



**Training of Key Resource Persons on Global Citizenship
Education for 21st Century Skills as per NEP 2020
for the state of Chhattisgarh and
Daman Diu and Dadra and Nagar Haveli
(1st to 5th January 2024)**

Report

Program Coordinator

Dr. Sangeeta Pethiya

Assistant Professor of History DESSH, RIE, Bhopal



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Regional Institute of Education, Bhopal

(A constituent unit of National Council of Educational Research and Training,
under Ministry of Education, Govt. of India Bhopal)

NAAC Accredited A++

Shyamla Hills Bhopal (M.P.)-462 002

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ACKNOWLEDGEMENT

At the very outset I would like to express our sense of gratitude to Prof. Dinesh Prasad Saklani, Director, NCERT for motivating us and for being the constant source of inspiration in all our endeavors.

I am indebted to Prof. Jaydip Mandal, Principal, Regional Institute of Education, NCERT, Bhopal whose valuable ideas, moral support and encouragement always helps us in our endeavour.

I wish to place on record our gratitude to Prof. Chitra Singh, Head Department of Extension, RIE, NCERT Bhopal.

I thank Prof. Nidhi Tiwari, Head Department of Education in Social Science and Humanities, RIE, NCERT Bhopal for her valuable guidance and encouragement. They eminently deserve our sincere thanks.

I am highly indebted to all the resource persons from RIE Bhopal, Pragya Bodhini High School and ULPT Edu Services and Consultancy for their valuable contribution, without which this endeavor would have been quite impossible to accomplish.

I thank Director Chhattisgarh SCERT and Daman, Diu, Dadra and Nagar Haveli for their support and cooperation in deputing the participants for the workshop. Finally, a deep sense of gratitude to all the participants for their whole-hearted participation, enthusiasm and co-operation, without which this workshop would not have been successful.

Dr. Sangeeta Pethiya
Assistant Professor of History, RIE Bhopal
Programme Coordinator

Training of Key Resource Persons On Global Citizenship Education for 21st century Skills in accordance with National Education policy 2020

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I - Programme Overview

Concept Note

Training of Key Resource Persons on Global Citizenship Education for 21st century Skills as per NEP 2020 for the state of Chhattisgarh, Daman, Diu, Dadra and Nagar Haveli 1st to 5th January 2024.

Background

With globalization impacting our lives in no uncertain terms, it is imperative to educate learners to be global citizens. Global Citizenship Education includes various aspects such as education for respect for cultural diversity, civic education, human rights education, peace education, education for sustainable development, local and global justice, and education for gender equity.

Building a feeling of mutual trust and respect among people of diverse cultures is very important. Equally important is the exercise of human rights, which ensures everyone's dignity to enable the development of human potential to the fullest. Denial of fundamental and human rights can create social and political unrest, leading to violence and conflict within and between societies and nations. Building a gender neutral world is also a prerequisite for a just and humane society. Equally important is the conservation of resources to save the environment.

Linkages to NCF, NCERT, and National Education Policy 2020 National Education Policy 2020 has treated Global Citizenship Education as a contemporary subject. It states, “Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking... Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels. (National Education Policy 2020, 4.24,P. 16) Further, it states, “The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, nonviolence, global citizenship” (NEP 2020, 6.20, P.29) It also states “As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. (NEP 2020, 11.8, P. 38) In light of the above objectives of NEP 2020, the training workshop on Global Citizenship Education aims at developing 21st-century skills among the learners. These are commonly agreed upon as collaboration and teamwork, creativity, imagination, critical thinking, and problem-solving. Also included are- flexibility and adaptability, initiative and leadership, and decision making. We can develop these skills in the learners through transformative pedagogical processes. Embedding GCED in the teaching-learning process will provide the necessary context for the professional development of teachers. It will equip them for imparting education among learners for developing 21st-century skills. The GCED training will incorporate content on the above areas as envisioned by the NCF 2005 and UNESCO. It will also suggest transformative pedagogies keeping in mind the NCERT textbooks.

The primary aim of Global Citizenship Education training is to train the teachers to develop a sense of belonging to common humanity. GCED training is expected to help teachers in equipping learners to become active and responsible global citizens by helping them to learn and imbibe 21st-century skills and core competencies. This will enable their active engagement in global issues such as: taking action for checking climate change, eliminating poverty, reducing inequalities and similar other issues, and thereby help in building a just, sustainable, and peaceful world.

Rationale of the Training

Introducing the concept, importance, and relevance of Global Citizenship Education and the underlying and related themes, such as education for peace, cultural diversity, sustainable development, respect for human rights will aid in the effective implementation of National Education Policy 2020. The training will equip and deepen the understanding of teachers in implementing processes and pedagogies that actively involve learners in the learning process, facilitate interactive and student-centred classrooms and a process of learning which is responsive and autonomous. It will also train the learners in Social and Emotional learning of their learners and ways to assess the same.

What gaps & needs are being addressed?

Gaps addressed are connecting the learners to real world challenges, and relating it with their own life and experiences. It also aims at promoting GCED through interdisciplinary studies.

What is the change you want to happen? (Justification)

It is expected that the teachers will integrate GCED within the curriculum through student-centric pedagogical processes which will bring in a behavioural transformation in them and help to build a culture of peace, respect for diversity, sustainable development and respect and commitment for human rights.

Desired Outcomes, Output, Key Result Areas

A. Cognitive

1. To acquire knowledge and understanding of local, national, and global issues and
2. the interconnectedness and interdependence of different countries and populations.
3. To help facilitators in developing skills for critical thinking and analysis among their learners.

B. Socio-Emotional

1. To understand the meaning and importance of Social and Emotional learning.
2. To help participants in understanding ways to assess SEL.

C. Behavioural

1. To help in designing ways to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Mode of Training

Lectures, Games, Discussions, Activities, Hands on Experiences, PPT Videos, Cultural Exchange and Informal Activities.

Proposed Thematic Sessions

1. Introduction to GCED
2. Understanding Sustainable Development goals 17
3. Education for Peace
4. Education for Social Justice
5. Promoting gender equality
6. Human right education
7. Education to respect cultural diversity
8. Transformative pedagogies and assessment for socio-emotional and behavioral learning.
9. Understanding 21st century skills and ways to build these in the learners.
10. Digital citizenship
11. Design Thinking
12. Embedding GCED in teaching learning in various disciplines (Preparing lesson plans)
13. Action Project: For taking up action-based project at glocal level with community partnership (Cleaning of a lake- mobilizing community and resources for the same or clean air.)

Partner Organizations

Funded by RIE Bhopal, NCERT, Under the Ministry of Education, India.

Faculty partnership with Pragya Bodhini High School and ULPT Edu Services and Consultancy

Participant partnership with SCERT Chhattisgarh and Daman Dadra and Nagar Haveli.

II. Participants

Participants

47 Teacher Educators /Teachers from the state of Chhattisgarh, Daman Dadra and Nagar Haveli.

Participants from Chhattisgarh

क्रमांक	नाम	पद	विषय	संस्था का नाम
1	डॉ जय भारती चन्द्राकर	सहा.प्राध्यापक	हिन्दी	SCERT रायपुर
2	डॉ जेस्सी कुरियन	सहा.प्राध्यापक	अंग्रेजी	SCERT रायपुर
3	श्रीमती सुमन दीवान	व्याख्याता	हिन्दी	DIET महासमुन्द
4	श्रीमती सुषमा हिरवानी	व्याख्याता	हिन्दी	DIET दुर्ग
5	श्रीमती रश्मि नामदेव	व्याख्याता	हिन्दी	DIET पैड्रा
6	श्री अभिषेक शर्मा	व्याख्याता	अंग्रेजी	IASE बिलासपुर
7	श्रीमती संध्या शर्मा	सहा.प्राध्यापक	अंग्रेजी	DIET दुर्ग
8	श्री आर.पी.मिरे	सहा.प्राध्यापक	विज्ञान	SCERT रायपुर
9	श्रीमती चंचल देवांगन	व्याख्याता	विज्ञान	SCERT रायपुर
10	श्रीमती मंजूषा तिवारी	व्याख्याता	विज्ञान	CTE रायपुर
11	श्रीमती स्वीटी चन्द्रकार	व्याख्याता	विज्ञान	CTE रायपुर
12	श्रीमती पूजा बधेल	व्याख्याता	विज्ञान	DIET कोरबा
13	श्री विद्याभूषण नेताम	व्याख्याता	विज्ञान	DIET बीजापुर
14	श्री बालमुकुन्द गजेन्द्र	व्याख्याता	विज्ञान	DIET नगरी
15	श्रीमती पुष्पा चन्द्रा	व्याख्याता	गणित	SCERT रायपुर
16	श्रीमती धारा बेन	व्याख्याता	गणित	CTE रायपुर
17	श्री सौरभ सक्सेना	व्याख्याता	गणित	IASE बिलासपुर
18	श्री के.पी.राव	व्याख्याता	गणित	DIET पैड्रा
19	श्री राजकुमार वर्मा	व्याख्याता	गणित	DIET बेमेतरा
20	श्री एम.आर साहू	व्याख्याता	गणित	DIET रायपुर
21	श्री दिनेश सिंह चौहान	व्याख्याता	गणित	DIET नारायणपुर
22	डॉ सीमा श्रीवास्तव	सहा.प्राध्यापक	सा.विज्ञान	SCERT रायपुर
23	श्रीमती लीना नेमपांडेय	व्याख्याता	सा.विज्ञान	SCERT रायपुर
24	श्री दिनेश कुमार साहू	सहा.प्राध्यापक	सा.विज्ञान	शिक्षा महाविद्यालय कांकेर
25	श्री कृष्ण कुमार वर्मा	व्याख्याता	सा.विज्ञान	DIET खैरागढ़
26	श्री कमलेश कुमार पाण्डेय	व्याख्याता	सा.विज्ञान	DIET महासमुन्द
27	श्री भाजी राम मौर्य	व्याख्याता	सा.विज्ञान	DIET बस्तर
28	श्रीमती शशि सिंह	व्याख्याता	सा.विज्ञान	DIET कांकेर

Participants from Daman Diu, Dadra And Nagar Haveli

Sr. No.	Name of the Teacher	Designation	District	Block	Medium	CPS Name	Name of the school	Mobile Number	Email id
1	Dr. B. P. Chaudhari	Senior Lecturer	Daman	-	-	-	-	9975720502	bpcpatan11@gmail.com
2	Uttam Dadaram Madane	Lecturer		-	-	-	-	9879227944	uttam.madane@gmail.com
3	Trusha S. Bhandari	BRP Language	D&NH	Silvassa	-	-	-	8140081102	trushabhandari47@gmail.com
4	Kavita Vijay	BRP English	D&NH	Khanvel	-	-	-	9971274758	kavita.saav@gmail.com
5	Pinalkumar Govindbhai Surati	Asstt. Teacher	D&NH	Silvassa	Gujarati	CPS Naroli (GM)	PS Dhapsa	95740 40672	pinalsurati@gmail.com
6	Nehal Dahyabhai Kiniyara	Asstt. Teacher	D&NH	Silvassa	Gujarati	CPS Galonda (GM)	CPS Galonda (GM)	85111 60659	nehalkiniyara285@gmail.com
7	Pankajbhai Babarbhaji Patel	Asstt. Teacher	D&NH	Silvassa	Gujarati	CPS Naroli (GM)	PS Demani	72659 03878	pankajpatel01007@gmail.com
8	Vikas Pal	Asstt. Teacher	D&NH	Silvassa	English	CPS Silvassa (EM)	CPS Silvassa (EM)	9808226169	kumarvikas817@gmail.com
9	Jitender	Asstt. Teacher	D&NH	Silvassa	English	CPS Silvassa (EM)	CPS Silvassa (EM)	7042816354	jjitender547@gmail.com
10	Ashvin Mangall Chaudhari	Asstt. Teacher	D&NH	Khanvel	Gujarati	CPS Dudhani	PS Ruipada	87358 88456	asvinchaudharias@gmail.com
11	Naresh Paljya Thalkar	Asstt. Teacher	D&NH	Khanvel	Marathi	CPS Mandoni	CPS Mandoni	81538 12332	nareshthalkar021@gmail.com
12	Santosh Mahadu Raut	Asstt. Teacher	D&NH	Khanvel	Marathi	CPS Amboli (MM)	P.S.Karajgam Gavitpada	63519 70194	santoshraut57890@gmail.com
13	Prabhu Jana Barat	Asstt. Teacher	D&NH	Khanvel	Marathi	CPS Sindoni	PS Besda	97234 52577	prabhubarat143@gmail.com
14	Naranbhai Virsubhai Kokni	Asstt. Teacher	D&NH	Khanvel	Gujarati	CPS Amboli (GM)	PS Bindrabin	63525 73973	naran01kokni@gmail.com
15	Pragyan Virendrakumar Mishra	Asstt. Teacher	Daman	Daman	English	-	GPS Kachigam E/M	6387786145	mishrapragyan520@gmail.com
16	Ashish M. Kuril	Asstt. Teacher	Daman	Daman	English	-	GUPS Model	9016796199	ashu1987dev@gmail.com
17	Minakshee G. Patel	Asstt. Teacher	Daman	Daman	English	-	GPS Bhipore E/M	9727190413	chivmukundpatel1976@gmail.com
18	Sunita sanjay Patel	Asstt. Teacher	Daman	Daman	English	-	GPS Kachigam E/M	9909669600	patelsunita860@gmail.com

19	Nilam khandubhai	Asstt. Teacher	Daman	Daman	English	-	GPS Kadaiya E/M	7265031809	nilampatel7608@gmail.com
20	Laxmikantbhai Cangi	Asstt. Teacher	Diu	Diu	Gujarati	-	GPS No:02 Vanakbara	9427387350	laxmikantdd@gmail.com
21	Jyoti Govindbhai murabia	Asstt. Teacher	Diu	Diu	English	-	GPS (EM) Gandhipara	8200627991	jjdivecha97@gmail.com
22	Pravinkumar laxamnabhai Zala	Asstt. Teacher	Diu	Diu	Gujarati	-	GPS Ghoghla	8980669275	pravinzala123.pz@gmail.com
23	Shahenaz Najir Girach	Asstt. Teacher	Diu	Diu	Gujarati	-	GPS No:01 Vanakbara	8980708445	khatrikenaz@gmail.com
24	Sonu kumar	Asstt. Teacher	Diu	Diu	English	-	GPS (EM) Ghoghla	8447191071	sonuk844sach@gmail.com

Facilitators and Speakers

Prof. Ramesh Babu, Professor of Education, Regional Institute of Education, Bhopal , NCERT

Dr. Vineet Kapoor, DIG Bhopal.

Dr. Yemuna Sunny, Peoples Society of Research, Bhopal

Ms. Seema Shaikh, Principal, Pragnya Bodhini High School, Mumbai

Ms. Richa Prashar, Director and co-founder ULPT

Ms. Sarita Badhwar Afs intercultural Resource person.

Dr. Soyhunlo Sebu, Assistant Professor of Geography, Regional Institute of Education, Bhopal, NCERT

Dr. Sangeeta Pethiya, Assistant Professor of History, Regional Institute of Education, Bhopal, NCERT

Dr. Ganga Mahto, Assistant Professor of English, Regional Institute of Education, Bhopal, NCERT

Coordinating Team

Dr. Sangeeta Pethiya, Assistant Professor of History, Regional Institute of Education, Bhopal, NCERT

Mr. Faizan Khan, Office Assistant, DEE

Mr. Zeeshan Ansari

III- Programme Schedule

TIME	PROGRAMME	LOCATION
Day 0: Sunday, 31st December 2023		
All day	Arrival and check-in	RIE, Bhopal
Day 1: Monday 1st January 2024		
Part I : Setting the Stage		
08:50-09:20	Registration	
	Opening Ceremony Introduction of guests Welcoming Remarks 1) Prof. Jaydip Mandal, Principal, RIE, Bhopal 2) Dr. Sangeeta Pethiya-Introduction of the workshop facilitators, and participants – Group photo -Setting the objectives of the workshop 3) Prof. Ramakar Raizada. An Overview about GCED with reference to NEP 2020	Conference Room Number 30
11- 11:30 am	Tea break	
11:30-1:00 pm	[Session 1] Building 21st century skills and Global competencies through transformational pedagogies Dr. Sangeeta Pethiya, RIE, NCERT, Bhopal Participative discussion on the meaning, components and pedagogical principles of GCED Reflection on Key elements of NEP 2020 with reference to New Education policy 2020, viz. student- centred learning, Holistic learning and 360 degree assessment.	
1:00 -2:00 p.m	Lunch	
2:00-3:30 pm	[Session 2] Mindfulness as Educators to create a climate of Global competency in the classroom. Ms. Seema Shaikh Understanding and Experiencing mindfulness through gamification, meditation. Exploring within and outside.	
3:30 p.m – 4:00 p.m	Tea Break	
4:00 p.m -5:30 p.m	[Session 3] Understanding SDG's Dr. Yemunna Sunny Its meaning, Importance and inspiring young minds for formulating strategies to act for meeting Sustainable development goals.	
Day 2: 2nd January 2024		
9:00 a.m to 9: 30 a.m	Warm up and Report of previous session	

09:30-11:00 am	[Session 4] Human Rights Education Prof Ramesh Babu, RIE, NCERT, Bhopal Understanding human rights principles and analysing examples of HRE Discussion on integrating HRE in participants' own contexts	Conference Room Number 30
11: 00 -11: 30 a.m	Tea Break	
11:30 - 1: 00 p.m	[Session 5] Peace Education with a Global perspective Dr. Sangeeta Pethiya and Ms. Seema Shaikh Understanding the UNESCO principles of peace . Understanding the importance of peace through stories and group activities.	
1:00-2:00 p.m	Lunch	
2:00 -3:30p.m	[Session 6] Building further on SDG's Dr. Yemunna Sunny Think Global act Local. Understanding ways to realize SDG'S.	Conference Room Number 30
3:30 p.m – 4:00 p.m	Tea Break	
4:00 p.m -5:30 p.m	(Session 7) Education for Gender Equality Dr. Yemuna Sunny Discussion , dialogue and sharing of ideas on ways to promote and sensitize learners on gender equity through hands-on activities.	
Day 3: 3rd January 2024		
09:30-11:00 am	[Session 8] Design Thinking Ms. Richa Parashar Importance of design thinking,its applications, Introduction to Design thinking processEmpathy,Case study,Define,Ideate,Activity on Ideation,Case study	
11: 00 -11: 30 a.m	Tea Break	
12:00 - 1: 00 p.m	[Session 9] Education to Respect Diversity Dr. Sangeeta Pethiya, RIE, NCERT, Bhopal Understanding the beauty and inevitability of a diverse world. Understanding the challenges of the diverse world and as teachers' ways to sensitize our learners to respect multiculturalism. Creative and participatory games in understanding “self” and “others”	
1:00 -2:00 p.m	Lunch	
2:00 -3:30p.m and 3:45 to 5:30 p.m.	(Session 10) Social and Emotional Learning Ms. Seema Shaikh A hands-on and discourse based activity for participants to develop a wider vocabulary of bodily sensations and learning	Conference Room No 30

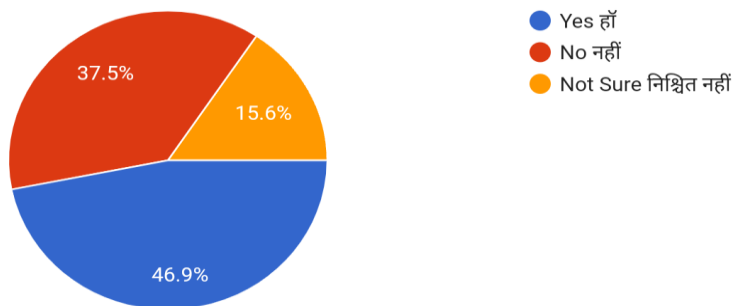
	to attend them. Establishing sensation words as language of our autonomous system and its importance in calming mind and body. Day 4: 4th January 2024	
09:30-11:00 am	Embedding GCED In Teaching learning Dr. Yemunna Sunny, and Dr. Sebu, RIE, NCERT, Bhopal Discussion on GCED Check list Embedding SDG in teaching - learning in various disciplines, participative and exploratory activities	
11: 00 -11: 30 a.m	Tea Break	
11:30- 1: 00 p.m	Embedding GCED in 1. Languages Dr. Ganga Mahto 2.Social Sciences Dr. Sangeeta Pethiya, Dr Yemuna Sunny 3.Embedding GCED in Science and Math Ms. Sarita Badhwar	Conference Room No 30 Language and Geography Lab
1:00-2:00 p.m	Lunch	
2:00 -3:30p.m	Design Thinking Ms. Richa Parashar Case presentation	
3:30 p.m – 4:00 p.m	Tea Break	
4:00 p.m -5:30 p.m	Embedding GCED in A. languages- Dr. Ganga Mahto B. Science and Math : Ms. Sarita Badhwar C: Social Science: Dr. Sangeeta Pethiya and Dr. S.S. Sebu, RIE, NCERT, Bhopal Subject wise session for participants from different disciplines where resource persons will share exemplars from their subject. This will be followed by hand on activity where the participants shall be preparing their lesson plans.	Group A Language Lab Group B: Conference Hall 30 Group C: Geography Lab
Wrap Up		
Day 5: Friday 18th November 2022		
9 to 9: 30 a.m	Warm up	
09:30-11:00 am	Global security, peace and Human Rights Dr.Vineet Kapoor Understanding the causes of conflict, human rights and steps towards building peace.	
11: 00 -11: 30 a.m	Tea Break	
11:30- 1: 00 p.m	Presentation of Action plans for taking GCED forward (This includes organizing Training programs for school teachers, implementation of GCED as a whole school approach) Prof. Ramesh Babu	

	Dr. Sangeeta Pethiya Dr. S. Sebu Dr. Yemuna Sunny	
12:00 - 1: 00 p.m	Lunch	
2:00 -3:30p.m	Presentation of Lesson plans to take GCED in classes by the participants Dr. Yemuna sunny Dr. Ganga Mahto Dr. Sangeeta Pethiya Dr. S. Sebu Subject wise session for participants from different disciplines where participants will share their lesson plans and reflections will be provided by the resource persons on their lesson plans.	Group A Language Lab Group B: Conference Hall 30, Group C: Geography Lab
3:30 p.m – 4:00 p.m	Tea Break	
4:00 p.m -5:30 p.m	Post Test , Feedback and Valedictory	Conference Room No 30

IV - Pre-Workshop Survey

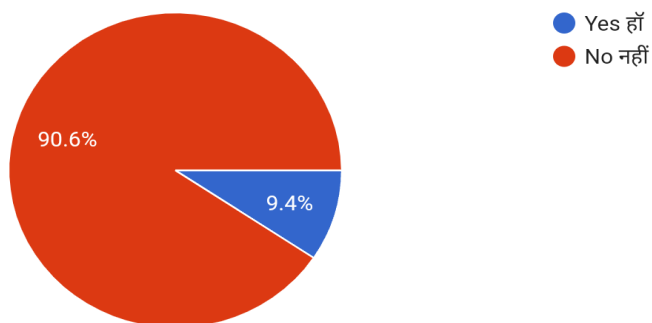
Q.1 Are you aware of Global Citizenship Education (GCED) ?

क्या आप वैश्विक नागरिकता के लिए शिक्षा विषय से अवगत हैं?



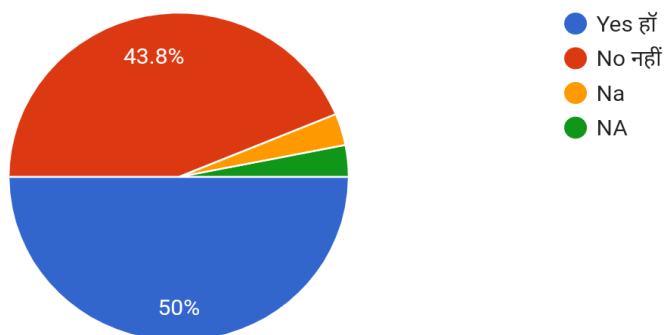
Q.2 Have you participated in any training/ workshop related to Global Citizenship Education(GCED)?

क्या आपने वैश्विक नागरिकता शिक्षा (जीसीईडी) से संबंधित किसी प्रशिक्षण / कार्यशाला में भाग लिया है?



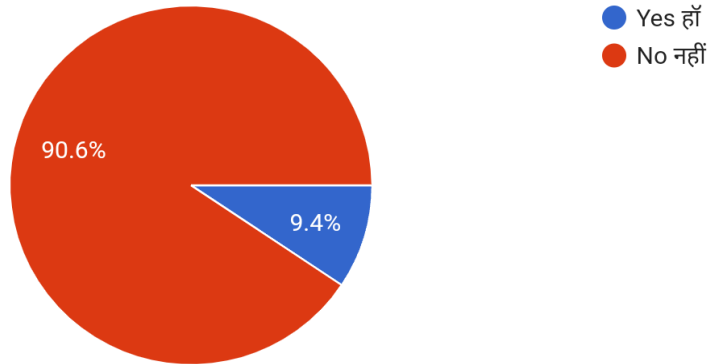
Q. 3. In case you have attended GCED training was it helpful?

यदि आपने GCED प्रशिक्षण में भाग लिया है तो



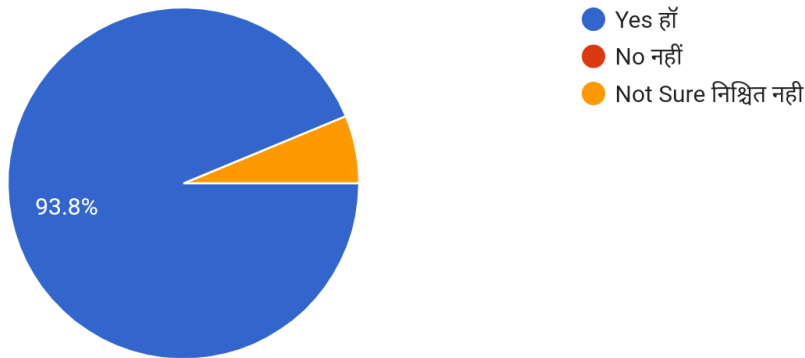
Q. 4. Is Global citizenship in contradiction with National Citizenship?

क्या वैश्विक नागरिकता एवं राष्ट्रीय नागरिकता परस्पर विरोधी है?



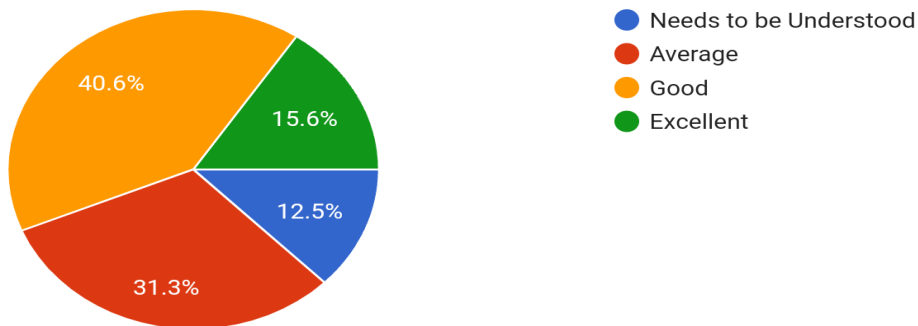
Q. 5. Is it possible to teach global citizenship through the subject that you teach?

क्या वैश्विक नागरिकता पढ़ाना/अथवा सिखाना अथवा समझाना आपके विषय के माध्यम से संभव है ?

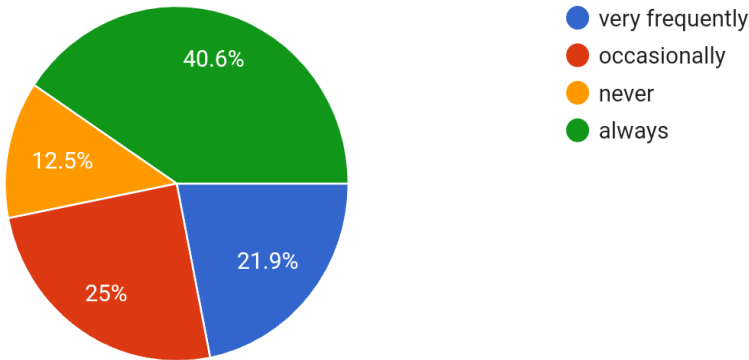


Q. 6. Rate your understanding on Education for peace

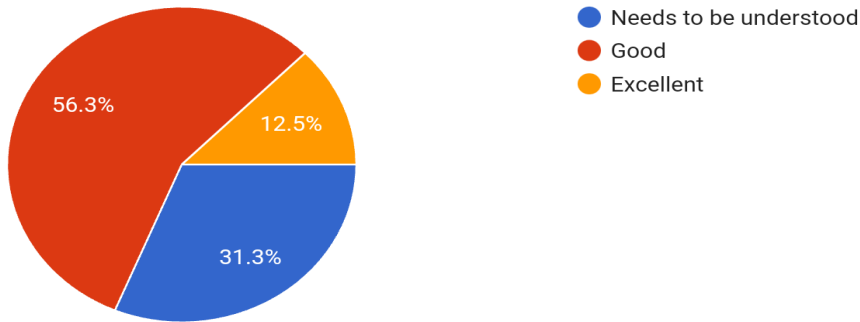
शांति के लिए शिक्षा पर अपनी समझ का मूल्यांकन करें



Q. 7. How often have you integrated values of peace in the process of teaching learning
 आपने शिक्षण शिक्षण की प्रक्रिया में कितनी बार शांति के मूल्यों को एकीकृत किया है

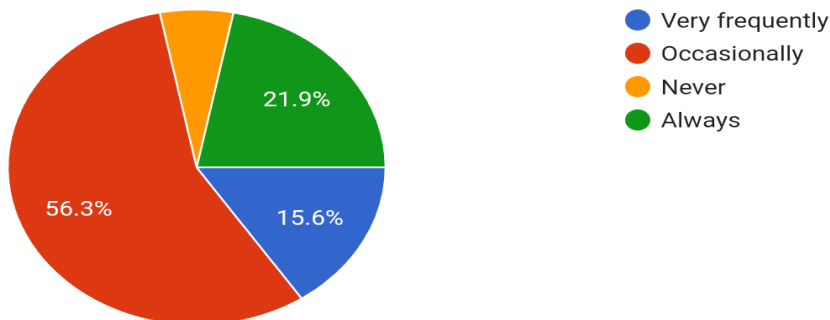


Q. 8 Rate your understanding on Education for Respect for multiculturalism
 बहुसंस्कृतिवाद के सम्मान के लिए शिक्षा पर अपनी समझ का मूल्यांकन करें

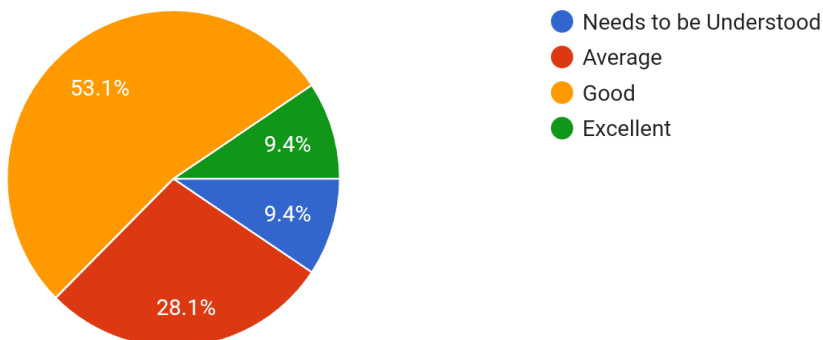


Q.9 How often have you integrated value of respect for other cultures in the process of teaching learning

शिक्षण अधिगम की प्रक्रिया में आपने कितनी बार अन्य संस्कृतियों के सम्मान के मूल्य को एकीकृत किया है

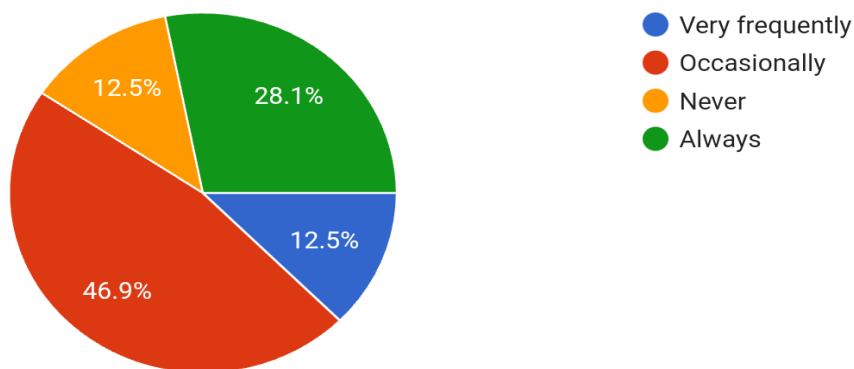


Q.10 Rate your understanding on Human Rights
 मानवाधिकारों पर अपनी समझ का मूल्यांकन करें

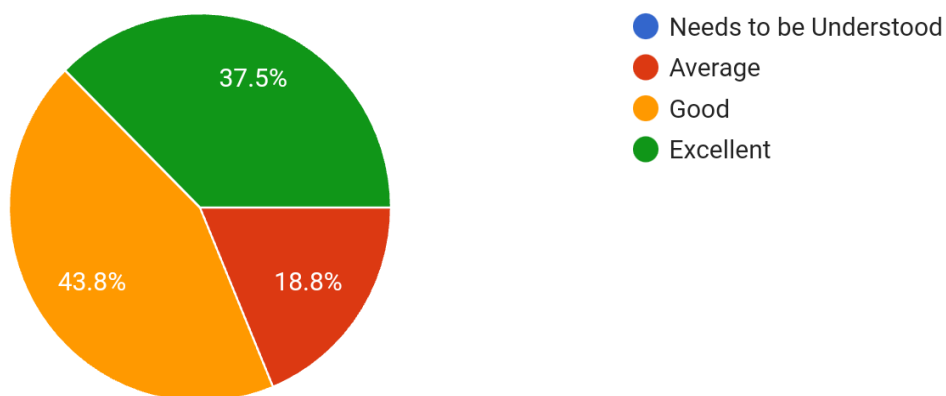


Q.11 How often have you integrated understanding and value of human rights in the process of teaching learning

आपने शिक्षण अधिगम की प्रक्रिया में मानव अधिकारों की समझ और मूल्य को कितनी बार एकीकृत किया है

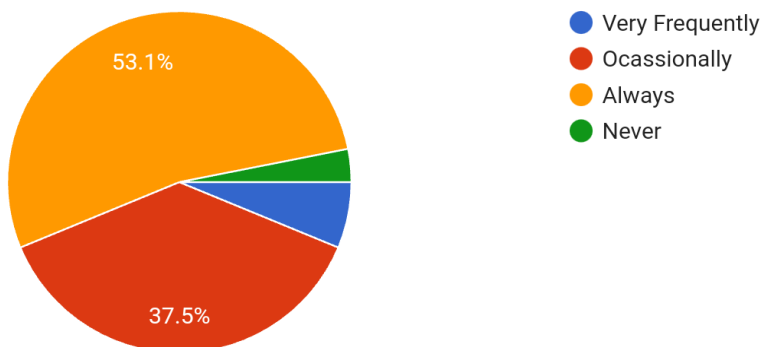


Q. 12. Rate your understanding on Gender Equality

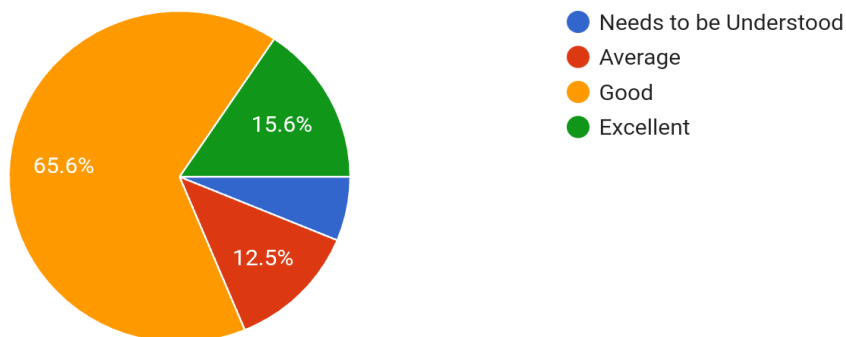


Q. 13 How often have you integrated understanding and importance of gender equality in the process of teaching -learning ?

आपने शिक्षण अधिगम की प्रक्रिया में लैंगिक समानता की समझ और महत्व को कितनी बार एकीकृत किया है ?

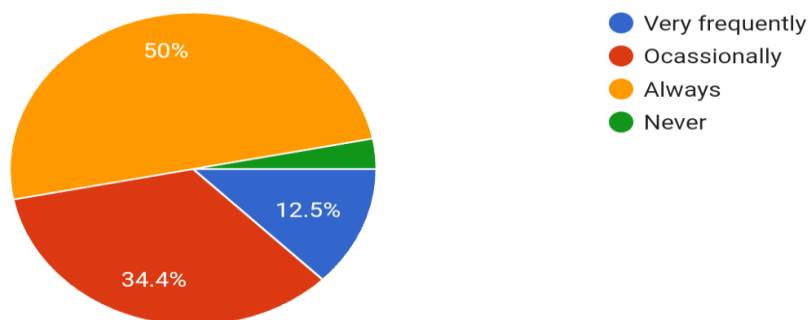


Q. 14 Rate your understanding on Social justice



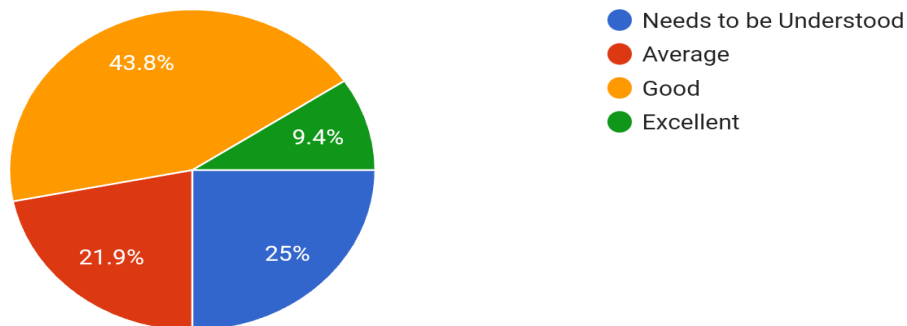
Q. 15 How often have you integrated understanding and importance of social justice in the process of teaching -learning?

आपने शिक्षण-अधिगम की प्रक्रिया में सामाजिक न्याय की समझ और महत्व को कितनी बार एकीकृत किया है ?



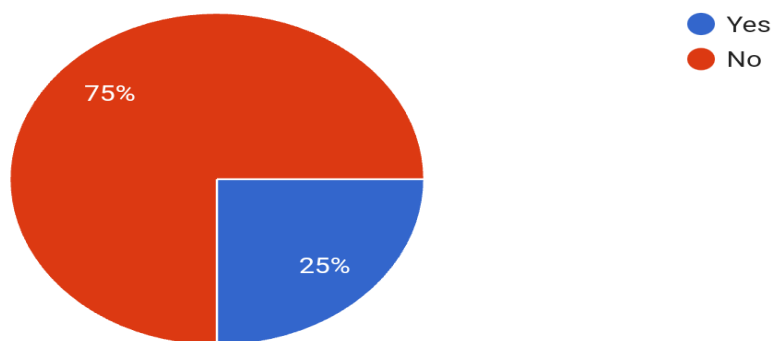
Q.16 Rate Your Understanding on Digital Citizenship.

डिजिटल नागरिकता पर अपनी समझ का मूल्यांकन करें।



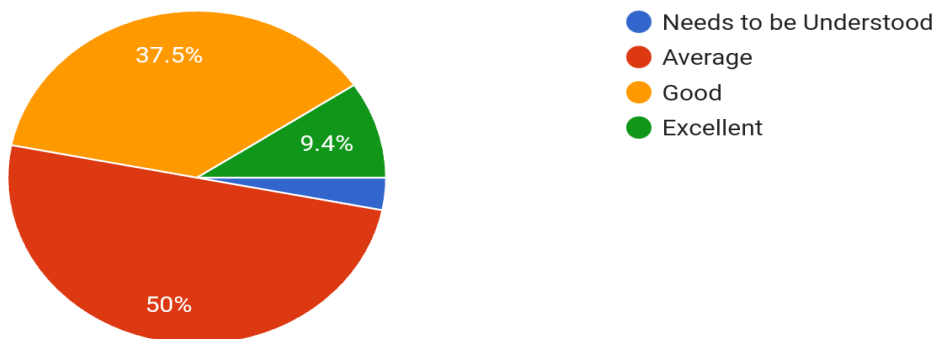
Q. 17 Have you trained your learners on digital citizenship?

क्या आपने अपने शिक्षार्थियों को डिजिटल नागरिकता पर प्रशिक्षित किया है?



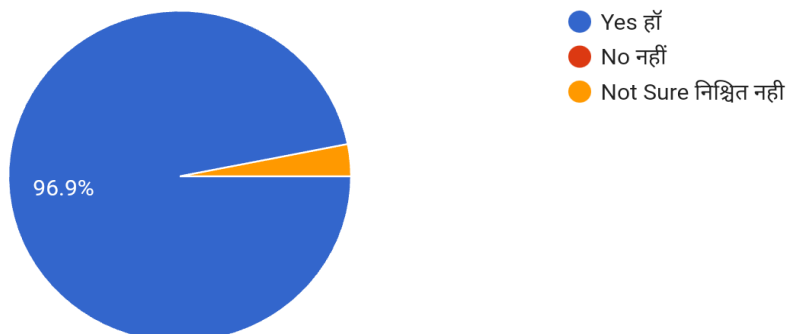
Q.18 Rate your Understanding on Socio- emotional and behavioural learning.

सामाजिक-भावनात्मक और व्यवहारिक सीखने पर अपनी समझ का मूल्यांकन करें



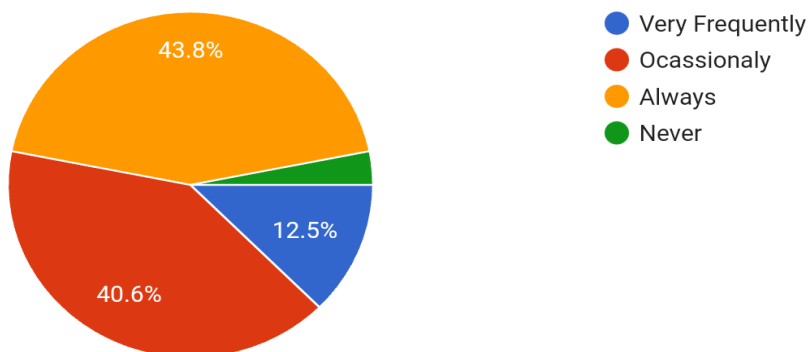
Q. 19 According to you can socio- emotional learning be imbibed in the learners?

आपके अनुसार क्या सामाजिक-भावनात्मक समझ बच्चों में विकसित की जा सकती है ?



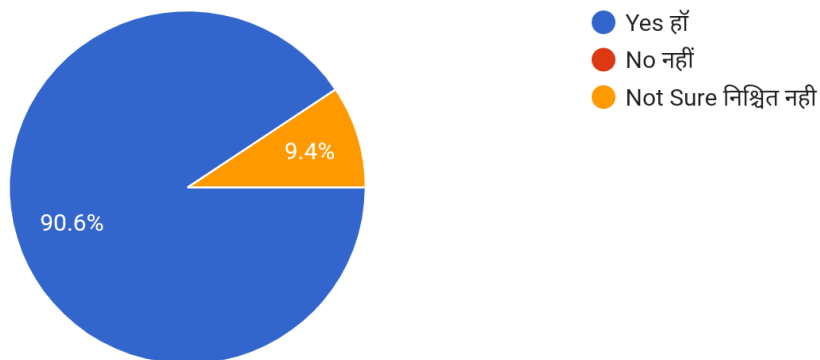
Q.20 How often have you incorporated Socio- emotional and behavioural learning among your learners?

आपने अपने शिक्षार्थियों के बीच कितनी बार सामाजिक-भावनात्मक और व्यवहारिक शिक्षा को शामिल किया है?



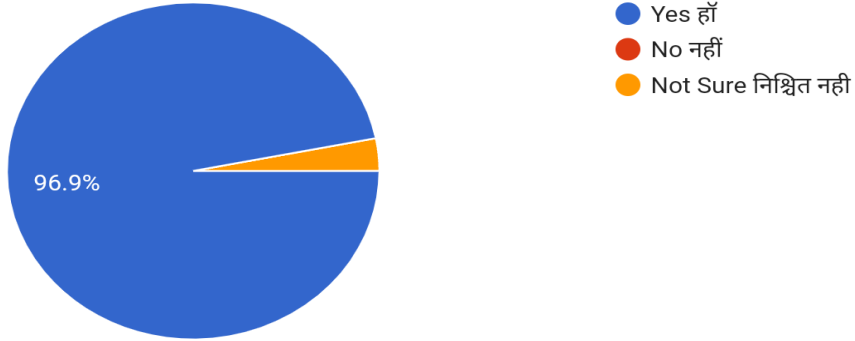
Q.21 Can socio- emotional learning in the learners be assessed ?

क्या शिक्षार्थियों में सामाजिक-भावनात्मक समझ सीखने का मूल्यांकन किया जा सकता है?



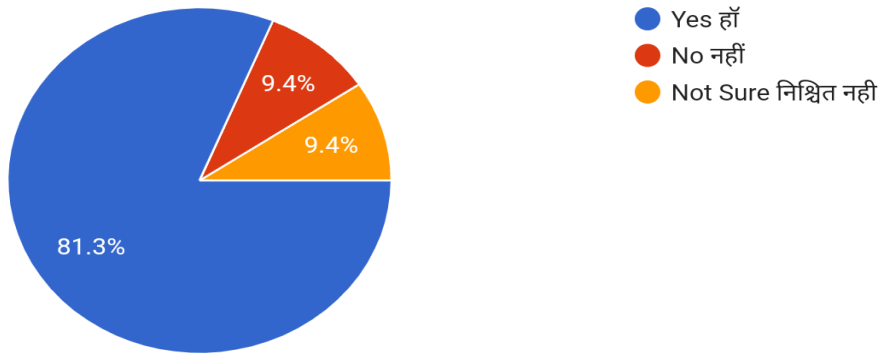
Q. 22 Can behavioural learning in the learners be achieved?

क्या बच्चों में व्यवहारिक समझ विकसित करना संभव है ?



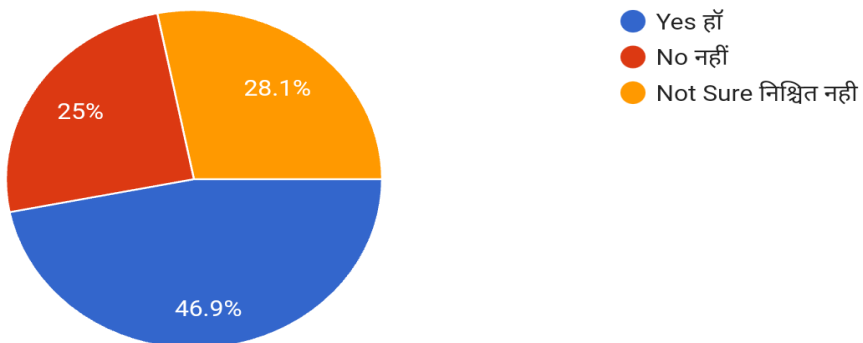
Q23 Can behavioural learning in the learners be assessed ?

क्या व्यवहारिक शिक्षण का मूल्यांकन किया जा सकता है?

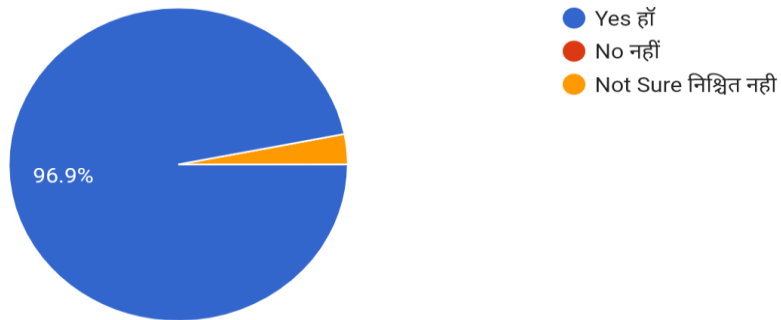


Q. 24 Are all local problems global in the 21st Century?

क्या 21 वीं शताब्दी में सभी स्थानीय समस्याएं वैश्विक हैं?



Q. 25 According to you, can students play an important role in solving local and global issues?
आपके अनुसार क्या छात्र स्थानीय और वैश्विक मुद्दों को हल करने में महत्वपूर्ण भूमिका निभा सकते हैं?



Expectations from the workshop

Que. : Please briefly tell us your overall expectation of the workshop?

प्रश्न: कृपया संक्षिप्त में इस कार्यशाला से अपनी अपेक्षाएँ बताएँ ?

1. To know about SDG, NEP, VUCA
2. Teaching new skill
3. Very high expectations
4. To learn new things.
5. Global education is necessary for school and college.
6. Aaj ka baccha kal ke desh bhavishya h to aage aapne desh ko duniya ke samne best present kare.
7. Understanding of global citizenship education in the context of NEP 2020
8. कुछ नया सीख कर जाए
9. To know complete about 21st century skills and Global Citizenship
10. वैश्विक नागरिकता के अधिक से अधिक समझना और उसका उपयोग करना
11. Revisiting the main ideas to be addressed in this workshop
12. Global citizenship education के बारे में पूरी जानकारी और अपने कक्षा कक्ष में उसका उपयोग बढ़िया तरीके से करे।
13. कार्यशाला के विषय के बारे में ज्यादा जानकारी प्राप्त कर सके।
14. Innovation, mindful enjoyable Active learning ho
15. want to learn something new and interesting facts
16. To learn new skills things
17. मुख्य स्रोत व्यक्ति की आवश्यकतानुसार प्रशिक्षण
18. मुख्य स्रोत व्यक्ति के आवश्यकता अनुरूप प्रशिक्षण
19. नई जानकारी एकत्रित करना

V - Session Summary

Opening Ceremony

10: 00 a.m.

Date: Monday 1st January 2024



The 5-day training program on Global Citizenship Education for 21st century skills in accordance with NEP 2020 officially began with Dr Sangeeta Pethiya Program coordinator, warmly welcoming 47 participants from the state of Chhatisgarh Daman, Dun and Dadra and Nagar Haveli . This was followed by the introduction of resource persons and sharing of an outline of the program, with reference to New Education policy 2020, key themes of GCED, socio-emotional learning and 21st century skills.



Principal Rie Bhopal NCERT, Prof. Jaydip Mandal, addressing the participants at the inaugural of the workshop. Prof. Mandal emphasized on the need and importance of Global Citizenship Education in contemporary time, and emphasized upon teachers' roles to build a community of students and their families for attaining SDG 17. He thanked SCERT Chhattisgarh and DDNH for their support and appreciated the participants for their presence and extended his good wishes for the workshop.





Prof. Nidhi Tiwari Head DESSH, Addressing the participants in the inaugural. Prof. Tiwari emphasised upon the principles of 'Vasudev Kutumbakam' that have always been a part of India's ethos. The inaugural program culminated with a vote of thanks by Dr. Sangeeta Pethiya, Program Coordinator and Assistant Professor of History to all who had contributed in organizing the workshop. This was followed by a group photograph.

Book Release

Global Citizenship Education : A Handbook for teachers at upper primary level which was first published in 2019 and revised in 2024 for the teachers, was launched .



[Session 1]

GCED with reference to NEP 2020

Facilitator : Prof. Ramakan Raizada

Date : 1st Jan 2024

Learning Objectives:

1. To understand the conceptual dimensions of GCED.
2. To draw linkages between GCED and NEP 2020
3. To understand the cognitive, socio-emotional and behavioural aspects of learning.
4. To understand the need and importance of transformational pedagogies in realising the same.

The National Education Policy (NEP) 2020 in India emphasizes the implementation of the Gross Credit Earned (GCE) system to assess students' academic progress. GCE is a quantitative measure that considers the total credits earned by a student during their educational journey. It provides a comprehensive view of a student's academic achievements and encourages a more flexible and outcome-based approach to education. Under NEP 2020, GCE aims to promote multi-disciplinary education, allowing students to accumulate credits across different subjects and disciplines. Prof. Raizada gave an overview of Global Citizenship Education to the participants.

[Session 2]

Facilitator : Dr. Sangeeta Pethiya.

Building 21st century skills and Global competencies through transformational pedagogies
Summary

Dr. Sangeeta Pethiya, Assistant Professor in History, and Program coordinator facilitated the session. To begin with, as an effort to get to know each other a small activity “ Adjective Your Name” was conducted. The participants were given paper badges on which they had to write an adjective before their names and pin the badge on their dresses. Creative names came up as passionate Pankaj, and sincere Sangeeta.



Thereafter, Dr. Sangeeta Pethiya deliberated on Global Citizenship Education and its linkages to NEP 2020. Emphasis on conceptual understanding rather than rote learning and learning-for-exams;creativity and critical thinking to encourage logical decision-making and innovation; Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; Promoting multilingualism and the power of language in teaching and learning; Life skills such as communication, cooperation, teamwork, and resilience; Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture and extensive use of technology in teaching and learning.For this there is a need to make changes in pedagogy such as making learning experiential, holistic, integrated, inquiry driven, discovery- oriented, learner- centred, discussion- based, flexible and most importantly enjoyable.





In order to connect the participants with various principles of GCED an activity was conducted where participants were to choose a GCED dimension like peace, human rights, sustainable development, digital citizenship, respect for multiculturalism, social justice, gender equality, and share on how they connect and relate to it. This was followed by a discussion on cognitive, socio emotional and behavioural aspects, pedagogical principles, integration concepts, and open resources of GCED

Session 3

Facilitator : Ms. Seema shaikh

Theme: Mindfulness as Educators for creating a climate for global competencies in the classroom.

The first session began on a pleasant note where every participant was given a reflection time to think about what is mindfulness, followed by an open discussion. The participants actively participated and came up with wonderful responses. These were collated to create a meaningful definition. This was followed by discussion on the benefit of mindfulness, which also explains the consequences of the same. The crucial point of what and how of mindfulness as educators was taken ahead through Question and Answer. The KASH model was explained in detail through inputs from participants. This was followed by various interactive tools of mindfulness like stepping back, trusting self, tuning in, taking case.

The mindmap of mindfulness was created. Active mindfulness was practiced through various activities like breathing, understanding and practising, meditation and silent time, reflection (Gibbs cycledistributed). Body reclaiming, perception and resilience



Main Activities:-

- Storytelling to engage students
- Poetry connects students cognitively, emotionally, and physically.
- The difference between mind full and mindful

There were many more activities and she elaborated on this topic and told us to think mindfully. She gave some information and factual conditions to think and discuss together and focus on the process and product.

Session 4 and 7

Facilitator: Dr. Yemuna Sunny

Theme: Understanding SDG's and Contextualizing them in today's context

Ideas of SDGs were discussed in which the participants shared their views. Climate Change and Global Warming were then examined to search for root causes. the implications of the earth as a system in which happenings at local levels travel through the system - winds, ocean currents, human navigation, bird migration, etc.



[Session 7] - *Part 2 of the above*

Concrete examples examined to critically analyse the practice is of development that lead to the crisis in which we talk about. How can education contribute ? Concrete examples were examined to see how society works as a system, the different types of society and the potential role of education to change it for Social justice and environmental sustenance.

Session : 5

Facilitator: Prof Ramesh Babu

Human rights

The session discussed about rights, meaning of human rights, and factors that lead to infringement of human rights. It also outlined the importance of bringing in discussions of human rights into the classroom as teaching-learning processes.

Session : 6

Facilitator: Dr. Sangeeta Pethiya

Education for Peace ‘If we are to teach real peace in the world we shall have to begin with children’.

Dr. Pethiya started the session with meditation which relaxed all the participants. Thereafter story of cranes as a symbol of peace made by a 12 year old girl, victim of atomic bombing of Hiroshima was narrated to bring out the evil face of war and destructions. Story of Gautam Buddha who stood for peace was also shared. Principles of peace as outlined by UNESCO were discussed.



There was a discussion on Mahatma Gandhi's concept of peace to mean exploitation: economic, social or political of nation by nation: individual by individual: woman by men: system by system and man by machine. The antonym to violence is non- violence, which has at least eight components: peace, equality fearlessness, humility, love, self-control, truth and tolerance. Wars and its futility at global level was also discussed, with statistics on the buyers and sellers of weapons across the globe. The skills and attitude required for building peace were discussed. There were different games and participative activities undertaken.

Session :8

Facilitator: Dr. Yamuna Sunny

Theme: Understanding Gender Equality

Through participative classroom processes, it was examined how and why caste-gender emerged as a significant dynamics of socio economic argumentation in India. Land, resources, labour as important aspects revealing patterns of (*non*) access to nature, education, employment and the (*de*) legitimation of knowledge. Some case studies were examined that showed the reproduction of social management in the classroom. Reflections made by participants on how the school could act to change society and how teachers could act and think differently.

Day 3: 3rd January 2024

Session :9 and 15(4th Jan 2024)

Theme: Facilitator: Ms. Richa Parashar

Design Thinking

Ms. Richa Parasher, Director and Co-Founder of ULPT Edu Services and Consultancy, led an engaging and informative session on Design Thinking, spanning two sessions with durations of 2.5 hours and 1.5 hours, respectively. In the initial session, participants delved into the intricacies of Design Thinking and its sequential process. The comprehensive exploration included a detailed case study, unraveling each phase of Design Thinking – from Empathy and Define to Ideate, Prototype, and Test.

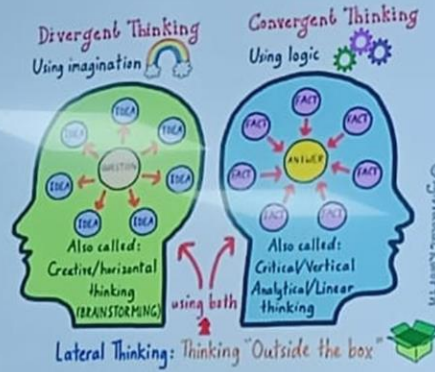
The session not only equipped participants with a profound understanding of the Design Thinking methodology but also broadened their horizons by incorporating insights into Sustainable Development Goals (SDGs), Social Innovation, and Social Entrepreneurship. Richa Parasher emphasized the potential scalability of prototypes and ideas, urging participants to consider taking them to a business level. To facilitate this transition, participants were introduced to the nuances of a business model canvas and value proposition.



The practical applicability of the acquired skills was highlighted, emphasizing their transferability to various aspects of life, particularly in educational settings. Empathy emerged as a central focus, emphasizing its pivotal role in instilling values in both educators and their students. The session also underscored the distinction of Social Entrepreneurs, emphasizing their commitment to societal change over personal profit.

Divergent thinking

- Generating creative ideas to explore as many solutions as possible
- There can be multiple solutions
- Spontaneous free flowing, non linear
- Takes more time



Convergent thinking

- Finding most effective solution to a problem
- There is only one right solution
- Accurate speedy and logical
- Takes less time



The session held next day on design thinking case presentation, featured a hands-on activity known as the Wallet Project. Participants were paired and tasked with designing wallets tailored to each other's requirements. The impressive outcomes demonstrated the successful application of Design Thinking principles, affirming that the participants had grasped and internalized the entire process. The session not only imparted theoretical knowledge but also provided a practical avenue for participants to showcase their newly acquired skills in a tangible and creative manner.



Session :10

Theme: Understanding multiculturalism

Facilitator: Dr. Sangeeta Pethiya

Dr. Sangeeta Pethiya involved the participants into activities to share the meaning of their names. The participants enjoyed the session by sharing the meaning of their names and writing it in air while dancing with their eyes closed. She carried the discussion forward emphasizing upon how stereotyping and prejudices start building up on the basis of names, colour of skin, caste and region. She substantiated these through anecdotes, stories and videos from India around the world. She invited participants from Chhattisgarh and Daman Diu and Dadra and Nagar Haveli to have cultural exchanges as a part of her session on Education to respect cultural diversity. Ideas were also shared

on developing respect for cultural diversity through classroom processes. The participants enjoyed an engaging and meaningful activities and discussion.

Session :11 and 12

Theme: Social and Emotional Learning

Facilitator :Ms. Seema Shaikh

A hands-on and discourse-based activity for participants to develop a wider vocabulary of bodily sensations and learning to attend them. Establishing sensation words as language of our autonomous system and its importance in calming mind and body. ‘Eagle video’ was screened and this was followed by changes they as educator have observed around. They were then asked about various ways they combat change. A long informative talk on identifying challenging students in the class, the type of learning disabilities and rules and facilities offered by different government. Discipline seemed to be a major issue hence ‘agreements were created with mutual consent. The topic was then turned to Diversity and how as a teacher we can approach it with an inclusive approach. This was followed by var classroom approaches that teachers can adopt in this VUCA (Volatile, Uncertain, Complex and Ambiguous) world. Teachers were spoken about C-Pass (Cultural –pedagogical, attitudinal, systematic and social] The final focus to combat the VUCA world was ‘Environmental inclusivity’. Interaction on how to make SDG’s a reality was also taken up.

Day 4 : 4th January 2024

Session :13 and 15

Theme: Embedding GCED in Social Sciences, Languages and Science and participants presentation of the lesson GCED embedded plans

GCED enabled lesson plans

Facilitator: Dr. Yamuna Sunny and Dr. Sangeeta Pethiya, Dr. Ganga Mahto, Ms. Sarita Badhwar

The idea of embedding that had already evolved in previous sessions, were examined as a concrete intervention of content and pedagogy that could enable ESD. The teacher plays an important, enabling role by empowering the self and the students through a process that can strengthen all subjects for GCED. We are not considering a separate subject called GCED, but the enriching of each subject with the perspectives and examples of GCED in the context of different disciplines. What are the concerns that we take into consideration while embedding ? The checklists provided in the handbook were examined through concrete examples.. The resource persons demonstrated how different aspects can be incorporated in order to prepare GCED embedded lesson plans.



This was followed by presentation of lesson plans by the participants. The Social Science, Language and Science teachers formed separate groups in which topics were discussed to search for ways in which embedding could be planned and worked out. In Social sciences, the participants worked on two topics - Human Rights, and the Role of Media. The participants formed two groups to work on the two topics. Each group made a presentation, in which the other group gave suggestions for improvement. Notes were made so that they have their own examples of embedding, and the track could be further worked on in their respective regions. The lesson plans in English and Science were also evaluated by the resource persons and feedback and suggestions were provided to the participants.

Day 4: 5th January 2024

Session: 16 and 17

Theme: Human Rights in Global World

Facilitator: Dr. Vineet Kapoor

Dr. Vineet Kapoor's lecture on human rights, sustainable development goals, mental health, gender equality, and the universal declaration of human rights was a captivating exploration of critical societal issues. Dr. Kapoor's depth of knowledge and articulate delivery provided a comprehensive

understanding of the interconnectedness of these topics. He skilfully elucidated the role of human rights in achieving sustainable development goals, emphasizing the need for holistic approaches that prioritize mental health and gender equality.



The lecture delved into the significance of community assets in fostering a conducive environment for the realization of human rights. The insightful analysis bridged theory and practical applications, highlighting actionable steps for individuals and communities. His incorporation of the universal declaration of human rights served as a foundation, grounding the discussion in a global context. Overall, Dr. Vineet Kapoor's lecture was a thought-provoking and enlightening experience, encouraging attendees to contemplate their roles in advancing towards a more equitable and just world.

Session 18

Theme: Action Plan for taking GCED forward by participants

Facilitators: Dr. S. Sebu. Dr. Yamuna Sunny

The participants worked on making action plans for (1) Dadar and Nagar Haveli and Daman and Diu, (2) Chattisgarh. Each of the teams presented their plans on how they would take GCED forward in their State/UTs through training, meetings, and implementations. These were discussed, classifications done and suggestions given. After the session was closed by Dr. Yamuna Sunny, Dr. Soyhunlo Sebu thanked the participants.



Valedictory and Feedback

The participants thanked the program coordinator and shared that the program was a meaningful learning experience. They pledged to tackle it further at the grassroot level. They shared detailed reports, wrote poems and sang songs on the program, provided in the annexure.

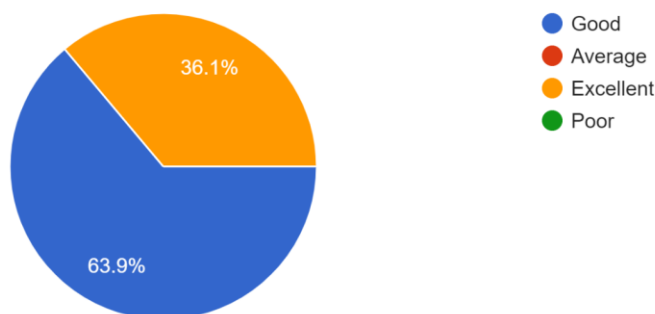
The Principal of Regional Institute of Education Bhopal, Prof. Jaydip Mandal congratulated and appreciated the participants for their enthusiastic participation. He congratulated the program Coordinator Dr. Sangeeta Pethiya for a well organized and meaningful program. Thereafter certificates were distributed to the Participating teachers of Chattisgarh, Dadar and Nagar Haveli and Daman and Diu.

Post-training Report

Q. 1. Rate your understanding on the understanding of Global citizenship?

वैश्विक नागरिकता की समझ पर अपनी समझ का मूल्यांकन करें?

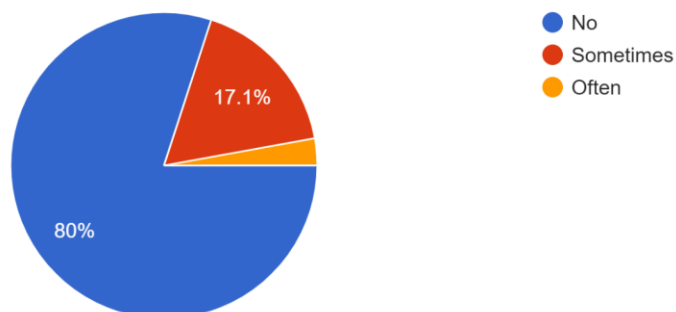
36 responses



Q. 2. Is Global citizenship in contradiction with National Citizenship?

क्या वैश्विक नागरिकता एवं राष्ट्रीय नागरिकता परस्पर विरोधी है?

35 responses



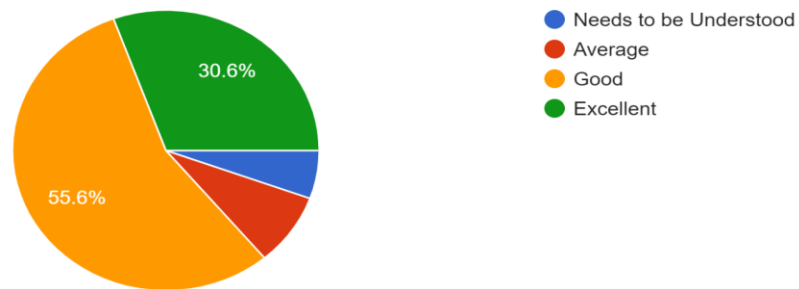
Q. 3. Is it possible to teach global citizenship through the subject that you teach? क्या वैश्विक नागरिकता पढ़ाना/अथवा सिखाना अथवा समझाना आपके विषय के माध्यम से संभव है ?

36 responses



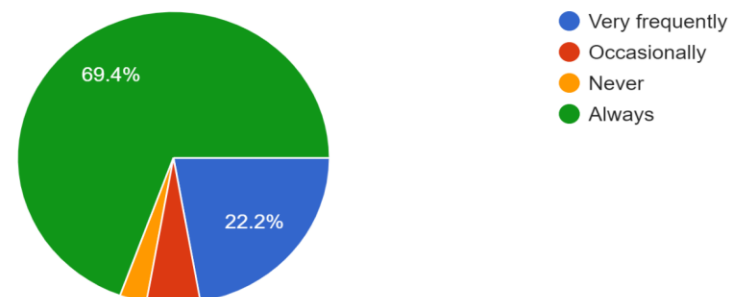
Q. 4. Rate your understanding on Education for peace शांति के लिए शिक्षा पर अपनी समझ का मूल्यांकन करें

36 responses



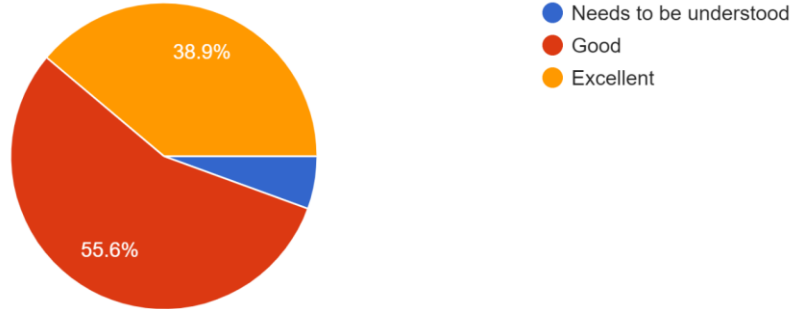
Q. 5. I will be able to integrate values of peace in the process of teaching learning शिक्षण अधिगम की प्रक्रिया में आप कितनी बार शांति के मूल्यों को एकीकृत करने में सक्षम होंगे?

36 responses



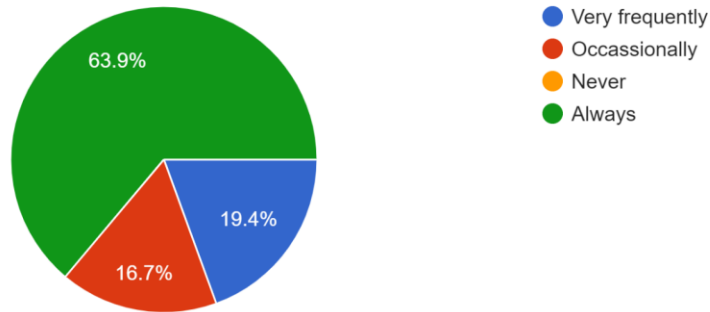
Q. 6 Rate your understanding on Education for Respect for multiculturalism बहुसंस्कृतिवाद के सम्मान के लिए शिक्षा पर अपनी समझ का मूल्यांकन करें

36 responses



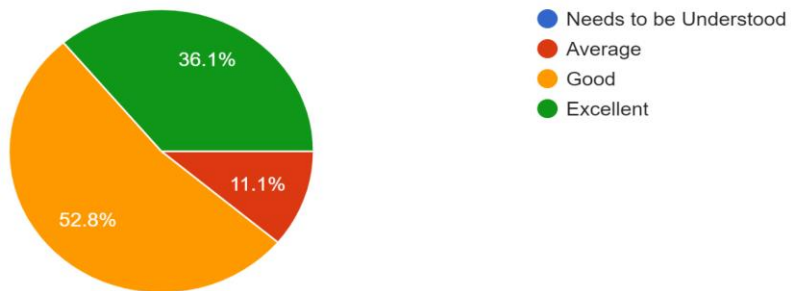
Q.7 I will be able to integrate values of multiculturalism in the process of teaching learning. मैं सीखने-सिखाने की प्रक्रिया में बहुसंस्कृतिवाद के मूल्यों को एकीकृत करने में सक्षम हो जाऊंगा /जाऊँगी।

36 responses



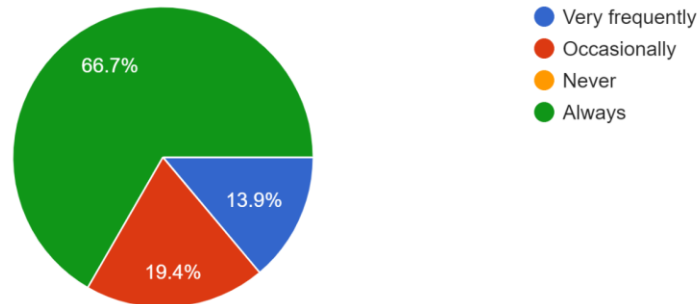
Q.8 Rate your understanding on Human Rights मानवाधिकारों पर अपनी समझ का मूल्यांकन करें

36 responses



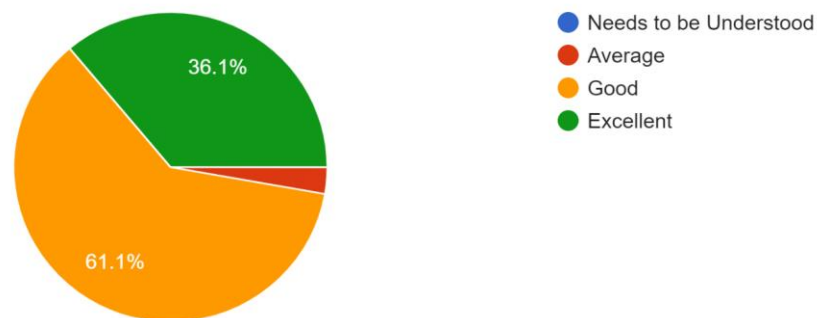
Q.9 How often will you be able to integrate understanding and value of human rights in the process of teaching learning . आपने शिक्षण अधिगम की प्रक्रिया...मझ और मूल्य को कितनी बार एकीकृत करने में सक्षम होंगे?

36 responses



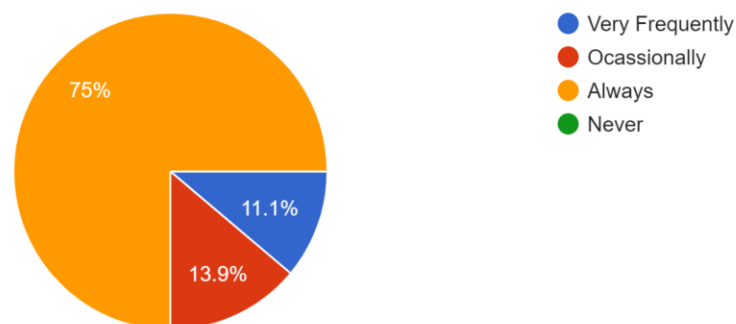
Q. 10 Rate your understanding on Gender Equality लैंगिक समानता पर अपनी समझ का मूल्यांकन करें

36 responses

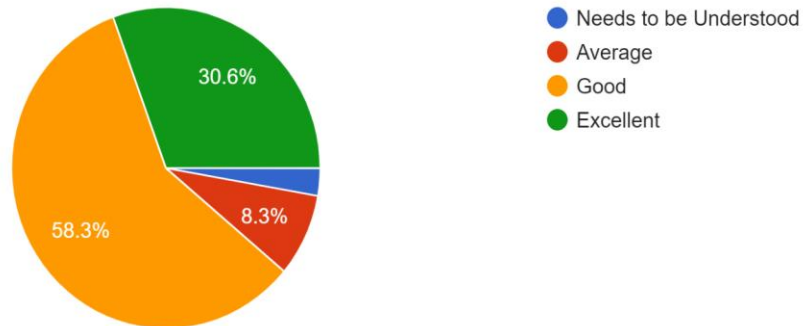


Q. 11 How often will you be able to integrate understanding and importance of gender equality in the process of teaching -learning ? आप कितनी बार शि...की समझ और महत्व को एकीकृत करने में सक्षम होंगे?

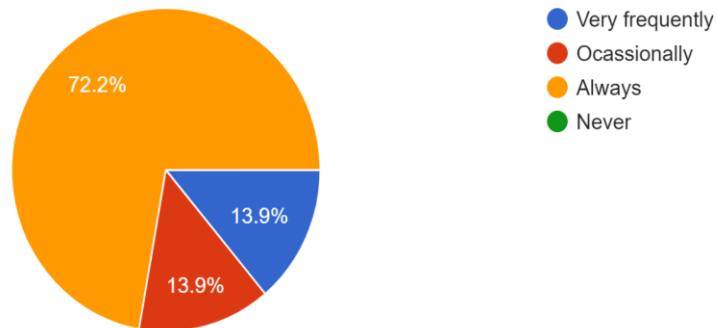
36 responses



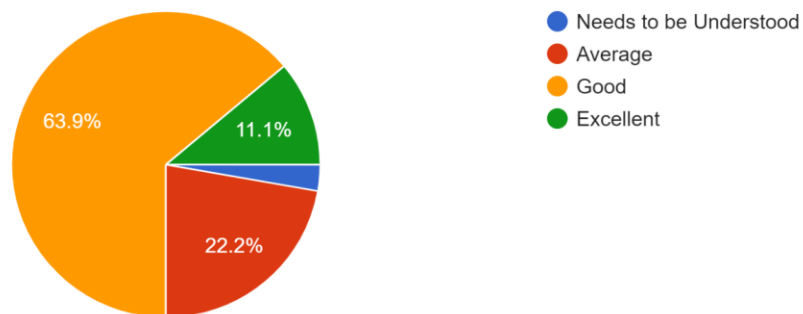
Q. 12 Rate your understanding on Social justice सामाजिक न्याय पर अपनी समझ का मूल्यांकन करें
36 responses



Q. 13 How often will you be able to integrate understanding and importance of social justice in the process of teaching -learning? आप कितनी बार शि...माजिक न्याय की समझ और महत्व को एकीकृत कर पाएंगे?
36 responses

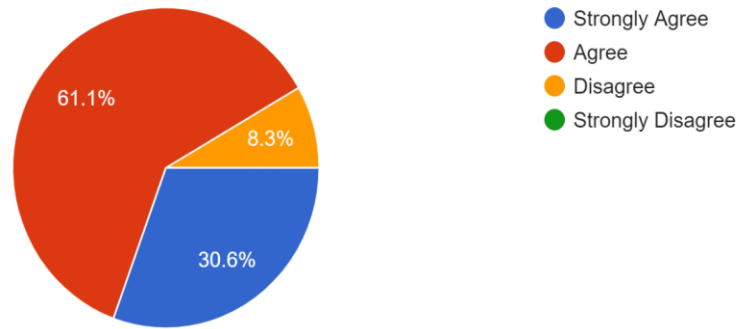


Q.14 Rate Your Understanding on Digital Citizenship. डिजिटल नागरिकता पर अपनी समझ का मूल्यांकन करें।
36 responses



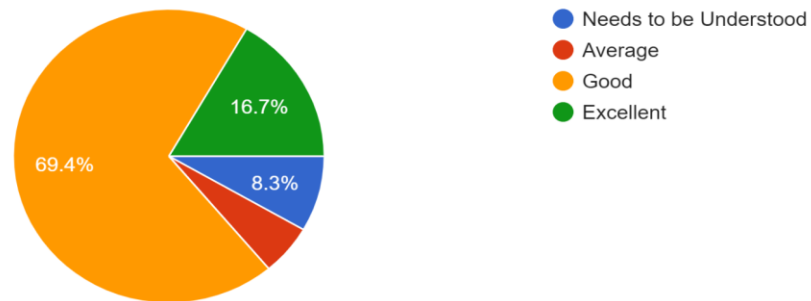
Q.15 I will be able to facilitate learners to be digital citizens? क्या आप शिक्षार्थियों को डिजिटल नागरिक बनने में मदद कर पाएंगे?

36 responses



Q.16 Rate your Understanding on Socio- emotional and behavioural learning. सामाजिक-भावनात्मक और व्यवहारिक सीखने पर अपनी समझ का मूल्यांकन करें

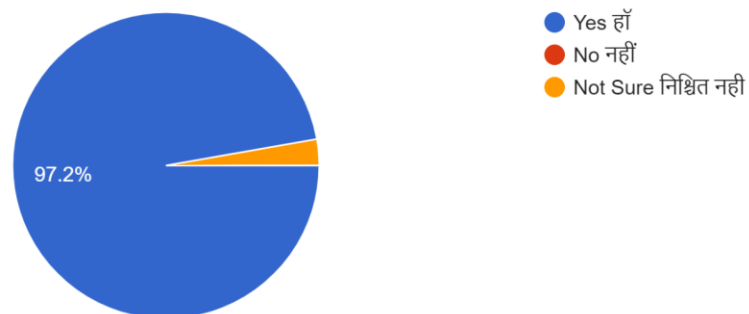
36 responses



Q. 17 According to you can socio- emotional learning be imbibed in the learners?

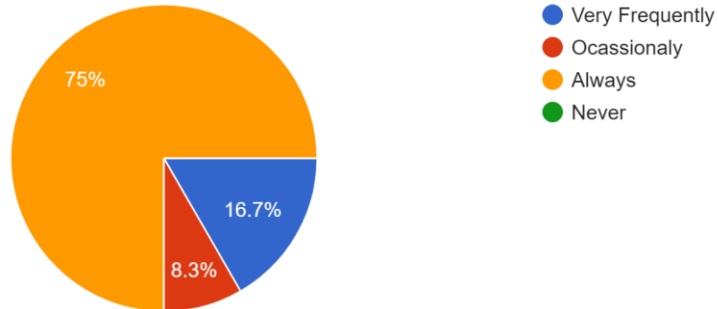
आपके अनुसार क्या सामाजिक-भावनात्मक समझ बच्चों में विकसित की जा सकती है ?

36 responses



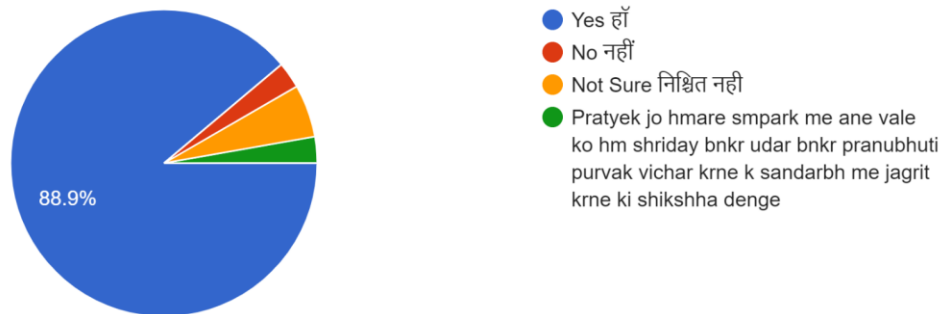
Q. 18 How often will you be able to incorporate Socio- emotional and behavioural learning among your learners? आप कितनी बार अपने शिक्षार्थियों के बीच ...मक और व्यवहारिक शिक्षा को शामिल करने में सक्षम होंगे?

36 responses



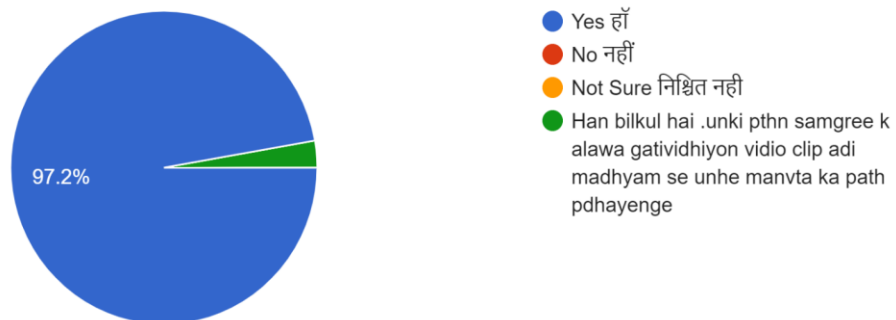
Q. 19 Will you be able to assess socio- emotional learning in the learners ? क्या आप शिक्षार्थियों में सामाजिक-भावनात्मक अधिगम का आकलन करने में सक्षम होंगे?

36 responses



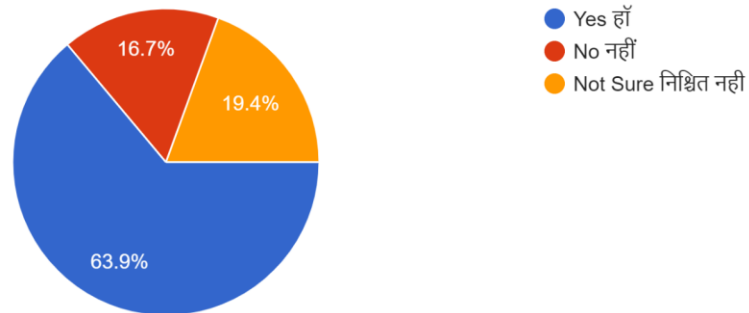
Q. 20 Can behavioural learning in the learners be achieved? क्या बच्चों में व्यवहारिक समझ विकसित करना संभव है ?

36 responses



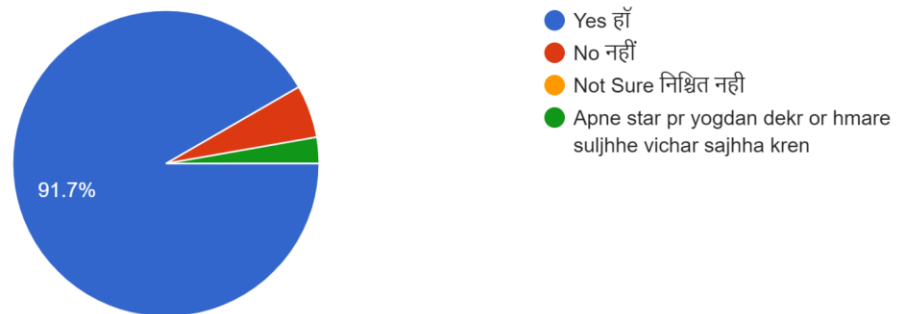
Q. 21 Are all local problems global in the 21st Century? क्या 21 वीं शताब्दी में सभी स्थानीय समस्याएं वैश्विक हैं?

36 responses



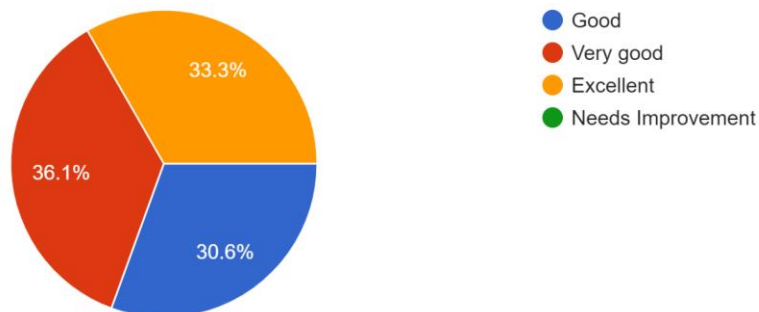
Q. 22 According to you can students play an important role in solving local and global issues? आपके अनुसार क्या छात्र स्थानीय और वैश्विक मुद्दों को हल करने में महत्वपूर्ण भूमिका निभा सकते हैं?

36 responses

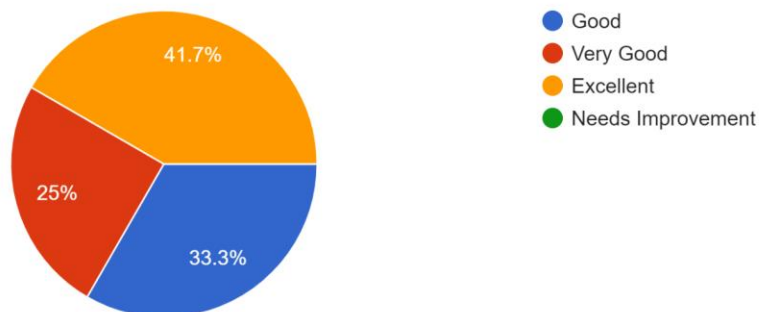


Feedback on Quality of Resources and Training provided in the workshop

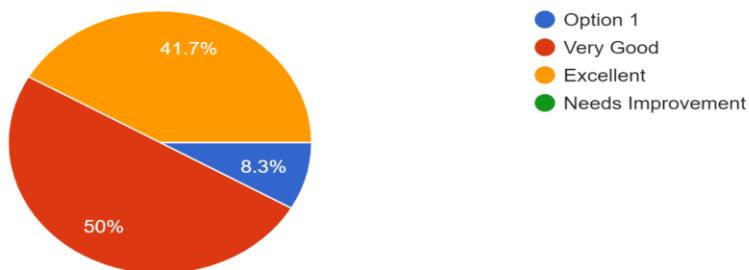
Q.1 The resource persons encouraged open discussion. संसाधन व्यक्तियों ने खुली चर्चा को प्रोत्साहित किया
36 responses



Q.2 Resource persons created proper motivation in the subject
36 responses

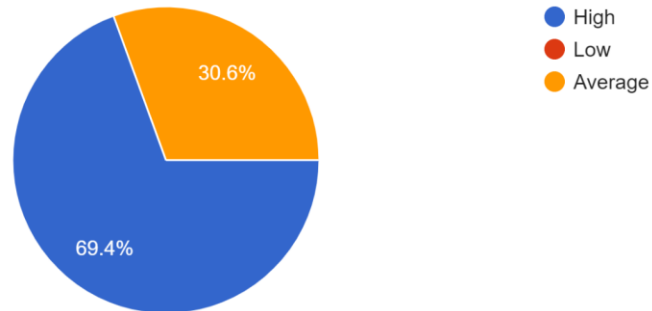


Q.3 The presentation of the topics was clear, definite and useful संसाधन व्यक्तियों द्वारा विषयों की प्रस्तुति स्पष्ट, निश्चित और उपयोगी थी
36 responses



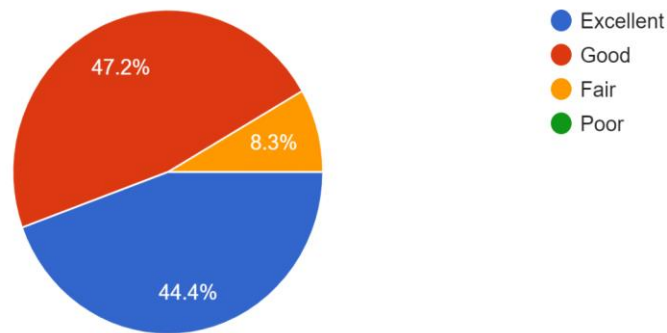
Q.4 Level of interaction among the resource faculty and participants was संसाधन व्यक्तियों द्वारा विषयों की प्रस्तुति स्पष्ट, निश्चित और उपयोगी थी

36 responses



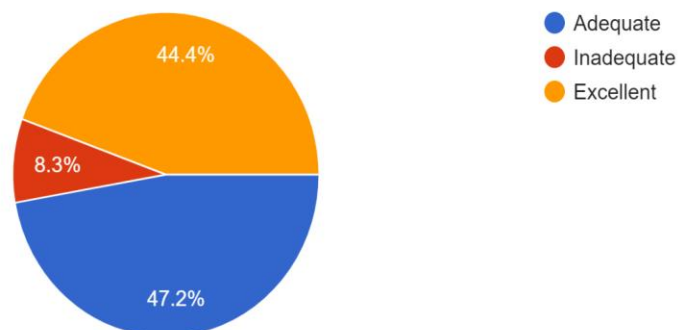
Q.5 The quality of material distributed was वितरित सामग्री की गुणवत्ता थी

36 responses



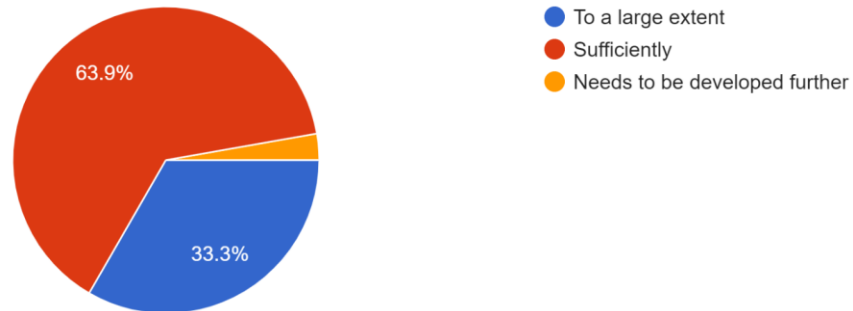
Q.6 The training provided for further platforms and resources for the same were shared

36 responses



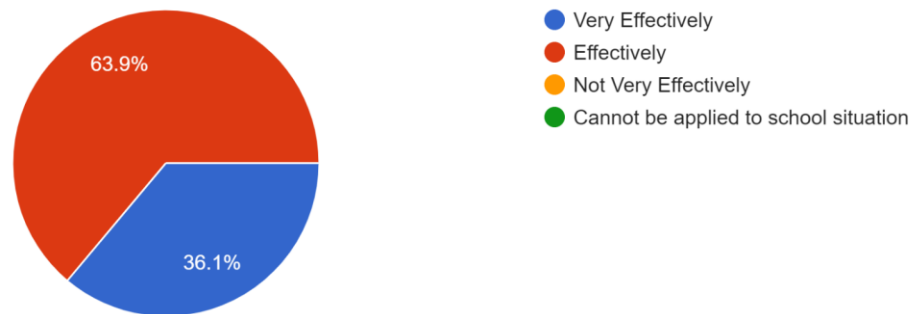
Q.7 Did the training help you in developing your skills on transformational pedagogies? क्या प्रशिक्षण ने आपको परिवर्तनकारी शिक्षाशास्त्र पर अपने कौशल को विकसित करने में मदद की?

36 responses



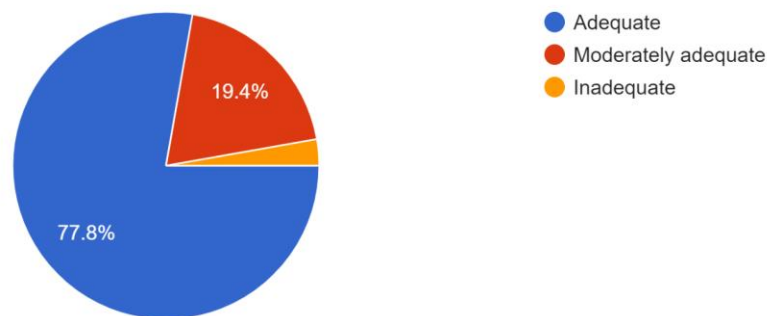
Q.8. The strategies/methods/interventions provided in the training can be applied to school situation? प्रशिक्षण में प्रदान की गई रणनीतियों/तरीकों/हस्तक्षेपों को स्कूल की स्थिति पर लागू किया जा सकता है?

36 responses



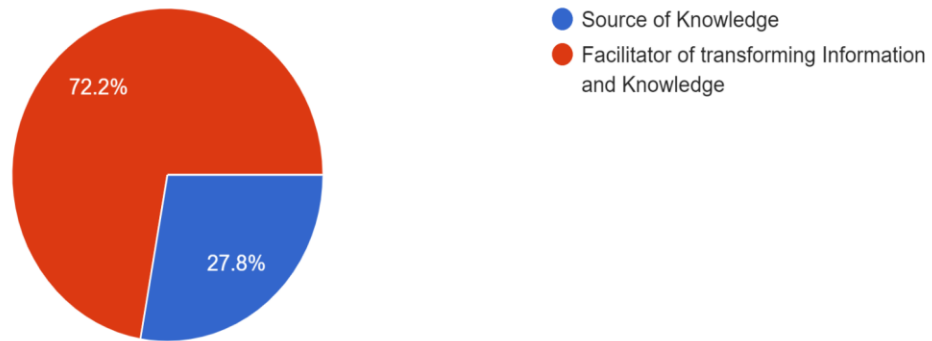
Q. 9 The duration of the training was प्रशिक्षण की अवधि थी

36 responses



Q.10 After this training , How would you visualise the role of the teachers? इस प्रशिक्षण के बाद, आप शिक्षकों की भूमिका की कल्पना कैसे करेंगे?

36 responses



What Participants say about the Workshop

Q.What is the one thing that you have learnt most during the workshop?

कार्यशाला के दौरान आपने सबसे अधिक क्या सीखा?

1. Active Resource person, smiling faces ,peaceful M.T.all topics of training.
2. Understood each other.
3. GCED,NEP-2020, Human Right,Design thinking,Gender Education.Mindfulness, SDG
4. Human right/peace/gender equality/social justice/multiculturalism
5. सामूहिक कार्य करना
6. GCED
7. Class activity with GC,gender equity,design thinking, importance of social science.
8. Human rights and peace of mind multiculturalism.
9. Learn to have a positive perspective on the problems.
10. Global citizenship.
11. वैश्विक नागरिकता शिक्षा का हर एक विषय में समावेश करते शिक्षा देना।
12. Design thinking.
13. Peace education.
14. Sdg.

15. समन्वय सहभागिता, डिजाइन थिंकिंग, मानव अधिकार, Global citizenship
16. Stressless environment rakhna
17. global citizenship k bare mein.
18. वैश्विक स्तर पर लोगो को जोड़ना । हम सब एक है कि परिभाषा को साकार करना
19. Understanding Human Right Educatin, Design Thinking .
20. About global citizen in 21st century
21. डिजाइन थिंकिंग और पीस एजुकेशन
22. Design thinking, peace education
23. During the Global Citizenship Education workshop, I gained a profound understanding of the critical role empathy plays in fostering 21st-century skills. Recognizing diverse perspectives and fostering a sense of global interconnectedness emerged as the cornerstone for nurturing responsible and engaged global citizens.
24. कार्यशाला के दौरान बहुसंस्कृतिवाद, डिजाइनर थिंकिंग, सतत विकास, वैश्वीकरण, मानवाधिकार और बेहतर ढंग से समझ पाए, विद्यार्थियों को इन सभी मुद्दों को संकलित करके पढ़ाना और उसके लिए लेसन प्लान तैयार करना
25. Design making of product ,human rights.
26. Human rights
27. मानव अधिकार, वैश्विक नागरिकता,जी सी ई डी,शांति के लिए शिक्षा,लैंगिक समानता,सामाजिक न्याय के लिए शिक्षा
28. जागरुकता के साथ design thinking और sustainable development goals , मानवाधिकार को सहजता से अध्ययन करना और कराना हैं।
29. How to interconnect the things
30. Respect individuals. And their opinion.
31. Approaches of Collective Narrative, Design Thinking, Multiculturalism, Mindfulness
32. About the human rights and design thinking and how to implement in teaching learning process and students will learn it
33. Global citizenship education
34. Global citizenship ,gender equality,multiculturalism,human rights
35. Equality
36. Manav adhikar education. Laingik samanta.amabesi

Mention 5 ways in which you will integrate GCED through the subject that you teach?

आप जिस विषय को पढ़ाते हैं, उसके माध्यम से जीसीईडी को एकीकृत करने के 5 तरीकों का उल्लेख करें?

1. Critical pedagogy, peer learning, Training.
2. Peace, people, passionate, perfect, primary.
3. Human Right, Mindfulness, H. Rights, Gender Equality, Design Thinking.
4. Song/drama/story/smart टीवी use/speaker use/student drama/नाटक/
5. छात्रों में भाव का विकास करना, और और हिंदी विषय के साथ जोड़कर उन्हें हर पहलुओं से रूबरू करना
6. मैथ्स के माध्यम से gced को बहुत ही अच्छे से लागू कर सकते है
7. उदाहरण द्वारा विषय सामग्री आधारित गतिविधियों द्वारा Audio visual भूत, वर्तमान और भविष्य के परिवर्तनों पर आधारित
8. While teaching participation of each student in activity, culture of different student should be learnt and respected, gender equity, activity on peace of mind human rights
9. Exposure to universal behaviour SDG awareness Human rights education Positive thinking Learn to be Happy
10. भाषा विषय को पढ़ाने के माध्यम से जीसीईडी के मानवाधिकार, लैंगिक समानता, शांति की संस्कृति, समावेशी शिक्षा, सहानुभूति उल्लेख करते हैं।
11. Nirmal jal v swachata Sasti v swacha urja
12. Lecture 2 action research 3 creative thinking 4 work shop 5 lesson plan
13. Teaching aim need of teaching first step team decision global citizenship
14. शैक्षिक उद्देश्यों में शामिल करके पाठ्यक्रम में शामिल करके विभिन्न क्रियाकलाप के द्वारा शिक्षण की नवीन विधियों का प्रयोग करके
15. Activities, story, content k context me Example k through, videos clips, role play k through
16. 1- mai history m mindfulness k bare m bat krugi 2powerful thinging k bare m bat krugi 3 critical thinking k subject ko peaceful tarike se bataugi.
17. वैश्विक शिक्षा को विषय के आधार पर जोड़ना और SDG goal को प्राप्त करना

18. 1. अध्याय 2. विषय सामग्री 3. मौजूदा वैश्विक नागरिक शिक्षा के घटक 4 सुझावात्मक गतिविधियां
5. वैश्विक नागरिक शिक्षा की संभावित दक्षता.
19. 1. Energy 2. Pollution 3. Environment 4. hmara sharir 5. Jiv jantu
20. Empathy, Define, Ideate, prototype, test
21. Empathy, Define, ideate, prototype, test
22. 1. Incorporate Cross-Cultural Perspectives, 2. Address Sustainable Development Goals (SDGs), 3. Encourage Critical Thinking, 4. Facilitate Collaborative Projects/Perspectives, 5. Promote Social Responsibility
23. समूह चर्चा करके, समूह में प्रोजेक्ट कार्य करके, पीयर लर्निंग के द्वारा, वैश्विक समस्याओं पर डिबेट कराकर, नाट्य के द्वारा जैसी एक्टिविटी कराकर।
24. Population.. increase ..maths ,..global human rightsbachome no gender ..all equal, no caste...,
25. Peace, equality, freedom, no gender,, human rights
26. कविता के द्वारा, कहानी के द्वारा, परियोजना के द्वारा, फिल्म के द्वारा, चर्चा के द्वारा, विभिन्न संस्कृति के बारे में बताके।
27. विषयो को माध्यम बनाकर ज्ञान, कौशल्य, समानता ,सम्मान को जीवन में सहज से खिलाए। प्रोजेक्ट्स में सहभागी बनाकर
28. connecting with story of the chapter
29. In various activities
30. 1. SDG 2. Design thinking 3. Human Rights concept 4. Mindfulness with peace 5. Multiculturalism
31. In social science, there are so many chapters to teach on SGDs and GCED, in science we use electric and other appliances. Tell them about importance of electricity. And there are many more ways
32. Connect Society to environment ,
33. Equality human rights
34. Sanjaik education. Stat vikash. Gender smanta education. Samvesi education. Jyadi prepare karna

Indicate 5 strong points of the program.

कार्यक्रम के 5 मजबूत बिंदुओं का संकेत दें।

1. Nep 2020. Gender equality,SDG,Design thinking,modules Activity,different activity.Transformation learning,critical pedagogy.
2. Global education, success, necessary, excellent, future world, design thinking.
3. Arrangement,Wide knowledge of professors, Loving nature of all trainers,Provide material, Action plan presentation.
4. Sangita mam very smart & helpful/ all प्रोफेसर teaching like/ food like/ all activity like/stay comfortable
5. सबके साथ समान व्यवहार करना, सामूहिक कार्य को गति प्रदान करना
6. टीचर और स्कूल का वातावरण भी सीखने लायक बनाना होगा
7. Social science debates GCED content presentation Class activities Design thinking Human rights
8. Learned about Human rights ,multiculturalism, peace of mind critica lthinking creativity design making gender equity participation of each teacher
9. Content Delivery Interactive session Great resource person Disciplined classes
10. Mindfulness Peace full ness Designer thinking
11. सचेतन शिक्षा, लैंगिक समानता, सार्वभौमिकता, शांति, डिज़ाइन थिंकिंग।
12. Understanding GCED,Understanding Human right,Design,Gender Equity,peace education
13. Human right design thinking case study NEP 2020
14. Preparation conduction establishment presentation guidance
15. रुचि पूर्ण प्रस्तुतीकरण प्रासंगिक विषय वस्तु अच्छा वातावरण स्वच्छ पर्यावरण योग्य विषय विशेषज्ञ
16. Knowledgeable,Activities, smart work, stress less programme team worok
17. 1 being mindful as educators 2. human right education 3. design thinking 4. gender equality understanding sdg .
18. शांति मौलिक अधिकार डिज़ाइन थिंकिंग लिंग , जाति ,रंग भेद को दूर करना शिक्षा को वैश्विक स्तर पर ले जाना

19. * वैश्विक नागरिकता शिक्षा पर आधारित यह कार्यक्रम बहुत अच्छा था जो 21वीं सदी के कौशलों पर आधारित था। सतत् विकास के लक्ष्य, मानवाधिकार , शांति की संस्कृति ,बहुसंस्कृतिवाद,समावेशी शिक्षा, रचनात्मक तरीके से समस्या का समाधान और संचेतना (माइंडफूलनेस) बहुत अच्छा लगा ।
20. GCED SDG Mindfulness Design Thinking.
21. Design Thinking, Mindfulness, Human right, Violence and Conflict,
22. Design thinking, mindful education, human rights,critical thinking, peace education
23. 1. Interdisciplinary Approach, 2. Emphasis on Critical Thinking. 3. Cultural Sensitivity, 4. Real-World Relevance, 5. Skills for the Future
24. कार्यक्रम का आयोजन और संचालन बहुत बढ़िया था और कार्यक्रम में सम्मिलित मुद्दे और उनको समझाने का तरीका और दोनो ही बेहतर थे और सभी लोगो के साथ एक साथ बैठकर समझना और उनके साथ का जो मौका मिला इसका अनुभव बहुत ही प्यारा और यादगार था और रहेगा इसके लिए आयोजन कर्ता का धन्यवाद।
25. Sustainable development,global development,human rights ,design thinking ,pedagogy
26. Pedagogy, critical thinking, live and let live no hunger, education for all.
27. ऊर्जावान तरीके से सिखाना,हमे भी सुनना, छत्तीसगढ़ की संस्कृति को समझने मे, प्रवृति के द्वारा,इतने जटिल विषय को सरलता से समझाया गया।
28. Mindfulness, human rights,design thinking, sustainable development goals, understanding multiculturalism, peace education
29. self learning social learning creating opportunities building the nation self confidence
30. Good management. Book provided for reference.
31. 1. Engaging 2. Activity based Learning 3. Enthusiastic 4. Role of Good Teaching Skills adaptation 5. Progressive learning
32. Effective, productive, well planned and best scholars.
33. Gender equality,Human right,Multiculturalism, peace,Inclusive Education
34. Activity based learning
35. Equality human rights
36. Manav adhikar. Gender samanta education. Samvesi education. Bhusanskriti sman k liye education.

Indicate 5 weak points of the program.

कार्यक्रम के 5 कमजोर बिंदुओं का संकेत दें।

1. About Human Rights section should be long.
2. According to me there were No weak point in प्रोग्राम.
3. सब ठीक था
4. टीचर का रेश्यो कम है टीकेट्स अपने टचिंग काम को ठीक से नहीं करते है
5. Less Material for activity
6. Mindfulness
7. सामाजिक न्याय, बहुसंस्कृतिवाद,
8. No any weak points
9. कुछ बिंदु शामिल नहीं किए गए खाना बहुत अच्छा नहीं था
10. कार्यक्रम द्विभाषिक होना चाहिए हिंदी / अंग्रेजी किंतु ज्यादातर वक्तागण / रिसोर्स पर्सन अपनी बात अंग्रेजी भाषा में रख रहे थे। कुछ उदाहरण में विडियो क्लिपिंग (video clipping) में विदेशीफुटेज को दिखाया गया जबकि हमारे देश में ऐसे कई उदाहरण देखने को मिलेंगे।
11. Gender Equity, GCED, Managing change, Understanding SDG, global perspective
12. Emotional learning, managing change to face, gender equity, case study
13. 1. Setting arrangement, 2. Dinner Quality, etc
14. ऐसा कुछ भी नहीं था जो की कमजोर लगा फिर भी समूह ऐक्टिविटी थोड़ी ज्यादा होनी चाहिए और इतने सारे मुद्दों के लिए 5 दिन का समय काम लगा समय सीमा और ज्यादा होनी चाहिए ताकि सभी विषयों को बेहतर ढंग से समझा जा सके।
15. Workshop time is short ..need. 15 days
16. Casteism, reservation should remove.
17. No weak points
18. Better arrangements in accommodation level. Rest is perfect.

Picture Gallery















“क्या हम भूल पाएंगे?”

Ms. Dhara Ben
Lecturer, Govt. College of Teacher Education,
Shankar Nagar, Raipur, Chattisgarh

रायपुर से भोपाल तक का सफर।
क्षेत्रीय शिक्षण संस्थान भोपाल में प्रथम प्रवेश।
प्रशिक्षण का प्रथम सत्र।
शिक्षकों से पहली मुलाकात।
क्या हम भूल पाएंगे ?क्या हम भूल पाएंगे?
दमन और दीव के शिक्षकों की चंचलता। दादर नगर हवेली के शिक्षकों की सरलता।
छत्तीसगढ़ के शिक्षकों की कोमलता। क्या हम भूल पाएंगे? क्या हम भूल पाएंगे?
सुबह का कोहरा और नाश्ता।
चिनार से गुलमोहर तक का रास्ता।
होटल और गेस्ट हाउस की सुविधा।
शाम का घूमना रात का बतियाना।
क्या हम भूल पाएंगे? क्या हम भूल पाएंगे?
आप सब का अनुशासन।
हम सब की मित्रता।
प्रत्येक विषय में गतिविधि और
गतिविधि द्वारा सीखना।
क्या हम भूल पाएंगे ?क्या हम भूल पाएंगे?

21st century building ,skill mindfulness gced SDG, critical thinking ,problem solving, embedding GCED pedagogy, design thinking multiculturalism, human rights, socio emotional learning और इन सब का अपने विषयों के साथ समावेश।

क्या हम भूल पाएंगे ? क्या हम भूल पाएंगे? सीमा शेख और सरिता मैडम का अनुभव।
रिचा मैडम का Energy के साथ सीखाना। यामुना मैडम की सरलता एवं सहजता।
हमारी प्रशिक्षण प्रभारी संगीता मैडम का जवाबदारियों के साथ हम सब का ध्यान रखना।
राज का सभी को सहयोग करना।
क्या हम भूल पाएंगे ? क्या हम भूल पाएंगे?



Regional Institute of Education (RIE), Bhopal is a constituent unit of NCERT, New Delhi. The Institute looks after teacher education and other educational requirements of the States of Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra and UTs of Dadra and Nagar Haveli and Daman and Diu.

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Our mission is to strengthen pupil's learning through advocacy and teaching initiatives. To develop competency and create an aura of imparting quality and finesse education to students and teach and train them innovatively with proper attention, focusing on their brighter career in teaching profession.

MISSION STATEMENT

- Inspires students to learn and facilitate for their overall development: intellectual, physical, and emotional.
- Motivates students for learning throughout life.
- Prepares and empowers students to be successful by helping them develop their knowledge, skills and abilities needed to progress within the institution.
- Empowers them to adapt and thrive in our increasingly diverse and ever-changing world.



Regional Institute of Education, Bhopal

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