi	Yes	Yes	Yes	Yes	No	Yes	No	No
9	Children Paradise	Yes	Yes	Yes	Yes	No	Yes	No	Yes
10	Harvest Moon S.S	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
	Total	8	10	10	10	0	8	5	4

According to the observation checklist, most of the schools used charts, tables, globes, maps and different kinds of concrete materials and some schools sometimes use smart boards, mobiles and overhead projectors.

The above table shows what sort of teaching materials teachers use while teaching history in their classroom. Most of the teachers were found using charts and tables. Similarly, almost all the teachers were found using a globe and a map in their classroom while teaching. Some teachers were found using digital devices while carrying out teaching and learning activities. Some teachers were found using mobile devices and some were found using PowerPoint presentation. Some teachers

were found using a smart board while teaching history. They showed different audio and videos while teaching history in Social Studies. However, none of the teachers were found GPS machine while teaching history.

Evaluation or Conclusion Phase

Table 4

Evaluation System of School

S.N.	Schools	Evaluation System						
		Homework	Unit Test	Assignment	Oral Test	Report preparation	Class-work	Behavior or observation checklist
1	Ne. Ra. Ma. Vi	Yes	No	Yes	Yes	No	Yes	No
2	Jan Namuna Ma. Vi	Yes	Yes	Yes	Yes	Yes	Yes	No
3	Bhairab Ma. Vi	Yes	Yes	No	No	No	Yes	No
4	Tripureshwor Ma. Vi	Yes	No	Yes	Yes	No	Yes	No
5	South Asian	Yes	No	No	Yes	No	Yes	No
6	Nawajoti S.S	Yes	No	Yes	Yes	No	Yes	No
7	Elite Boarding School	Yes	Yes	No	Yes	No	Yes	No
8	Shiva Ma. vi	Yes	Yes	Yes	Yes		Yes	No
9	Children Paradise	Yes	Yes	Yes	Yes	Yes	Yes	No
10	Harvest Moon S.S	Yes	No	Yes	Yes	No	Yes	No
	Total	10	5	7	9	2	10	0

The above table shows how teachers test students' achievement or progress, while as well as after teaching the history part of Social Studies. Almost all the teachers were found giving home as well as class assignments. Similarly, some teachers were found using unit test. Although report writing is quite essential in teaching of Social Studies, only few teachers were found using report writing in their classroom as a part of students' evaluation. However, most of teachers were found asking oral questions frequently in their classroom in order to test students' understanding and comprehension of the content. All the teachers were found

engaging students in class work and monitoring students' work while students being engaged in their task. None of the teachers were found using specific tools to observe and rate students' behaviors and mark their behavior. It means none of the teachers were found using behavior tools to evaluate students. The overall interview data with participants was presented on the basis of three phases of teaching: planning, implementation and evaluation. The presentation and analysis of the data are presented below.

According to the interview and document study, only one participant used report writing and project work activity in class and out of the class but a report is not a reporting format. Most of the common activities in the lesson were question answers but these activities are used after the topic's explanation. Usually, when questions are provided, the student normally gives the answer as difficult. Then the participant gives the correct answer. The teacher cannot give appropriate feedback. Most of the students were not interested in giving answers. Throughout the implementation of the teaching, they used textbooks, board markers and short handouts as teaching aids. Sometimes participants used mobiles and flashcards as teaching material. The textbooks were found to be used heavily because the participants said most of the examination questions were taken from the textbook or the 99% examination questions were based on the textbook or textbook exercises. Most of the participants usually do homework to fulfill the current lesson and are ready for another lesson. The purpose of homework is to facilitate classroom instruction and assess the students' achievement.

According to interview and observation tools, it was found out that participants concluded their lesson, they summarized the main points of the topics and also told students to be prepared on the topic which was going to be discussed in the next class and reminded students to be prepared by reading the topics before coming to the next classes. Then, they asked the students question to make a conclusive statement of what they had learned in that period of time. Few students routed the lesson and said the short statement and facts about the historical event. The purpose of such lesson conclusions was to identify the student's level of understanding of the history topics and assess the memory power of the student. As an evaluation activity, only the short question answer method and long question answer were usually used as homework. All of the participants usually gave homework, but they could not check and provide feedback continuously.

This study aimed to explore the subjective experiences of teachers on teaching history part of social studies. This study also explores how teachers planning, teaching and evaluation processes effect on students' participation and understanding of content. From the data obtained through the focus group, it was revealed that teachers did not use a plan while teaching in the classroom. Instead of plan they used a textbook and teacher's guide for conducting teaching and learning activities. Similarly, participants in focus group discussion reported that teachers used traditional lecture and chalk and talk methods for teaching history part of social studies in the classroom

Teachers and head teachers in interviews reported that they made plan every day but did not use it in the classroom. More interestingly, they argued that they run classroom according to their plan on mind, not on paper. From the data obtained through observation, many teachers were found using story-telling, discussion, question, answer and quiz game methods in teaching-learning activities. As Pandey (2069) reported, the findings of this study also revealed the lack of teacher specialization in history. As methods of teaching, teachers reported that they used field trip only at the end of the academic year. As there were no teachers, specializing in history, they used lecture and parrot learning methods. From the interview and document analysis, it was found that the student's evaluation system was traditional. The students were evaluated through classwork, homework and a terminal test. There were found to be making test items traditionally and not properly following greed. Many teachers were found not making students' portfolio. The teachers were also not found doing result analysis too.

This study was based on the theoretical framework of Skinner's Phases of Teaching. According to this theoretical framework, the planning, teaching and evaluation phases were continuously needed to be used for making classroom teaching effective. However, teachers were found using traditional methods and techniques in teaching of history part in this study. They did not follow three phases of teaching. This aligns with findings of Sharma (2076) who reported that almost all the teachers did not follow the three phases of teaching properly in their classroom. Moreover, his findings also revealed that teachers used traditional teaching methods in the classroom. Similar is the case with this study too. Similarly, Vygotsky's Constructivist Theory focuses that teachers need to use collaborative and team-teaching techniques for effective teaching and learning activities. On the contrary to this, teachers were found using simple discussion methods in this study (G.C.,

2081). To guide this study, previous studies were studied and from these studies researchers indicated that human resources, teaching material, and educational achievement were not satisfactory in case of teaching history part within social studies. Like the findings of (Sigdel, 2019) this study also revealed that while teaching the history part, scarcity of subject teachers, relevant teaching materials and effective pedagogy were found as main problems. Similarly lack of teachers, specialization on history, was the main problems in the teaching of history. This finding aligns with findings of Pandey (2076), who reported that as Social Studies being as integrated in nature, different teachers for teaching different chapters on the basis of specialization was not managed for teaching and learning activities.

These findings suggest that while teaching content of history content, teachers should follow three phases of teaching. Similarly, teachers also need to change their teaching methods and classroom activities. they need to be up to date with ICT tools and devices for effective teaching and experts related to different chapters are also required for effective teaching learning activities of history. All the stake holders and policy makers should keep these things in mind and devise policies and plans accordingly. This study will help those who want to carry out the study in the same field in the future. From the findings of this study, further studies could explore the long-term effect of digital tool or other modern technologies to develop pedagogical skills of history teachers. However, this study explored how secondary-level teachers taught history and what their strategies were in different phases of teaching.

Conclusion

The finding of this study clearly indicates that the participants are aware of the theory required in teaching history topics in the classroom. All of them focus only on the delivery of the content of the textbook to the students to prepare students for their final examination. They do not follow many options or alternative teaching approaches to make their teaching interesting. Most of the teachers are not follow the strategies prescribed in the new curriculum framework 2063 /2076 in their classroom. This study strengthened the previous views that the teaching of history in Secondary School is still extensively used in a traditional and conventional way. So, this type of teaching did not fulfill the expectations of Curriculum Framework in students. The style of the teaching should be modified to meet students' performance needs according to the needs of society. History should be able to help students to become creative, to find facts about past social events, social values, and traditions. So, history must be a compulsory subject but not a small part of social studies only. The teaching of history must upgrade the patriotic value of student life today.

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