Report

The National Education Policy (NEP) 2020 emphasizes the transformative role of Information and Communication Technology (ICT) in making education more engaging, inclusive, and learner-centered. In teaching Social Science in schools, ICT tools can create immersive learning experiences by integrating multimedia resources such as videos, simulations, and interactive maps. For instance, virtual tours, 3D models, and visual storytelling can bring historical events or geographical features to life. This approach enhances comprehension and fosters critical thinking and curiosity among students. Additionally, ICT enables collaborative learning through online platforms, where students can engage in discussions, share perspectives, and access a wealth of information from diverse sources.

Aligned with NEP 2020's focus on equity and inclusivity, ICT in Social Science education can bridge gaps in access to quality learning resources, particularly for students in remote or underprivileged areas. Digital tools like e-learning modules and mobile applications ensure that learning is accessible anytime and anywhere. Moreover, the integration of ICT supports personalized learning paths, allowing students to explore topics at their own pace and according to their interests. NEP 2020 also emphasizes the need for teacher training in ICT to empower educators to effectively integrate these technologies into their pedagogy. By leveraging ICT, Social Science education can move beyond rote memorization, nurturing informed, empathetic, and active citizens who are well-prepared to contribute to society.

A five-day capacity-building program on "Integration of Information and Communication Technology (ICT) in Social Sciences" was organized for Key Resource Persons (KRPs) from the Western Region States and Union Territories. Held from 25th to 29th November 2024 at the Regional Institute of Education (RIE), NCERT, Bhopal, Madhya Pradesh, the program aimed to enhance ICT integration skills in Social Sciences education. A total of 34 KRPs participated, including 10 from Maharashtra, 9 each from Gujarat and Chhattisgarh, and 6 from Madhya

Pradesh, representing a collaborative effort to empower educators with modern teaching tools and strategies.

Day 1: 25th November 2024

The registration of KRPs and the inaugural session of the program took place between 9:30 and 10:15 AM. The session was graced by Prof. Jaydip Mandal, Principal of RIE-NCERT, Bhopal, alongside Prof. Chitra Singh, Head of DEE, and Dr. Suresh Kumar Makwana, Head of DESSH. The event was chaired by Dr. Soyhunlo Sebu, while Dr. Kulveer Singh Chauhan delivered a heartfelt Vote of Thanks, marking a ceremonious beginning to the program.

The first session of the program was conducted by **Dr. Soyhunlo Sebu** on the topic "ICT in Education." During this session, various ICT initiatives undertaken by NCERT, such as MOOCs on SWAYAM, DIKSHA, and ePathshala, were discussed in detail. Dr. Sebu highlighted the importance and benefits of integrating ICT in school education, emphasizing how it equips students with essential digital skills. At the same time, the potential side effects of ICT usage among school children were also addressed. A special focus was placed on the platforms Bhuvan and School Bhuvan, which introduce students to the basics of geospatial technology. The session included a step-by-step activity on School Bhuvan to familiarize participants with its practical applications.

The discussion revealed that many KRPs were not fully aware of NCERT's ICT initiatives, indicating a need for broader dissemination of these resources. During the session, the KRPs shared their experiences of integrating ICT into the teaching-learning process, offering valuable insights. However, they also expressed concerns about the lack of adequate infrastructure in schools, which hampers the effective implementation of ICT tools. This highlighted the necessity of improving school infrastructure to ensure the successful integration of technology in education.

The second session was delivered by **Dr. Jayant Shankar Borgaonkar** on Social Science Pedagogy with reference to ICT. He discussed how the integration of Information and Communication Technology (ICT) into social science pedagogy has transformed traditional teaching methods, offering new opportunities for interactive and student-centered learning. ICT tools such as digital presentations, online resources, and multimedia content enable educators to present complex social science concepts in an engaging and relatable manner. Furthermore, ICT empowers collaborative learning in social sciences by providing platforms for communication and idea-sharing. Online discussion forums, virtual classrooms, and collaborative tools like Google Docs facilitate group work and encourage students to engage in debates and discussions. These platforms make it easier to explore diverse perspectives on societal issues and global phenomena. Additionally, ICT tools help bridge geographical boundaries, enabling access to international case studies, live debates, and guest lectures from global experts. This global connectivity enriches students' learning experiences and broadens their worldview, fostering a more inclusive and informed understanding of social dynamics. This integration of ICT not only modernizes pedagogy but also prepares students for the demands of a technology-driven world.

The third session was taken by **Dr. Suresh Kumar Makwana** on Art in Social Sciences. He spoke on the National Education Policy (NEP) 2020 which emphasizes the integration of arts into the curriculum to promote holistic education and interdisciplinary learning. In the context of social sciences, art serves as a powerful medium to enhance engagement, creativity, and critical thinking. By incorporating visual arts, theater, music, and storytelling, educators can make abstract social science concepts more tangible and relatable.

This approach aligns with the NEP's focus on experiential learning, encouraging students to connect emotionally and intellectually with their studies. Art-based learning in social sciences also fosters critical thinking and cultural awareness, two key objectives outlined in NEP 2020.

Through projects like creating political cartoons, designing maps, or interpreting historical artifacts, students learn to analyze and critique social phenomena creatively. Furthermore, art enables the exploration of diverse cultures, traditions, and perspectives, which is crucial for developing empathy and inclusivity. NEP 2020 underscores the importance of nurturing global citizens, and using art as a tool in social sciences helps students appreciate the interconnectedness of human societies while understanding the nuances of their own heritage. He also shared various initiatives and programme taken up by RIE and NCERT on Art education.

The fourth session, led by **Mrs. Sanchita Ghosh**, focused on specific subject tools for Social Sciences, providing an in-depth understanding of their relevance and application in the classroom. She began by discussing the learning objectives and the overall outline of the module, which included key components such as competencies, skill development, and fostering positive attitudes towards the use of ICT in Social Sciences education. Mrs. Ghosh emphasized the significance of aligning digital tools with pedagogical goals to enhance the teaching-learning process. She also guided the KRPs on how to incorporate these tools into their lessons to create more engaging and interactive learning experiences.

In this session, Mrs. Ghosh introduced a variety of digital resources and repositories tailored for Social Sciences, including web-based applications, mobile apps, desktop software, and cutting-edge technologies like virtual reality (VR) and augmented reality (AR). Platforms for online communication and collaboration were also discussed. To ensure a practical understanding, she initiated hands-on activities where every KRP actively participated, exploring the tools and their features step by step. This interactive approach allowed participants to gain firsthand experience with these resources, equipping them with the skills needed to effectively integrate digital tools into their teaching practices. The session provided a comprehensive and practical framework for utilizing ICT to enrich Social Sciences education.

Day 2: 26th November 2024

Feedback and discussion of the 1st day was initiated by Dr. Soyhunlo Sebu. KRPs share their learning experiences and how they will implement those ICTs in their classroom.

The first session was delivered by **Mrs. Sanchita Ghosh**, focusing on the effective use of ICT tools in Social Sciences education. She introduced the participants to a wide range of platforms and resources designed to enhance teaching and learning experiences. These included NCERT initiatives like Diksha, SWAYAM, and ePathshala, along with globally recognized tools such as Khan Academy, Crash Course on YouTube, and JSTOR. She also showcased specialized tools for Social Sciences, including geospatial platforms like Bhuvan and School Bhuvan, as well as Open Street Map, KGeography, Marble, and Open Board. Additionally, Mrs. Ghosh highlighted mobile applications such as Google Earth, Google Earth VR, Learning for Justice, Google Arts and Culture, Sutori, Tiki-Toki Timelines, and GeoExpert. Free and open-source software (FOSS) tools like Timeline JS and resources such as Project Gutenberg and Common Sense Education were also discussed for their relevance and accessibility in Social Sciences education.

The session was interactive and hands-on, allowing KRPs to engage directly with these tools under the guidance of Mrs. Ghosh. Step-by-step demonstrations were conducted to ensure participants could navigate and utilize the platforms effectively. The hands-on activities provided a practical understanding of how these ICT tools and apps could be seamlessly integrated into classroom teaching to create dynamic and engaging learning environments. Through this session, the KRPs gained valuable insights into leveraging modern technology to enhance pedagogical practices and foster a deeper understanding of Social Sciences among students.

The second session was taken by **Dr. Alka Singh** on Google Earth Pro. Using Google Earth Pro, she showcased the process of creating paths and river drafting with precision and creativity. By leveraging the platform's advanced tools, she demonstrated how to trace a river's course accurately, creating a virtual representation of natural waterways. The path creation feature in Google Earth Pro allows users to draw lines or curves by placing waypoints along a desired trajectory. She highlighted how to adjust these waypoints to mirror the river's natural twists and turns, ensuring that the digital path aligns closely with the actual geographical feature. This demonstration not only illustrated the software's utility for cartographic and planning purposes but also emphasized its ability to visualize real-world terrains effectively.

In her demonstration, she explained the significance of river drafting for geographical analysis and urban planning. She showed how to use the software's features, such as elevation profiles and satellite imagery, to analyze the river's flow and surrounding topography. The drafted paths could then serve as a basis for further studies, such as flood risk assessments, ecosystem management, or infrastructure development. Her meticulous approach in using Google Earth Pro underscored the platform's potential to enhance geospatial projects, offering a hands-on method to create detailed and accurate representations of natural landscapes.

The third session was conducted by **Dr. Neetu Agarwal**, who focused on the integration of Artificial Intelligence (AI) and ICT in teaching History for Class 10, as outlined by NCERT. Dr. Agarwal highlighted how emerging technologies like AI can revolutionize history education by making it more engaging, interactive, and student-centered. She began by introducing tools and techniques such as creating interactive maps, timelines, and historical maps, which allow students to visualize historical events, trends, and geographical contexts dynamically. She also emphasized the importance of using online archives and digital libraries to provide access to authentic and diverse historical resources, encouraging students to explore history beyond traditional textbooks. Furthermore, she demonstrated collaborative online

research and presentation tools that enable students to work together on historical projects, fostering critical thinking and teamwork.

To solidify the concepts, Dr. Agarwal guided the KRPs through a series of hands-on activities. Participants practiced creating historical content using multimedia tools such as video editors, presentation software, and interactive platforms. These activities allowed KRPs to experience how multimedia can be used to create immersive and engaging historical narratives. By integrating AI-based tools and ICT resources, Dr. Agarwal showed how educators can encourage students to explore history in innovative ways, enabling them to analyze, interpret, and present historical events creatively. This session provided a robust framework for the KRPs to incorporate modern technologies into their history lessons, ensuring that teaching methods remain relevant and effective in the digital age.

The fourth session was taken by **Dr. Sangeeta Pethiya** on Artificial Intelligence in the teaching-learning of history. She took an example from Class IX history "The French Revolution" and how teachers can create virtual images with the help of AI tools for generating Images. She demonstrates how to create historical images with the help of AI-powered tools, showcasing how technology can bring the past to life. By leveraging advanced algorithms, AI can analyze historical data, artistic styles, and cultural details to produce visually accurate representations of historical scenes. This approach not only aids in visual storytelling but also provides historians, educators, and enthusiasts with a creative way to engage with history.

She also demonstrated the process of creating an infographic, showcasing her expertise in transforming complex data into visually appealing and easily understandable formats. She highlighted the importance of clarity, selecting appropriate color schemes, and utilizing icons or graphics to emphasize key points. By walking through the steps of choosing a layout, arranging information hierarchically, and ensuring balance in design elements, she provided a

comprehensive guide. Her demonstration underscored how a well-crafted infographic can effectively communicate ideas, engage audiences, and enhance comprehension.

Day 3: 27th November 2024

The feedback and discussion were initiated by Dr. Soyhunlo Sebu on day 2 sessions. The feed back received were very positive and many KRPs express their willingness to learn more about technology.

The first and second session was taken by **Dr. Neetu Agarwal** on Al and ICT tools to teach History. The speaker provided an engaging overview of various ICT tools and AI technologies that can enhance the creation of compelling teaching materials for History. She highlighted how digital tools like presentation software, multimedia applications, and interactive platforms can bring historical events to life, making lessons more dynamic and accessible for students. By integrating AI-powered tools, she explained, educators can streamline content creation, analyze student performance data, and craft personalized learning experiences. The combination of ICT and AI, she emphasized, has the potential to make History not just informative but also immersive and captivating.

During the session, she demonstrated the use of Gamma, a cutting-edge tool for creating presentations and visual storytelling. Participants were shown how Gamma's intuitive interface and AI-enhanced features simplify the process of designing aesthetically pleasing and interactive teaching materials. She illustrated how Gamma could be utilized to narrate historical events through timelines, images, and videos, offering a seamless way to organize and present complex information. Her demonstration left participants inspired to integrate such tools into their teaching practices, elevating the educational experience for students.

Field visit

The visit to the Sanchi Stupa and the Tropic of Cancer after the lunch break proved to be an enriching experience for the participants, offering them a unique blend of historical and

geographical insights. The Sanchi Stupa, a UNESCO World Heritage Site, stands as a magnificent relic of ancient Indian history and Buddhist culture. Its grand structure, intricate carvings, and serene atmosphere provided the participants with a deeper understanding of the architectural brilliance and spiritual significance of the Mauryan period. The stories of Emperor Ashoka's patronage and the spread of Buddhism through the edicts and monuments visited not just an academic learning but also a spiritual exploration, leaving a lasting impression.

The journey to the Tropic of Cancer further extended the educational value of the trip by introducing participants to an important geographical landmark. Standing at this latitude, they could directly engage with concepts of Earth's axial tilt, solar patterns, and climate zones. This hands-on experience made abstract geographical ideas more tangible, fostering a better understanding of their real-world implications. Together, these visits combined the richness of history with the wonders of geography, creating a holistic learning experience that left the participants inspired and more informed.

Day 4: 28th November 2024

The first session was taken by **Dr. Kulveer Singh Chauhan** on Integrating Information and Communication Technology in teaching Political Sciences.

He discussed how integrating Information and Communication Technology (ICT) into Political Science teaching can make learning engaging, interactive, and insightful for school children. Tools like interactive whiteboards and presentation software (e.g., PowerPoint or Google Slides) allow teachers to visually demonstrate concepts such as government structures, electoral processes, or international relations. With interactive features like maps, charts, and diagrams, students can better grasp complex ideas. Using multimedia content like videos from platforms such as YouTube or Edpuzzle can vividly explain historical events, political theories, or debates, helping students connect abstract concepts to real-world applications. Simulations

and games like iCivics also provide a hands-on understanding of democratic processes by letting students engage in virtual scenarios such as running a government or crafting laws. Moreover, online collaboration tools like Google Classroom or Microsoft Teams facilitate group discussions and projects, encouraging students to explore and analyze political issues collaboratively. Teachers can leverage polling tools (e.g., Mentimeter or Kahoot) to create live quizzes or surveys about current events, fostering an interactive environment while gauging student understanding. Digital storytelling tools like Canva or StoryMaps enable students to present their knowledge creatively by crafting political timelines, infographics, or case studies. These ICT tools not only enhance comprehension but also develop critical thinking, communication, and technological skills essential for young learners to actively participate in a democratic society.

The second session was delivered by **Dr. Namo Narayan** on Democratic politic-1. Dr. Namo Narayan facilitated an engaging session on "Democratic Politics - 1," focusing on integrating Information and Communication Technology (ICT) tools into the educational process. He introduced a wide array of platforms, including Moodle, Google Classroom, Canvas, Prezi, Nearpod, Mentimeter, Google Workspace, Microsoft Teams, Kahoot, Quizizz, Socrative, and iCivics. Each tool was showcased for its unique capabilities in enhancing teaching and learning experiences. By emphasizing their relevance in creating interactive and collaborative learning environments, Dr. Narayan highlighted how these technologies could empower educators to foster critical thinking and active participation in democratic education.

The session was hands-on and interactive, allowing participants to explore these tools in a practical setting. Dr. Narayan demonstrated the application of each platform through real-time examples, ensuring that attendees gained a thorough understanding of their functionality. Activities such as quizzes, collaborative brainstorming, and virtual classroom management were conducted, enabling participants to experience the effectiveness of these ICT tools first

hand. This approach not only demystified technology integration but also inspired educators to adopt innovative teaching strategies that align with the dynamic needs of 21st-century learners.

The third session, led by **Mr. Parteek Gupta**, focused on the integration of Information and Communication Technology (ICT) into the teaching and learning of Economics. Mr. Gupta introduced a variety of ICT tools and devices designed to make Economics education more engaging and interactive for students. Among the tools he demonstrated were interactive graph analysis software, which enables students to visualize and interpret complex economic data effectively. He also showcased collaborative learning activities, allowing students to work together and share insights in a digital environment, and gamification techniques, which add an element of fun and competition to reinforce key concepts.

Following the detailed explanation, Mr. Gupta conducted a hands-on activity with the participants to provide practical exposure to these tools. This activity allowed participants to experiment with the tools in real-time, enabling them to better understand their applications in a classroom setting. The session was not only informative but also interactive, ensuring that the participants left with a clear understanding of how ICT can revolutionize the teaching of Economics. Through this approach, Mr. Gupta emphasized the importance of technology in enhancing both the learning experience and student engagement.

The fourth session, led by Dr. Roopali Shevalkar, focused on the topic Fundamentals of Economics with the integration of ICT (Information and Communication Technology) tools. She emphasized the significance of leveraging modern digital platforms to enhance the understanding and application of economic concepts. Dr. Roopali introduced a variety of ICT tools and websites that serve as valuable resources for economic analysis and learning. These included interactive platforms like Google Scholar for accessing academic research, the World Bank's data portal for comprehensive global economic statistics, and tools like Statista and Trading Economics for industry-specific insights. She highlighted how these tools empower

students and professionals to access real-time data, perform comparative analyses, and derive actionable insights with ease.

A crucial part of the session involved a hands-on demonstration of using Excel for economic data analysis. Dr. Roopali explained key functionalities such as data visualization through charts and graphs, performing statistical analyses with functions like SUM, AVERAGE, and TREND, and applying pivot tables for summarizing large datasets. She also introduced the use of Excel's in-built tools, such as the Analysis ToolPak, to conduct regression analysis and forecast trends. By blending theoretical knowledge with practical application, the session provided a comprehensive framework for understanding economics in a data-driven world. Participants left the session with a clearer understanding of how to utilize ICT and Excel for effective economic decision-making and research.

Day 5: 29th November 2024

The first session, led by **Mr. Prateek Gupta**, delved into the critical aspect of economic data and its role in informed decision-making. He began by emphasizing the importance of obtaining validated and credible data to ensure authenticity and reliability in economic analysis. To achieve this, Mr. Gupta introduced participants to various ministerial websites that serve as official repositories of economic information. These included platforms such as the Ministry of Finance's website, which provides updates on fiscal policies, economic surveys, and budgetary allocations, and the Reserve Bank of India's portal, which offers comprehensive data on monetary policies, inflation, and exchange rates. He also referred to government platforms like the National Statistical Office (NSO) and NITI Aayog's dashboard, which present a wide array of statistical and developmental indicators. Through these resources, Mr. Gupta stressed the importance of sourcing data from trusted government channels to maintain the integrity and accuracy of analyses.

A significant highlight of the session was the hands-on demonstration that Mr. Gupta provided. He walked participants through the process of navigating these ministerial websites, extracting relevant datasets, and organizing them for further analysis. By using live examples, he showed how to download datasets on topics such as GDP growth, trade statistics, and employment trends. Additionally, he demonstrated how to critically assess the data's metadata to understand its source, methodology, and limitations. The session was particularly engaging as it bridged theoretical understanding with practical skills, equipping participants with the tools to independently explore, analyze, and interpret economic data. The emphasis on data authenticity and the step-by-step approach to accessing reliable information made this session invaluable for students, researchers, and professionals aiming to enhance their economic research capabilities.

In the second session, **Dr. Roopali Shevalkar** delivered an insightful lecture on the core concepts of Microeconomics, Macroeconomics, and the integration of Information and Communication Technology (ICT) in the learning process. She meticulously explained the fundamental concepts of economics, starting with Microeconomics, which focuses on the individual economic units such as consumers and firms, and how their behavior influences the supply and demand for goods and services. Dr. Roopali then transitioned to Macroeconomics, which examines broader economic factors like national income, inflation, unemployment, and government fiscal policies. The session highlighted the dynamic relationship between the two branches, emphasizing how macroeconomic trends are shaped by the decisions made at the micro level, and vice versa. Her approach made these complex concepts easier to understand, providing practical examples that linked theory to real-world economic events and scenarios.

Furthermore, Dr. Roopali explored the role of Information and Communication Technology (ICT) in modernizing the way economics is taught and learned. She introduced various digital tools and resources that can significantly enhance student engagement and comprehension. One

of the key tools she highlighted was the Kahoot app, a popular game-based learning platform that helps students review and reinforce their knowledge through quizzes and interactive games. By incorporating such technologies, Dr. Roopali demonstrated how ICT can create a more dynamic and interactive classroom environment. Additionally, she mentioned the usefulness of YouTube channels, which offer a wealth of educational content, enabling students to access lessons and explanations from various experts and educators outside traditional classroom settings. This integration of ICT not only made learning more accessible but also fostered a collaborative and engaging approach to understanding complex economic concepts.

Assessment

The continuous assessment method employed during the capacity-building training program was designed to provide a comprehensive understanding of the participants' engagement and skill development. This method focused on evaluating the Key Resource Persons (KRPs) based on their active participation in group work, their ability to effectively use ICT tools and devices recommended by the Resource Persons, and the feedback provided by their peers. By incorporating multiple forms of assessment, the method ensured that both individual and collaborative aspects of learning were measured, offering a holistic view of the KRPs' growth throughout the training program. The use of peer feedback further facilitated a culture of constructive criticism and peer learning, encouraging participants to support each other's development.

Upon reviewing the results of the assessment, it was found that 90% of the KRPs were highly engaged in all the activities. This level of participation indicates a strong commitment to the training and a positive learning environment where KRPs were motivated to contribute to group discussions, exercises, and collaborative tasks. Active participation is often a key indicator of both intrinsic motivation and the perceived relevance of the training content, suggesting that

the training was not only engaging but also resonated with the KRPs' professional goals and interests. Their involvement in the group activities demonstrated their eagerness to learn and apply the new knowledge in real-time, fostering teamwork and collective problem-solving.

In terms of ICT proficiency, 80% of the KRPs successfully mastered the use of the ICT devices and tools suggested by the Resource Persons. This demonstrates a high level of adaptability and technical competence among the participants, especially considering that ICT skills are often a challenge for those who may not be as familiar with new technologies. The ability to handle these tools is critical for enhancing the KRPs' productivity and efficiency in their respective roles, and the training appears to have equipped them with the necessary skills to integrate technology into their daily tasks. This finding underscores the effectiveness of the training in bridging the digital divide and empowering participants with the technical skills required to thrive in an increasingly technology-driven environment.

Valedictory session

The valedictory session of the five-day capacity-building program was a moment of celebration and reflection, marked by the presence of distinguished dignitaries. Prof. Jaydip Mandal, Principal of RIE-NCERT, Bhopal, graced the occasion, alongside Prof. Chitra Singh, Head of DEE, and Dr. Suresh Kumar Makwana, Head DESSH. In his concluding remarks, Prof. Mandal congratulated all the Key Resource Persons (KRPs) for their successful completion of the training and emphasized the importance of translating the acquired knowledge and skills into impactful classroom practices that benefit students. He expressed hope that the training would lead to meaningful changes in the teaching-learning process, ultimately fostering an enriched educational experience for learners. Prof. Chitra Singh also lauded the efforts of the KRPs and the program coordinators for their dedication to making the training program a resounding success. She extended her best wishes to the KRPs, encouraging them to apply their learnings effectively and contribute significantly to the educational ecosystem.

Dr. Suresh Kumar Makwana further inspired the KRPs by urging them to continue striving for excellence as they return to their respective schools. His words served as a motivational call to action, reminding participants of the responsibility they bear in nurturing young minds. The session was chaired by Dr. Soyhunlo Sebu, who guided the proceedings with grace, and concluded with a heartfelt vote of thanks by Dr. Kulveer Singh Chauhan. The KRPs, in turn, expressed their gratitude and happiness for the opportunity to be a part of the comprehensive training program, highlighting its enriching and transformative impact. This valedictory session stood as a testament to the collective commitment of educators and leaders to advance the quality of education, setting the stage for sustained growth and innovation in teaching practices.

List of Participants

Sr.no	Name	School	Contact no	State
1	MANISH KUMAR MUKHERJEE	GHSS KEDARPUR (SURGUJA)	9826677328	C.G
2	GANESH RAM NAYAK	GHSS LENDHRA (SARANGARH BILAIGARH)	9617217347	C.G
3	SHARADKUMAR ARJANBHAI CHUDASAMA	EVERSHINE ACADEMEY AMARGADH(JUNAGADH)	9727996767	G. J
4	BHAGVANJI DEVALIYA	SMT.S.H. GARDI VIDHYALAY-MESVAN(JUNAGADH)	9974477366	G. J
5	SARITA T. DAVE	DEEPAK HIGH SCHOOL AMRELI	9428797977	G. J
6	REKHA GOUR	GOVT. HIGH SCHOOL RAMPUR (JABALPUR)	9424605444	M.P
7	PRAMOD PANDURANG WAGHMODE	R.Z.P. SCHOOL KHARGHAR (RAIGAD)- MAHARASHTRA	8975139909	M.H
8	DR. JITENDRA VIJAY KATHOLE	Z.P HIGH SCHOOL AKOT(AKOLA)	8623912877	M.H
9	MAMATA BHARGAV	GHSS KARAHIYA GWALIOR	9479824453	M.P
10	ASHA N. VALA	SHREE NANDKUVERBA KSHTRIY KANYA VIDHYALAY BHAVNAGAR	9924739434	G. J
11	BHATT BHARATKUMAR P.	SHREE SHARDAMANDIR MADHYAMIK ANE UCHCHATAR MADHYAMIK VIDYALAYA BHAVNAGAR	9714115005	G. J
12	PUSHPA JOSHI	KASTURBA GIRLS H S INDORE	9098983440	M.P
13	DR. KHILESHWARI SAO	M.L.B GHSS RAJNANDGAON	9770106880	C.G
14	KOMAL NARAYAN VERMA	GHSS ATARIA ROAD CHHUIKHADAN KCG C.G	9770897814	C.G

15	MITANJALI MOHANTY	SWAMI ATMANAND EXCELLENCE ENGLISH MEDIUM SCHOOL SAMODA RAIPUR	9977198028	C.G
16	MORDHWAJ VERMA	SWAMI ATMANAND EXCELLENCE ENGLISH MEDIUM SCHOOL SAMODA RAIPUR	6260392767	C.G
17	RAJKUMAR GENDRE	GHSS DURG	9406047525	C.G
18	DR. SADANAND DONGARE	Z.P.P.S DEVACHIWADI AKOLE AHILYANAGAR	9422921560	M.H
19	ABHINAV JAIN	GOVT. MODEL HSS UJJAIN	9911592267	M.P
20	ABHISHEK KUMAR SHAH	CM RISE MLB H.S.S NO. 1SAGAR	9926968389	M.P
21	DATTATRAY ANGAD GHAWALE	NEW ENGLISH SCHOOL KOLHAR BUDRUK RAHATA AHILYANAGAR	7020067006	M.H.
22	SHIVPRASAD MATHPATI	SHRI SARASWATI V. PRASHALA GANGAKHED PARBHANI	9420858516	M.H.
23	NARENDRA GURUDAS KANNAKE	NEHRU VIDYALAYA SHEGAON WARORA CHANDRAPUR	9822464597	M.H.
24	PARAS DAVE	GOVT. SEC.SCHOOL GUTAL TA. NADIAD KHEDA	9099926324	G. J
25	SANDEEP WAKCCHAURE	Z.P SCHOOL KONCHI TA. SANGAMNER AHMADNAGAR	8329328470	M.H
26	MANJUSHA INGLE	Z.P.P.S DONGARKADA GAON HINGOLI	8010409393	M.H
27	MASUM K PATEL	GOVT SEC. SCHOOL BHARKUNDA TA. KATHLAL KHEDA	7383356096	GJ
28	SHARAD PUJARI	SHRI DHYANESHWAR VIDYALAYA TURORI DHARASHIV	9422083811	M.H
29	SAURABHKUMAR N. TIWARI	SMT. M.R RAULJI SARVJANIK VIDHYALAY VAGHACH CHOTAUDEPUR	8141253121	G. J
30	SHAILESHKUMAR H. SODHA	P.R PARMAR HIGH SCHOOL SAMI PATAN	9714110303	GJ
31	HIRALAL CHAUHAN	G.H.S.S PANTALAI HARDA	8717918022	M.P
32	AMRIT LAL SAHU	GHSS CHORIYA JANJGIR CHAMPA	9977020167	C.G
33	MONALI DESHMUKH	Z.P SCHOOL CHAFYACHIWADI	7719977467	M.H
34	SOLESH KUMAR RATHORE	GOVT HSS LAVSARA SAKTI	9827938372	C.G

PHOTOS