

NCERT LOGO

Capacity Building Program For PGT's Of History for the state of Maharashtra, Daman, Diu, Dadar and Nagar Haveli

5 Feb. 2024 to 9 Feb. 2024

Program Coordinator

Dr. Sangeeta Pethiya

Assistant Professor of History, DESSH, RIE, Bhopal

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 endeavour.

We are grateful to Secretary Shri Aman Sharma for the support and guidance provide in accomplishing this task.

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 accomplishing the tasks that we undertake.

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, Prof. Pratyush Mandal, Former Secretary NCERT, Prof. Ravindra Kumar Ex- V.C, IGNOU, Director, Indira Gandhi Rashtriya Manav Sangrahalay, Bhopal, Commissioner, Directorate of Archaeology, Archives and Museums. Govt. of Madhya Pradesh, Dr. Neetu Agarwal, Awadh Girls Degree college, Lucknow and Dr. Preeti Singh, PGT History, Bal Bhawan for their valuable contribution. Their rich contributions enabled successful culmination of the workshop.

I thank Director DDNH and MSCERT, 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

Program Coordinator

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Concept Note

History is called the mother of all subjects. It is one of the most interesting subject. But, unfortunately, History is generally perceived as a subject of rote memorization for reproduction of facts, often seen as dull and boring, information loaded with no scope for logic and reasoning, It is also very often not on the high priority subject list of the students. The reason for the same could be the approach

of both the teachers and the taught towards the subject in the manner in which it is taught and assessed. Therefore, there is a need for transformational pedagogies in the teaching and learning of History, so as to arouse interest and curiosity of the learners.

In the above context, there are certain questions that need to be addressed. These being-embedding formative assessment while incorporating transformative pedagogies. There is still another important aspect to it - How can the teaching and learning of History or any other subject lead to socio- emotional learning, and develop 21st century skills and competencies? And more importantly-How do we assess these competencies in the learners ? The above are the questions, which the capacity building workshop tried to address. tries to explore.

Expected Outcomes of the workshop:

1. It is expected that the training will lead to content enrichment in History of the teachers.
2. It is expected that the program will enable the teachers to incorporate transformational pedagogies such as Project based and research-based learning in their classrooms.
3. The training will also enable the teachers to incorporate 21st century skills and socio- emotional learning in the process of teaching-learning of History in accordance with NEP 2020.
4. The workshop is expected to strengthen the assessment skills of the teachers.
5. Visit to Pre- historic and Proto- historic sites would provide first hand experience to the teachers.
6. Visit to state museum would deepen their understanding about iconography, numismatics and epigraphy.

Program Schedule

Training of key Resource Persons in History under PAC 23.07

5th to 9th February 2024

Venue Room No. 30, RIE Bhopal

	9.30 a.m. to 11:15 a.m.		11.30 a.m.to 1.00 pm		1 p.m to 3.30p.m.	3 . 3 0 t o 3 . 4 5 p.m.	3.45 to 5.30 p.m.
Monday 5 th Feb. 2024	Registration Pre- test NEP 2020 and teaching of History Group Photo Co-Ordinator Dr. Sangeeta Pethiya Dr. Preeti Singh	Te a B r e a k 11. 15. to 11. 30 a. m.	Inaugural address by Director, NCERT Prof. Dinesh Saklani		Archaeology : A tool for Reconstructing History Dr. Neetu Agarwal Dr. Preeti Singh	0 3 . 4 5 p . T e a	Archaeology : A tool for Reconstructing History Hands on activities Dr. Neetu Agarwal Dr. Preeti Singh
Tuesday 6 th Feb. 2024	Evolution of Human Beings /Online platforms , videos for understanding History Dr. Neetu Agarwal		Visit to Indira Gandhi Manav Sangrahalaya Dr. Preeti Singh Dr. Sangeeta Pethiya		Visit to Indira Gandhi Manav Sangrahalaya Dr. Preeti Singh Dr. Sangeeta Pethiya		Visit to Indira Gandhi Manav Sangrahalaya Dr. Preeti Singh Dr. Sangeeta Pethiya
Wednesday 7 th Feb. 2024	Thinkers Beliefs and Buildings: Sanchi Class XII Dr. Sangeeta Pethiya		Framing Of the Indian Constitution Dr. Kulveer Singh	Inter-Disciplinary and multidisciplinary approach Prof. Pratyush Mandal	Development of E- Content in History Dr. Shruti Tripathi		Development of E- Content in History Dr. Shruti Tripathi

Thursday 8 th Feb. 2024	Understanding Technology of the Harappa period Dr. Preeti Singh		An Empire Spread across three continents Prof. Pratyush Mandal		Understanding Numismatics and artefacts Visit to state Museum Dr. Preeti Singh Dr. Sangeeta Pethiya		Iconography,
Friday 9 th Feb. 2024	Post Test		Mahatma Gandhi and the Nationalist Movement and understand ing Indian Constitutio n Prof. Ravindra Kumar	Understanding architecture Prof. Ravindra Kumar	Presentation of lesson plans by the participants Dr. Sangeeta Pethiya Dr. Preeti Singh		Feedback and Valedictory

II - Participants

- Participants
- Facilitators and Speaker

History PGT teachers from Maharashtra							
No	Name	Designation	Name of the College	District	Mail Id of the College	Self Mail ID	Mobile number
1	Smita Dilipkumar Jaykar	Teacher	Smt.P.K.Kotecha Mahila Mahavidyalaya Bhusawal Shanti Nagar Bhusawal	Jalgaon	pkkotecha mvb@yahoo.com	sjaykar70@gmail.com	9834363738
2	SANDIP KASHINATH DONADKAR	JUNIOR COLLEGE TEACHER	Government Ashram school Ramgad	GADCHI ROLI	headmaster@gmail.com	sdonadkar@gmail.com	9423676830
3	Rajendra Laxmanrao Jadhav	Jr. College Teacher	Private Highschool & Jr. College Pen Dist Raigad	Raigad	pphsjcpen@gmail.com	rajendraj5679@gmail.com	9145479940
4	ROSHAN SAHEBRAO SARDAR	Junior college Teacher	Nirmala Junior College Kapustalani TQ.Anjangao Di.Amravati Surji	Amravati	nirmalahighschool20@gmail.com	roshansardar89@gmail.com	9689333978
5	Dr Nandkishor Tukaram bokade	Jr college Teacher	Shri Saraswati Junior College Janefal mehkar DIST BULDANA	Buldana	saraswativedy.janefal@gmail.com	ntbokade7@gmail.com	8275933347

6	Pranjali Arunkumar Deshmukh	Junior college Teacher	Government School & Callege Jarida	Amaravati	pranjalideshmukh010283@gmail.com	pranjalideshmukh010283@gmail.com	8830753208
7	Patil Tukaram Satapa	Assistant Teacher	The New College Kolhapur, Shivaji peth, Kolhapur	Kolhapur	nck30cl@unishivaji.ac.in	tukaram9117@gmail.com	9921070726
8	Amar Mahadev Chavan	Assistant Teacher	Princess Padmaraje highschool & Jr.College new mahadwar road Kolhapur	Kolhapur	ppgjrcollege@gmail.com	chavanamar3780@gmail.com	9284529100
9	Dr Shivani Sachin Limaye	Assistant Teacher	Fergusson College, Pune 4	Pune	jrwing.fcp@gmail.com	limaye.shivani@gmail.com	9665012377
10	Vipra Harishchandra Tayade	Jr. College Teacher	Shri Sant Shankar Maharaj Jr. College Pimpalkhuta Tal. Dhamangaon Rly Dist Amravati	Amravati	sssmvpimpalkhuta@gmail.com	vhtayade@gmail.com	7020564970
11	Deepak Ramdas Ambarte	Jr.college Teacher	Shree Kanhojibaba junior college Anjanshingi tal Dhamangao Rly. Dist Amravati	Amravati	Kanhojibaba@gmail.com	deepakambarte11@gmail.com	9881278151
12	Sunita Dinkar Kapse	Varangaon, Ayodhya nagar, plot no 23.	G.S.Chaudhari.sec and Higher Secondary School Varangaon. Tal.Bhusawal.Dist.Jalgao n 425305	Jalgaon	gscmv_varangaon@rediffmail.com	sunitakapse1976@gmail.com	9403253576
13	Sunita Dinkar Kapse	Assistant Lecturer	G.S.Chaudhari.Secondary and higher secondary school, Varangaon	Jalgaon	gscm_varangaon@rediffmain.com	sunitakapse1976@gmail.com	9403253576
14	Chemate Surekha Kashinath	Asst.Teacher	Babuji Avhad Mahavidyalaya, Pathardi.	Ahmednagar	babujiavhadcollege@gmail.com	surekhachemte2013@gmail.com	9403376076
15	Gaikar Rajendra Raghunath	jr.college teacher	Arts Sci Com .College Rahata	A.nagar	viceprincipal.rahatajr@pravara.in	varsha.nale3@gmail.com	9890365218
16	Sanjivani nilkanth lenze	Dongargao	Shri vikrambaba jr college	Gondiya	Shri vikrambaba jr college@gmail.com	Lenze sanjivani@mail.Com	9604933966
17	Ovekar Pandurang Shivaji	Asst Teacher	Tuljaram Chaturchand College Baramati Dist Pune 413102	Pune	principal.tccollege@gmail.com	ovekar.psis10@gmail.com	9921861826
18	Santosh Manik jadhao	Prof	Waghmaydevi adivasi Art & science jr college, Rui (Gosta) TQ,manora,Dist washim	Washim	H.m.waghmaydevi@gmail.com	Santoshjadhao1234@gmail.com	9923322637

19	Satish Sukhdeorao Tayde	Jr. College Teacher	Zilla Parishad high school & Jr. Collage Pimpalgaon Raja Tal. khamgaon Dist .Buldana	Buldana	zphsicpraja@gmail.com	satishtayde11@gmail.com	9420146311
20	Swati Satish Khairmode	Assistant Tacher	L.J.N.J MAHILA MAHAVIDYALAYA Vie Parle East Mumbai 400057	Mumbai	0251jnccollege@gmail.com	pitti.khairmode@gmail.com	9869442775

History PGT teachers from Dadra and Nagar Haveli, Daman And Diu			
S. No	Name of Teacher	Name of School	Mobile No.
1.	Shri Gajubhai S. Bhoya	GHSS Khanvel(GM/EM)	7285039044
2.	. Shri Ravindra V. Chaudhari	GHSS Randha (GM)	9409048841
3.	Smt. Sangitaben M. Patel	GHSS Naroli (GM)	9824787444
4.	Smt. Prachi K. Patel	GHSS Dapada (GM)	9924123360
5.	Smt. Rinaben R. Bharti	GHSS (T) Silvassa (GM)	1. 9574921843

Facilitators and Speakers

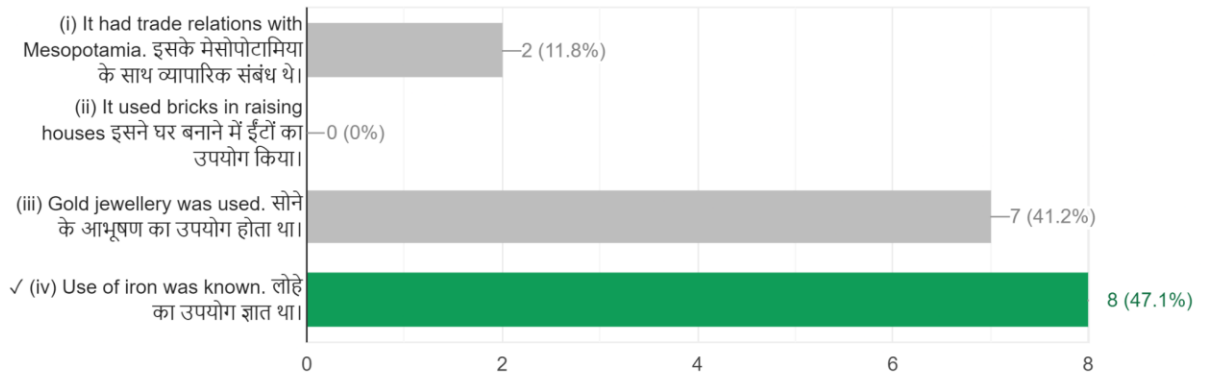
1. Prof. Pratyush Mandal, Former Secretary NCERT
2. Prof. Ravindra Kumar Ex- V.C, IGNOU
3. Mr. Amitabh Pande, Director, Indira Gandhi Rashtriya Manav Sangrahalay, Bhopal
4. Dr. Divya Chopra, Technical Assistant, ASI
5. ,Dr. Neetu Agarwal, Awadh Girls Degree college, Lucknow
6. Dr. Sangeeta Pethiya, Assistant Professor of History, R.I. E. Bhopal
7. Dr. Shruti Tripathi, Assistant Professor of English, R.I. E. Bhopal
8. Dr. Kulveer Singh, Assistant Professor of Political Science, R.I. E. Bhopal
9. Dr. Preeti Singh, PGT History, Bal Bhawan

Report on Pre-Test and Post -Test

A pre -test was conducted for the participants to understand the level of their understanding in history. Both objective and subjective questions were included in the pre test. The undermentioned data shows the results of the same.

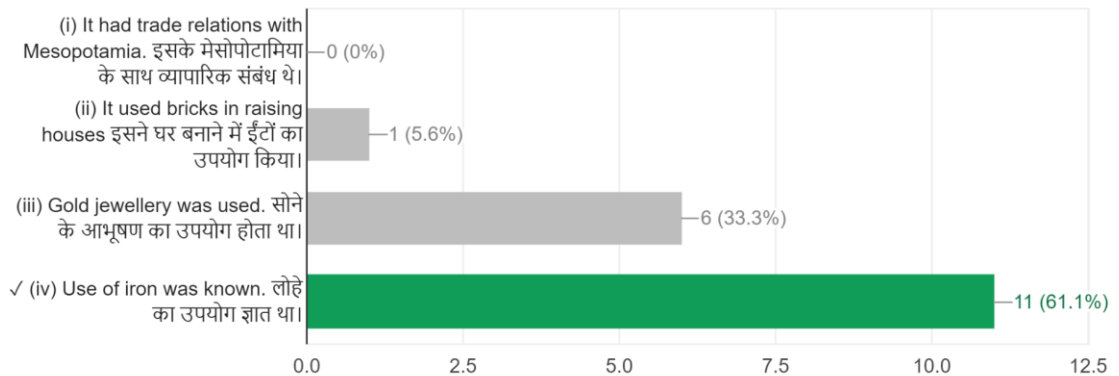
1. Which one of the following statements about Harappan Civilization is NOT correct? 1. हड़प्पा सभ्यता के बारे में निम्नलिखित में से कौन सा कथन सही नहीं है?

8 / 17 correct responses



1. Which one of the following statements about Harappan Civilization is NOT correct? 1. हड़प्पा सभ्यता के बारे में निम्नलिखित में से कौन सा कथन सही नहीं है?

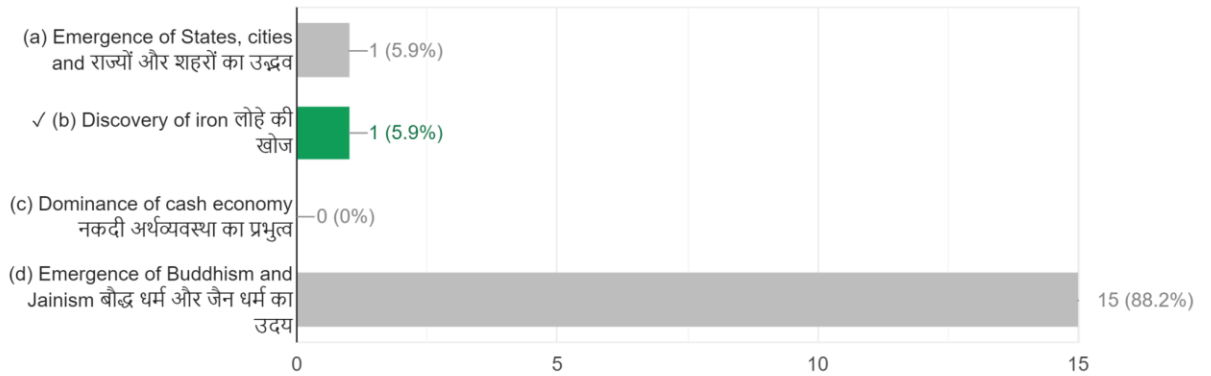
11 / 18 correct responses



Post test shows 14% increase in the understanding of concept related to Harappa civilization

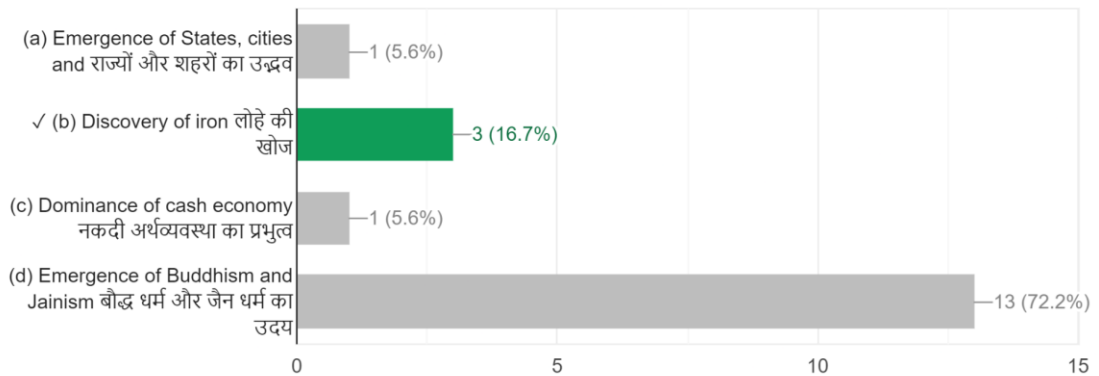
2. Why is the 6th century BCE considered a major turning point in Indian history ? 2. छठी शताब्दी ईसा पूर्व को भारतीय इतिहास में एक प्रमुख मोड़ क्यों माना जाता है?

1 / 17 correct responses



2. Why is the 6th century BCE considered a major turning point in Indian history ? 2. छठी शताब्दी ईसा पूर्व को भारतीय इतिहास में एक प्रमुख मोड़ क्यों माना जाता है?

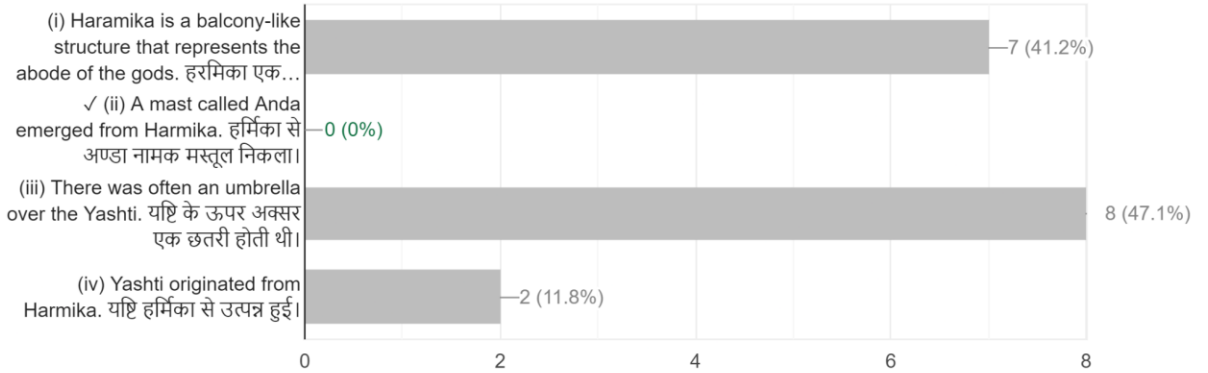
3 / 18 correct responses



There was a 11% increase in understanding what major turning points in history are.

3. Consider the following statements regarding the structure of the stupa. 3. स्तूप की संरचना के संबंध में निम्नलिखित कथनों पर विचार करें।

0 / 17 correct responses



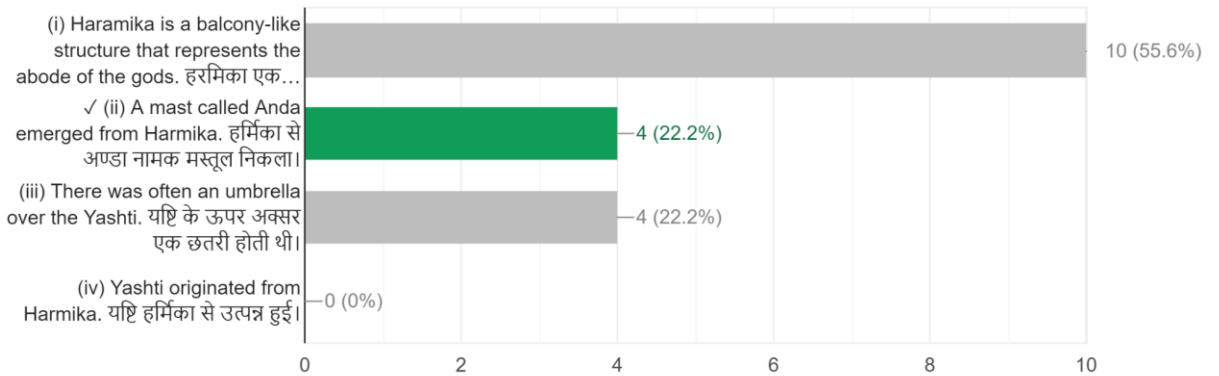
There

was

a

3. Consider the following statements regarding the structure of the stupa. 3. स्तूप की संरचना के संबंध में निम्नलिखित कथनों पर विचार करें।

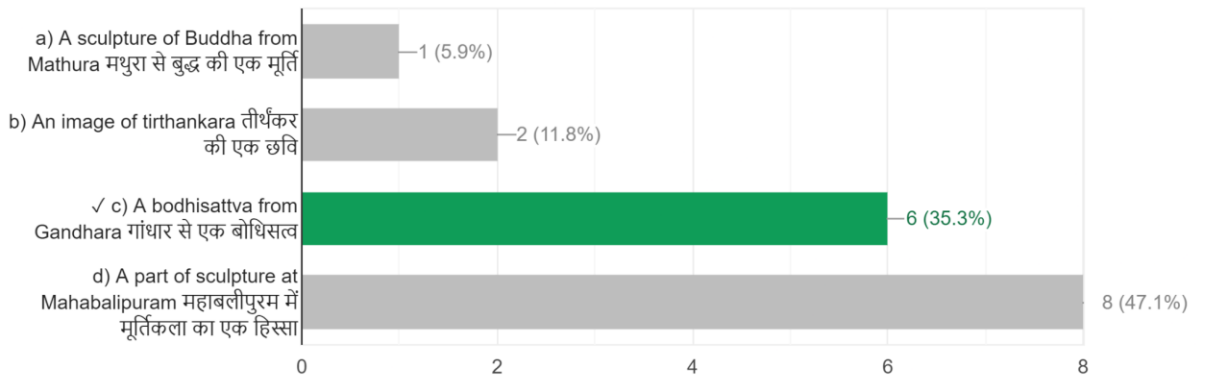
4 / 18 correct responses



There was 22% increase in the understands of various structures of Stupa.

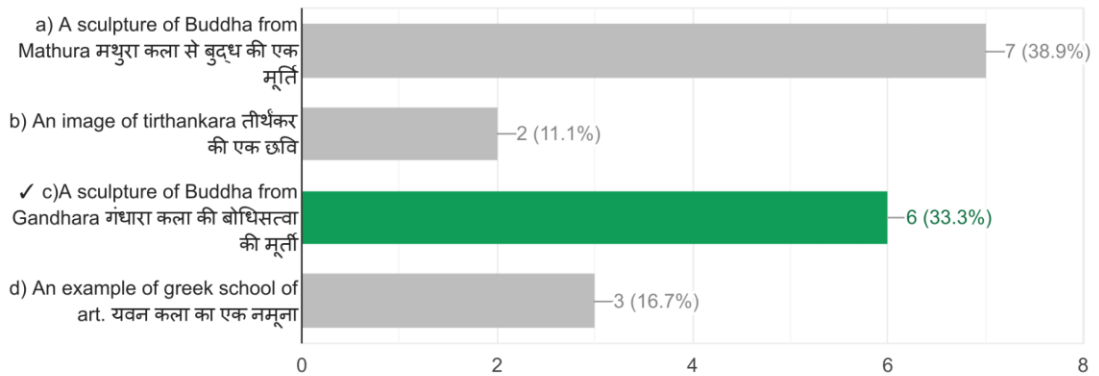
4. Which of the following statements is correct? 4. निम्नलिखित कथनों में से कौन सही है?

6 / 17 correct responses



4. Which of the following statements is correct? 4. निम्नलिखित कथनों में से कौन सही है?

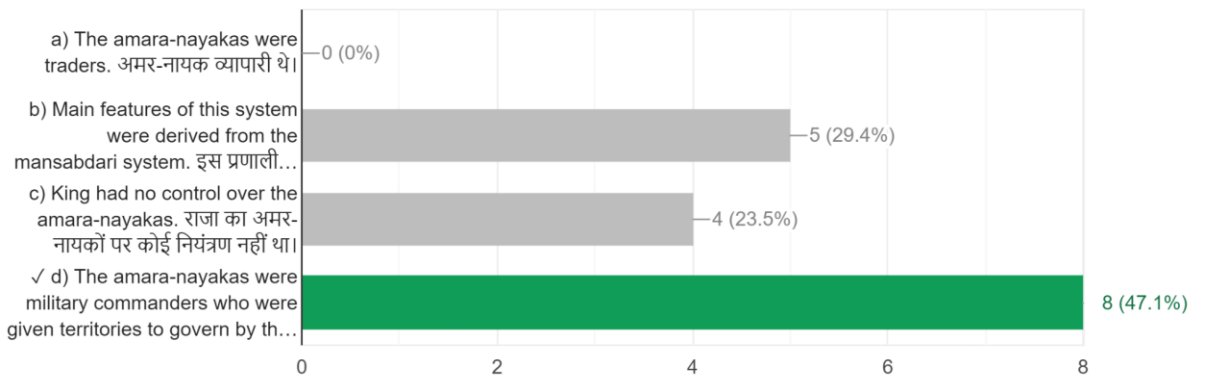
6 / 18 correct responses



There is no significant change in the understanding of sculpture.

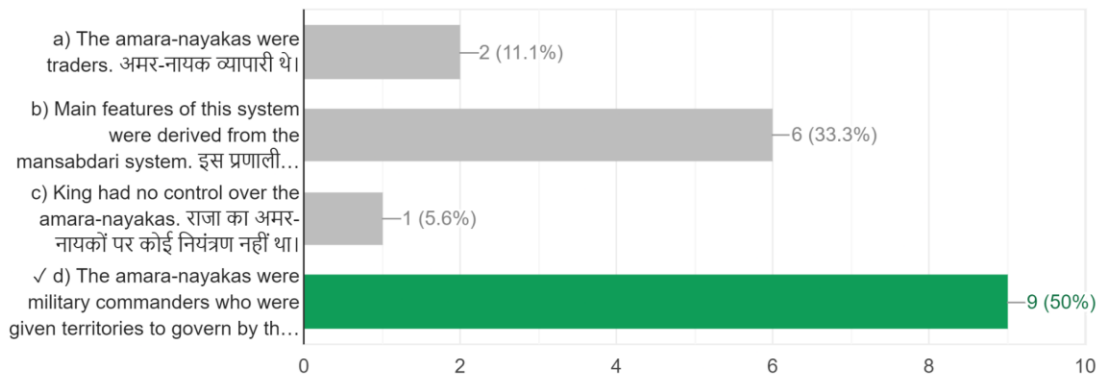
5. Which one of the following statements is correct regarding the amara-nayakas system? 5. अमर-नायक प्रणाली के संबंध में निम्नलिखित में से कौन सा कथन सही है?

8 / 17 correct responses



5. Which one of the following statements is correct regarding the amara-nayakas system? 5. अमर-नायक प्रणाली के संबंध में निम्नलिखित में से कौन सा कथन सही है?

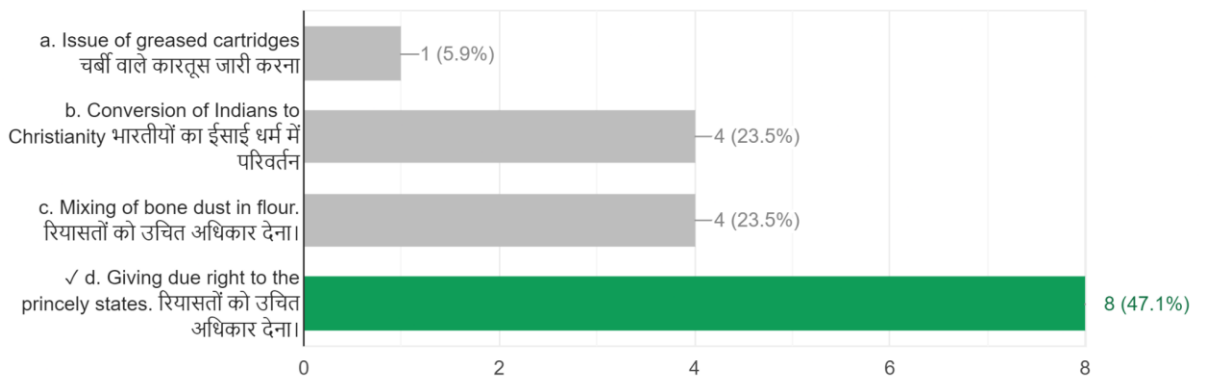
9 / 18 correct responses



There is a 3% increase in the understanding of the concept.

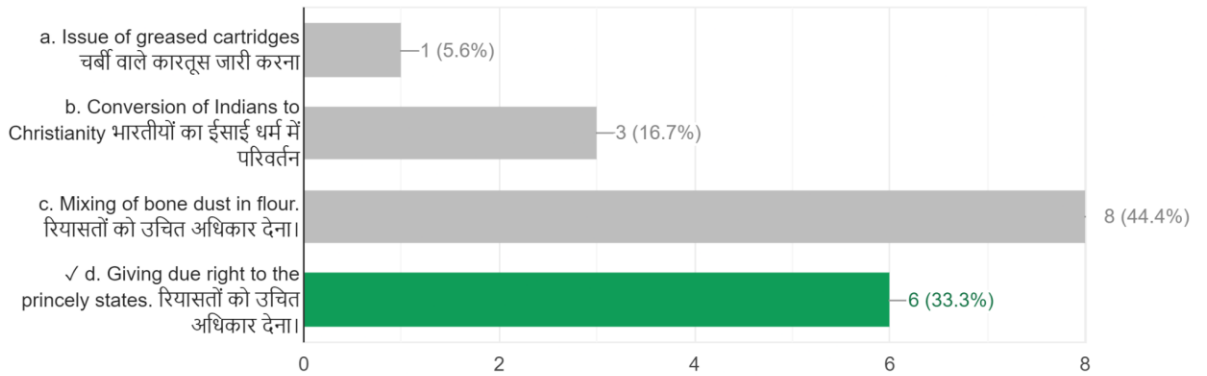
6. Which of the following issues was NOT the cause of the revolt of 1857 ? 6. निम्नलिखित में से कौन सा मुद्दा 1857 के विद्रोह का कारण नहीं था?

8 / 17 correct responses



6. Which of the following issues was NOT the cause of the revolt of 1857 ? 6. निम्नलिखित में से कौन सा मुद्रा 1857 के विद्रोह का कारण नहीं था?

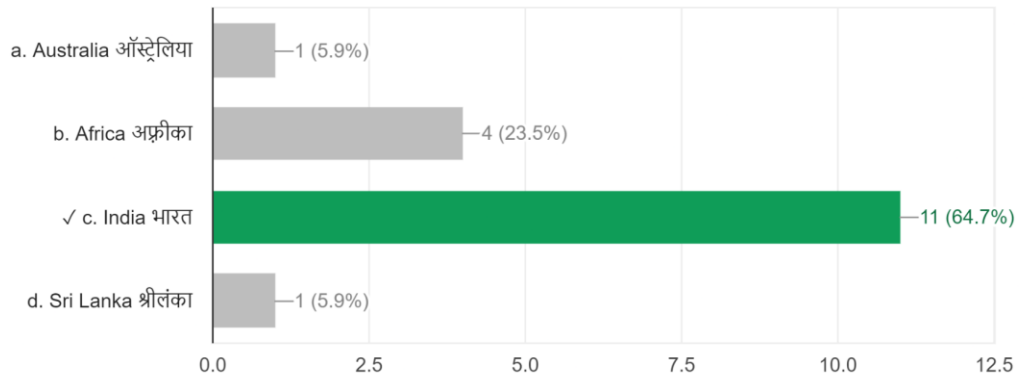
6 / 18 correct responses



There is a 14% decline in the correct answer from the pre-test

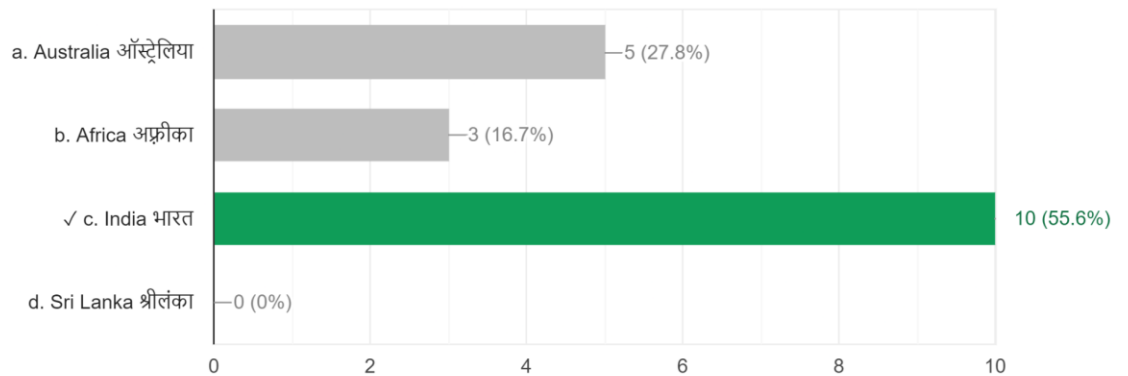
7. Which one of the following countries was the source of cotton after the outbreak of the American Civil War in 1861? 7. 1861 में अमेरिकी गृहयुद्ध छिड़ने के बाद निम्नलिखित में से कौन सा देश कपास का स्रोत था?

11 / 17 correct responses



7. Which one of the following countries was the source of cotton after the outbreak of the American Civil War in 1861? 7. 1861 में अमेरिकी गृहयुद्ध छिड़ने के बाद निम्नलिखित में से कौन सा देश कपास का स्रोत था?

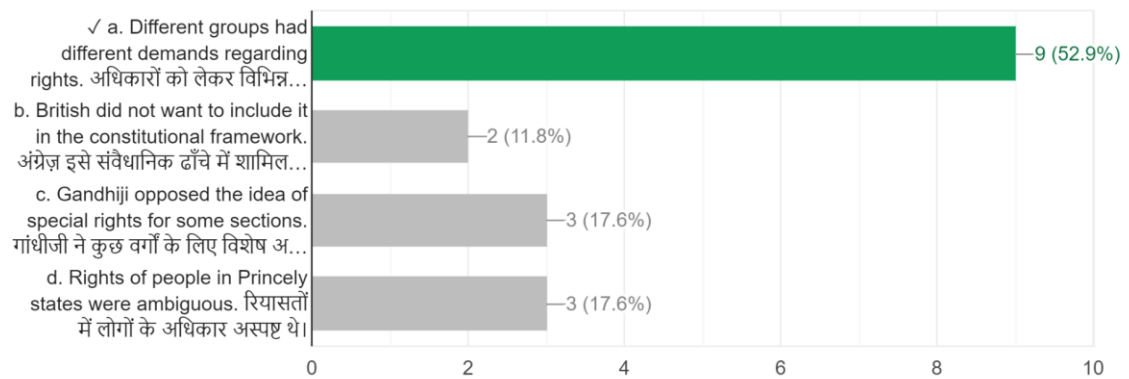
10 / 18 correct responses



There is a gy decline in the correct answer. Meaning 9%. of the participants had previously answered the question incorrectly. It seems that the answers were randomly selected by the participants.

8. Why was the task of defining minority rights in the Constituent Assembly difficult? Choose the correct option from the following: - 8. संविधान सभा में ...ा कार्य कठिन क्यों था? निम्नलिखित में से सही विकल्प चुनें

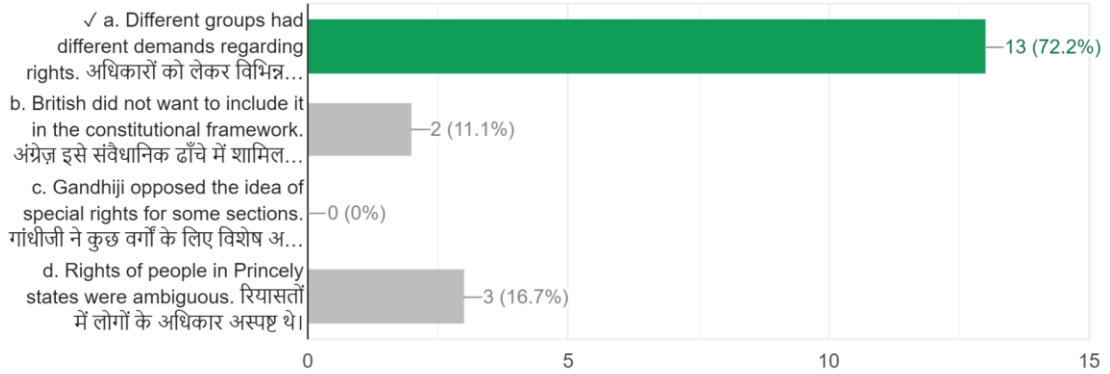
9 / 17 correct responses



..

8. Why was the task of defining minority rights in the Constituent Assembly difficult? Choose the correct option from the following: - 8. संविधान सभा में ...ा कार्य कठिन क्यों था? निम्नलिखित में से सही विकल्प चुनें

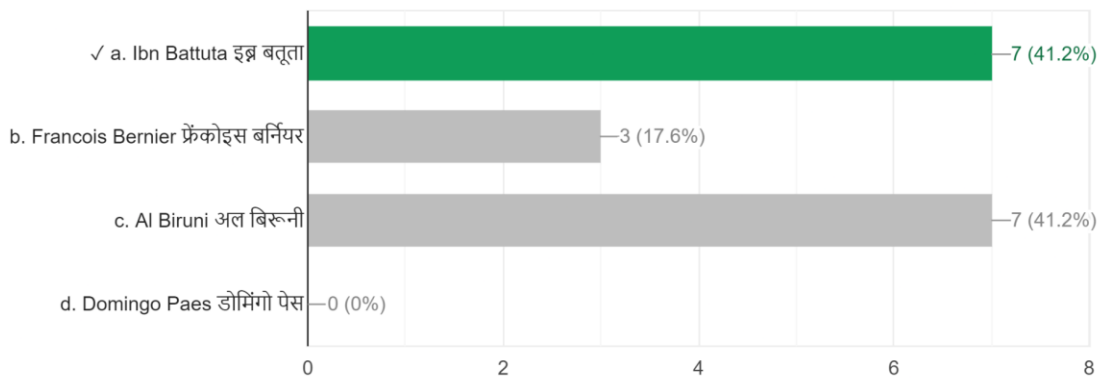
13 / 18 correct responses



There is a 20% increase in the understanding of the concept.

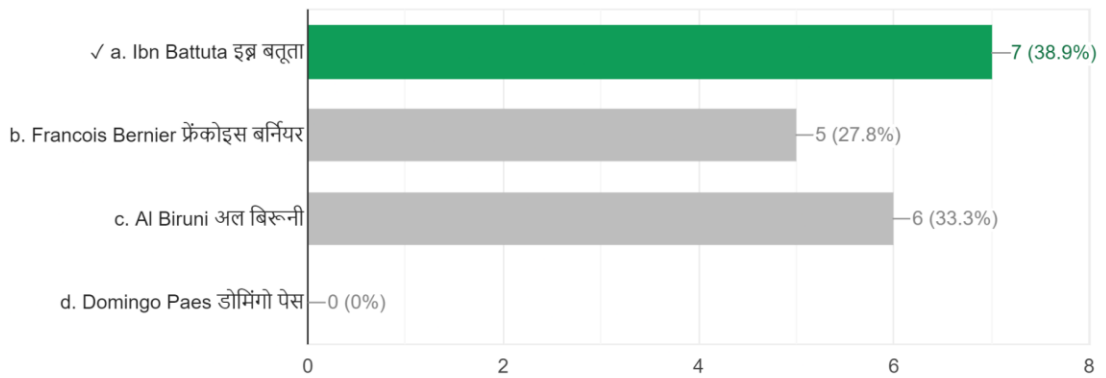
9. Identify the name of the person from the information given below. a. He was born at Tangier in one of the most respectable and educated family. b. ... की यात्रा की थी। द. उन्होंने रिहला नामक पुस्तक लिखी।

7 / 17 correct responses



9. Identify the name of the person from the information given below. a. He was born at Tangier in one of the most respectable and educated family. b. ... की यात्रा की थी। द. उन्होंने रिहला नामक पुस्तक लिखी।

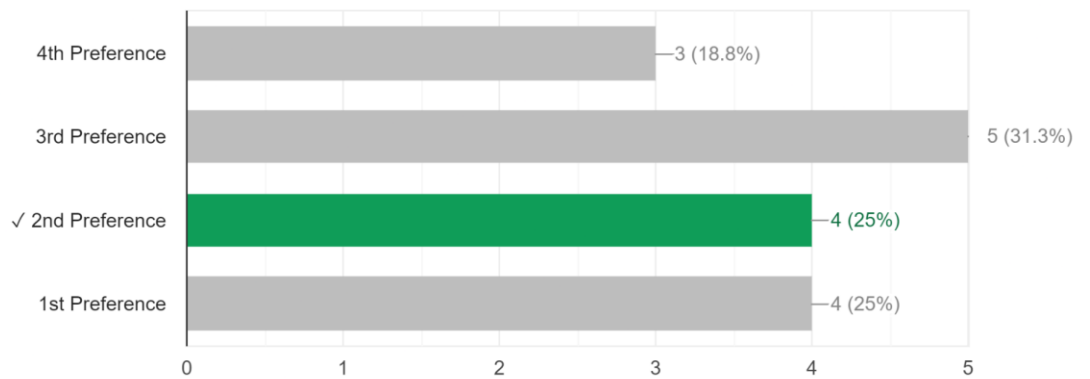
7 / 18 correct responses



There is no significant change in the response.

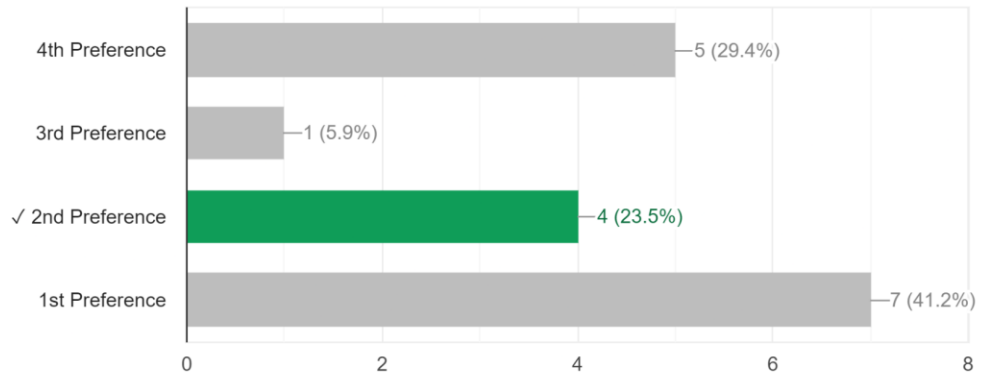
10. Suppose you are teaching the 9th standard class the subject of HISTORY. Arrange the following concepts in descending order of preference as the intr...णाओं को प्राथमिकता के अवरोही क्रम में व्यवस्थित करें:

4 / 16 correct responses



10. Suppose you are teaching the 9th standard class the subject of HISTORY. Arrange the following concepts in descending order of preference as the intr...णाओं को प्राथमिकता के अवरोही क्रम में व्यवस्थित करें:

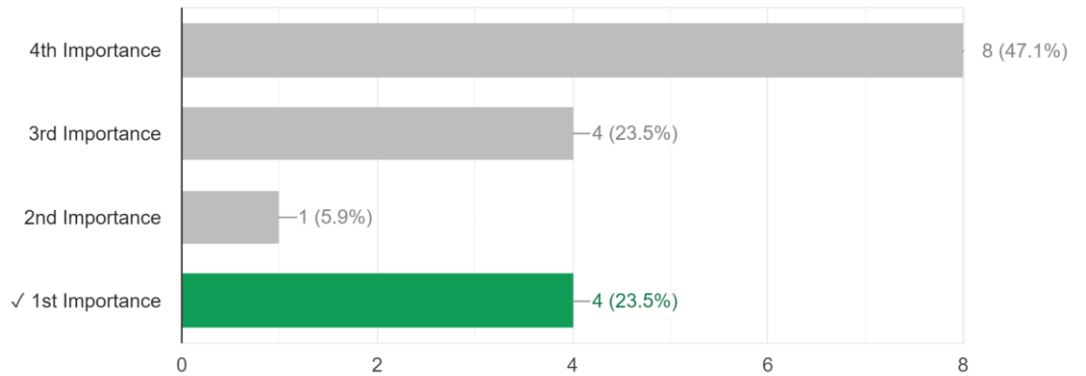
4 / 17 correct responses



There is no significant change in the response rather there is a negative decline me correct response by almost 1%.

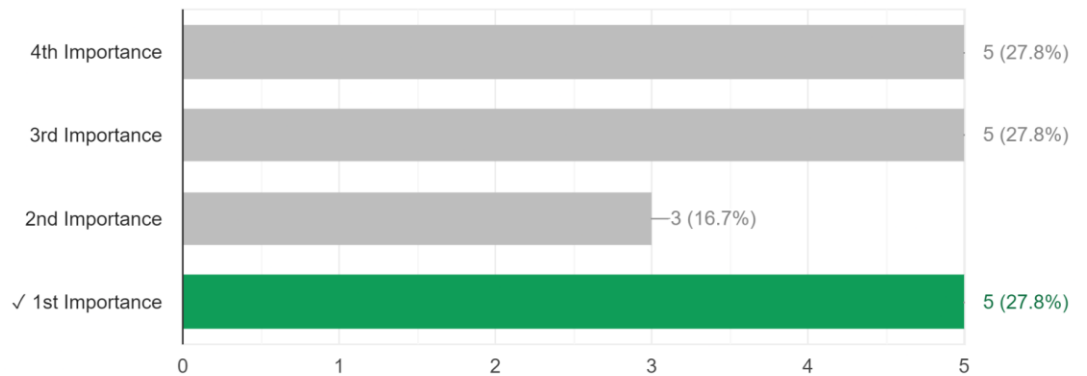
11. Arrange the following in descending order of importance for the study of the Mauryan period in India: 11. भारत में मौर्य काल के अध्ययन के लिए निम्नलिखित को महत्व के अवरोही क्रम में व्यवस्थित करें :

4 / 17 correct responses



11. Arrange the following in descending order of importance for the study of the Mauryan period in India: 11. भारत में मौर्य काल के अध्ययन के लिए निम्नलिखित को महत्व के अवरोही क्रम में व्यवस्थित करें :

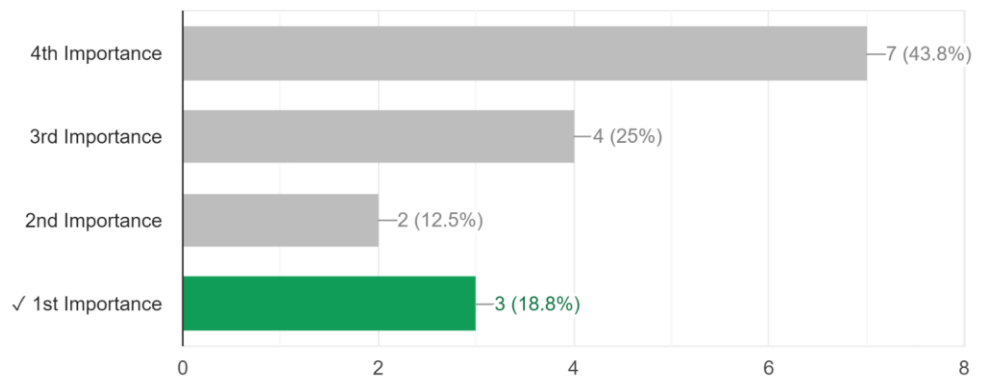
5 / 18 correct responses



There is a 6% increase in the correct response.

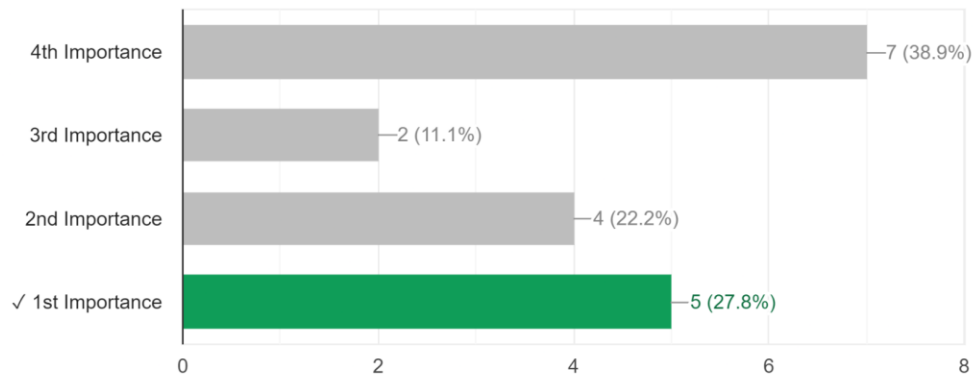
12. Arrange the following in descending order of importance for the study of the Sultanate period in India: 12. भारत में सल्तनत काल के अध्ययन के लिए महत्व के अवरोही क्रम में निम्नलिखित को व्यवस्थित करें:

3 / 16 correct responses



12. Arrange the following in descending order of importance for the study of the Sultanate period in India: 12. भारत में सल्तनत काल के अध्ययन के लिए महत्व के अवरोही क्रम में निम्नलिखित को व्यवस्थित करें:

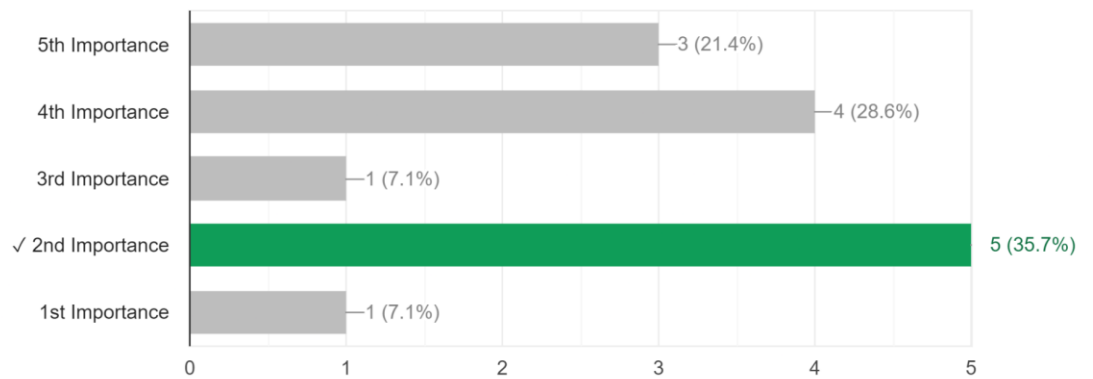
5 / 18 correct responses



There is a 10% increase in the correct response.

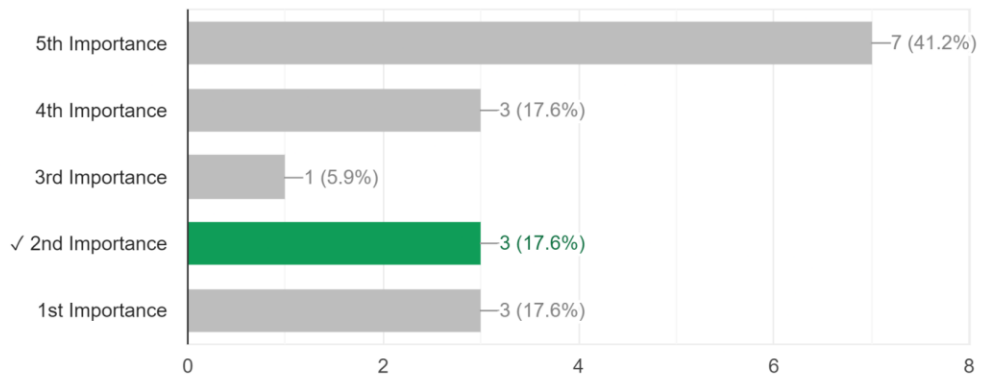
13. Arrange the following in descending order of importance for the study of the Mughal period in India: 13. भारत में मुगल काल के अध्ययन के लिए निम्नलिखित को महत्व के अवरोही क्रम में व्यवस्थित करें:

5 / 14 correct responses



13. Arrange the following in descending order of importance for the study of the Mughal period in India: 13. भारत में मुगल काल के अध्ययन के लिए निम्नलिखित को महत्व के अवरोही क्रम में व्यवस्थित करें:

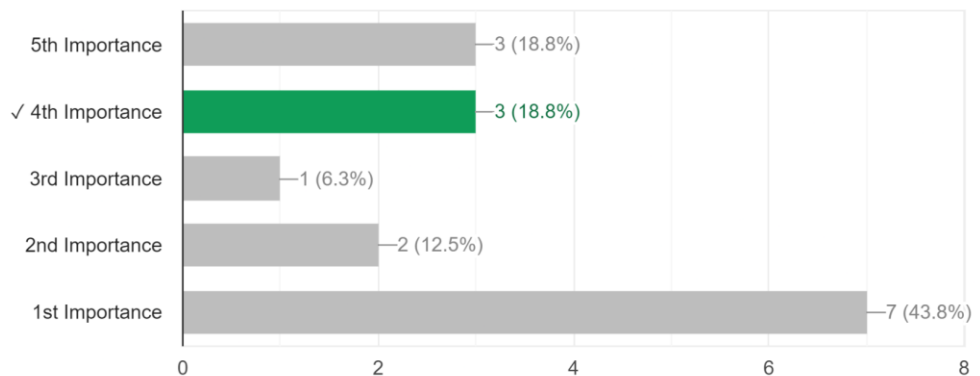
3 / 17 correct responses



There is an 18% decline in the correct response.

14. While teaching Gandhi Ji to a class of 10th standard, arrange the following values in descending order that you consider to be truly representative of his ... हैं आप वास्तव में उनके व्यक्तित्व का प्रतिनिधि मानते हैं:

3 / 16 correct responses



There is a 13% decline in the correct response.

Analyses of subjective questions of pre-test and post-test.

There have been very unique outcomes of pretest and post test. While it is expected that the post test will lead to improved results it did not so happen what could be the probable reasons for this.

1. The pre-test was designed keeping in mind the themes which would be addressed. However, the themes were largely changed as per the request and requirements of the program. So, many of the concepts asked in pre-test were not addressed in the training.

This reiterates the need of strictly designing the pretest strictly in line with themes to be covered. Significant divergence from the themes does not give a realistic picture of the impact of training.

The training covered explaining archaeology, iconography, numismatics through field experiences. These should have been a part of pre and post test. The learning is well taken.

Summary of the training sessions.

5th feb. 2024.9:30 a.m.

I:Inaugural session.

Facilitator: Dr. Sangeeta Pethiya

The workshop started with a formal welcome introduction and registration of the participants by the Prog. Coordinator Dr. Sangeeta Pethiya. The training kit was distributed to the participants and official formalities completed. Dr. Pethiya then briefed the participants about the objectives of the workshop.

Prof. Jaydip Mandal, Principal R. I.E, Bhopal, welcomed Hon'ble Director Prof. Dinesh Prasad Saklani and the participants and the resource persons to the workshop.

The inaugural session of the workshop was graced by Hon'ble Director NCERT, Prof. Dinesh Prasad Saklani. Sir, praised the effort and emphasised upon the need and importance of organizing Capacity Building workshop in History.

Prof. Dinesh Prasad Saklani also delivered an insightful lecture covering various aspects of ancient Indian literature, medical texts, archaeological sources, and contemporary perspectives on historical narratives. The lecture delved into the distinction between Shruti and Smriti literature, emphasizing the oral transmission of knowledge in Shruti and the codified texts in Smriti. Prof. Saklani highlighted the importance of understanding these literary traditions to grasp the rich cultural and philosophical heritage of India.

The discussion extended to the significance of Sanhita, focusing on Charak and Sushruta. Prof. Saklani emphasized the profound impact of these ancient medical texts on Ayurveda and the holistic approach to healthcare. He stressed the need for scholars to delve into these texts, combining literary and archaeological sources for a comprehensive understanding.

In addressing the effective presentation of content, Prof. Saklani emphasized the importance of accurate knowledge and facts. Scholars, he suggested, should meticulously research and verify information to ensure the reliability of their presentations, fostering a deeper appreciation for the subject matter.

The lecture also touched upon the groundbreaking work of Jaswant Sindhe in excavating Harappa. Prof. Saklani praised Sindhe's contributions to archaeological discoveries, shedding light on the ancient civilization and providing invaluable insights into the cultural practices of that era.

Addressing the Aryan Invasion theory, Prof. Saklani offered a nuanced perspective, encouraging scholars to critically evaluate historical narratives. He advocated for a balanced approach, considering alternative viewpoints and engaging in scholarly discourse to enrich our understanding of ancient Indian history.

Lastly, the lecture underscored the importance of E-content in disseminating knowledge. Prof. Saklani highlighted the need for accessible digital resources to reach a wider audience, facilitating the dissemination of historical and cultural insights beyond traditional academic circles. Overall, the lecture provided a comprehensive exploration of diverse topics, encouraging a holistic approach to the study of ancient Indian literature, medicine, archaeology, and history.

Prof. Chitra Singh, Head DEE, proposed the vote of thanks and thanked the Director Prof. Dinesh Prasad Saklani, Permupal Prof. Jaydip Mandal, Head DESSH Prof. Nidhi Tiwari for their gracious presence and congratulated Prog-Coordinator Dr. Sangeeta Pethiya for a meticulously planned program.

5th feb.2024.Session II

Facilitator: Dr. Sangeeta Pethiya

The second session by Dr. Sangeeta Pethiya focussed upon the goals of teaching History.

Goals of studying History

Chronological Thinking: It is the ability to identify how events take place over |time. Students should be able to use chronology in writing their own histories and should be able to interpret data presented in time lines.

Historical Comprehension: This involves reading creatively, so that students can imagine themselves in the roles of the men and women they study

It also involves using data presented in many different forms- maps, visual and numerical data, photographs, paintings, cartoons, and architectural drawings, novels, poetry, and plays; and folk, popular and classical music.

Historical Analysis and Interpretation: History is full of facts and datum, which make meaning only when they are logically interpreted.

The National Education policy 2020 with its implication on the teaching-learning processes in history Dr. Pethiya emphasised upon the undermentioned aspects.

NEP 2020: Shift in Pedagogy, it must evolve to make education

Experiential

Holistic

Integrated

Inquiry driven

Discovery-oriented

Learner- centred

Discussion- based

Flexible

And MOST IMPORTANTLY ENJOYABLE.

The session also discussed transformational pedagogies in history to shift it from rote -memorization to understanding and reasoning based.

Processes of Transformative pedagogy

It aims to create conditions that support participants in constructing understandings by way of :

1. Dialogue and peer-peer interaction among pupils
2. Collaboration among teachers in inquiring into their practice
3. More dynamic alliances between school and society.
4. Pedagogical dialogue involves negotiation between teachers and pupils about the content and process of learning, as well as about anticipated outcomes
5. It supports pupils in developing their relations with the content and process of their learning
6. It acts as a dynamic that supports participants in developing the capacity to accept greater
7. as It in making supports sense participants of the in world developing rt oe the capacity etty to co ee" self-direct tl elt teaching leachng and ana learning learning as as well

Transformative Pedagogical processes in History

Dr. Pethiya emphasized upon appropriate strategies that will facilitate all round development in the cognitive, affective, and psychomotor domains of the students. How to inspire students to think imaginatively using new ideas? How can this be brought into a history classroom?

Some methods of teaching history could include, stimulation, inquiry, project, dramatizations, field-trips, discussion, problem-solving and dramatization.

Applied approach and to use in a history classroom were emphasized.

Dr. Pethiya also explored the Integration of STEM in the teaching and learning of History, through student-directed pedagogies.

Emphasis was laid on incorporating primary sources, research based activities, debates, discussions, photograph/image/picture reading and understanding as an important pedagogical tool,

Dr. Pethiya also laid emphasis on formative assessment to enable the development of 21 century skills in the learners.

What are 21st century skills?

The knowledge, life skills, habits, traits, and career skills that are crucial for the success of a student in the current world are referred to as 21st-century skills

The list of 21st-century learning skills which must be woven into the learning experiences of students were as follows:

Creativity

Problem-solving

Perseverance

Collaboration

Information literacy

Media literacy

Civic literacy

Social responsibility

Innovation skills

Thinking skills

Global Awareness

Self-direction

Social skills

Literacy skills

Critical thinking

Communication skills

Digital literacy

21st century skills.

Hands-on-activities such as group discussion were conducted to enable participants to understand how they can take it up on their classes.

5th feb.2024.Session III

Facilitator: Dr. Preet Singh

The lecture delivered an insightful lecture on the "Development of Script & Paintings," exploring the interconnected evolution of agriculture, writing, and artistic expressions throughout human history. The lecture commenced with an exploration of the evolution of agriculture and its pivotal role in transitioning from nomadic lifestyles to settled communities. It highlighted how this shift contributed to the development of writing systems, emphasizing the correlation between surplus agricultural production and the emergence of trade networks.

The significance of writing in human civilization was thoroughly discussed, underscoring its role in record-keeping, communication, and cultural preservation. The transition from pictorial to symbolic writing was explored, illustrating the gradual abstraction of symbols and characters over time. The lecture delved into the specific case of Mesopotamia, where cuneiform script played a crucial role in communication. Dr. Preeti Singh also explored the hieroglyphics of ancient Egyptian civilization, providing a detailed analysis of the specific colors used in their paintings, the unique side-profile paintings, and the symbolic communication with Egyptian gods.

The visual aspect of the lecture was enhanced by the display of ancient artifacts, including a silver coin from the Kushan dynasty period. Preeti Singh ma'am concluded the lecture by showcasing sample projects created by her students, demonstrating the practical application of the discussed concepts.

Thereby, Dr. Preeti Singh's lecture provided a comprehensive journey through the intertwined development of agriculture, writing, and artistic expressions. The exploration of Mesopotamian and Egyptian civilizations, coupled with the examination of specific colors, side-profile paintings, and communication with deities, offered a rich understanding of the profound impact these developments had on shaping human history. The inclusion of tangible artifacts and student projects added a practical dimension to the academic exploration.

5th feb.2024.Session IV

Facilitator: Dr. Neetu Agarwal

Dr. Neetu started the session with an exciting activity of archaeological excavation. An area was selected for digging of trench. Some artefacts/pre-historic tools were placed beneath, as a part of explaining the process of how as archaeologists carry out excavations. The participants were explained that the archaeologists study about the the area-geomorphology, drainage pattern, land contour, relief, vegetation pattern soil , topographic sheets--ruins, abandoned places, old river courses, etc.

Google Earth and Satellite Imagery, aerial photographs, earlier works, travellers account, ancient texts are also used.

Dr. Neetu explained how actual ground survey by reconnaissance: meticulous reconnaissance of the surface of the area on foot is the most important part of exploration. Geophysical/ Remote Sensing surveys are also carried out.

The participants 'performed' excavating the site through tools. They were also show how plotting of the site on a graph paper is done

Dr. Neetu Agrawal's lecture on the study of stone tools was a comprehensive exploration of archaeological methods, providing a nuanced understanding of prehistoric cultures. The session began with a meticulous breakdown of the study of stone tools, emphasizing typologies and the evolution of lithic technology. Dr. Agrawal adeptly elucidated the intricacies of identifying stone tools, incorporating hands-on examples to bolster comprehension.

The lecture seamlessly transitioned to the critical aspect of archaeological excavation, addressing key considerations in area selection. Agrawal's insights into excavation methods, ranging from stratigraphy to trowel techniques, showcased a blend of theoretical knowledge and practical expertise. The inclusion of case studies of sites like Mehtakeri, further enriched the learning experience.

Carbon dating and artifact chronology were discussed with precision, demystifying the processes for the audience. The lecture elucidated on the thermo luminescence method of dating added a contemporary layer to dating techniques, showcasing the evolving landscape of archaeological methodologies.

Thereby, the lecture was a masterful amalgamation of theoretical depth and practical application, providing a holistic understanding of stone tool studies and archaeological methodologies. Her engaging delivery and incorporation of diverse dating techniques left the audience with a profound appreciation for the complexities inherent in unraveling our ancient past.

6th Feb. 2024

Session I : Understanding Human Evolution...Harappa and E- Resources in History

1Facilitator: Dr. Neetu Agarwal

The lecture continued the previous day discussion on the various theories of evolution of sapiens. It also discussed the Harappa civilization briefly focussing on various factors that could have led to the decline of the civilization.

In the second part of the discussion Dr. Neetu shared many e platform resources much could be creaturely utilized by the teachers.

<https://www.morphc-ource.org/>

<https://twmilter.com/paleoteach>

[nbslearninamedlac.org/resource/tdco2 scilifc, svo.lp humanevolhuman:](https://nbslearninamedlac.org/resource/tdco2-scilifc-svo.lp-humanevolhuman)

WtIITS7wYdu

<https://static.nsta.org/extros/bdi-bio/Lab26StudentHandout-I/umanEvolution.pdf>

<https://becominghuman.org/learning-center/>

https://humonorigins.si_cdu/education/teaching.evolution-through-humin-examoles

<https://hetmp.com/>

[https://openevo.eva.mng.de/teachingba<e/human-evolution/](https://openevo.eva.mng.de/teachingba/e/human-evolution/)

<https://www.evolutionsociely.org/content/education/tesources-for-teachers-andstudents.html>

https://www.amnh_arg/exhibitions/permanent/human-origuns/educatc=

6. Feb.2024

11:30.a.m. to 6:00 p.m.

Visit to Indira Gandhi Manan Sangrahalaya

Facilitated by Director IGRMS. Dr. Amitabh Pande, Dr. Neetu Agarwal, Dr. Preeti Singh, Dr. Sangeets Pethiya and Dr. Shrikant, IGRMS.

The visit to the Sangrahalaya started with the prehistoric and proto historic sites. The care shelters house beautiful paintings. Director IGRMS, Dr. Amitabh Pande and Mr. Shrekant, Assistant keeper IGRMS were kind enough to show us the museum. There are chalcolithic sites where we found fossilized bones, pieces of pottery, bangles, flakes, and microliths.

The museum is home to various houses of tribes from remotest part of India, built by the locals belonging to that place who also bring the raw material with them. They are also invited to maintain and repair, restore the same in the museum.

The technology park enlightened all about ancient Indian knowledge system on how Iron-ore was identified, smelted used. Oil was extracted, water irrigation system, time calculation and much more.

The evolution of humankind, prehistoric tools, galleries of traditional pottery, clothes, artefacts, mythological stories, musical instruments was mesmerizing for all.

The experience reiterated the importance of field trips as an important pedagogical tool of learning.

7. Feb.2024

10:00.a.m. to 11:30 a.m.

Theme: Sanchi

Facilitator: Dr. Sangeeta Pethiya

Dr. Sangeeta Pethiya's captivating lecture on "Thinkers, Beliefs, and Buildings: Sanchi" provided a deep dive into the historical and cultural significance of the iconic site. The lecture was structured around key subtopics, unraveling the layers of Sanchi's history.

Location of Sanchi:

Dr. Pethiya commenced by elucidating the geographical location of Sanchi. Situated in the Raisen District of Madhya Pradesh, India, Sanchi holds a central position in the country, making it an integral part of India's historical and religious landscape.

Discovery of Sanchi:

The lecture detailed the discovery of Sanchi, which took place in the 19th century. Dr. Pethiya highlighted the excitement and intrigue surrounding the unearthing of this archaeological treasure trove, shedding light on the initial exploration and subsequent scholarly attention it garnered.

Historical Theories of Sanchi Stupa:

Dr. Pethiya delved into two significant theories surrounding Sanchi's history:

a) Ferguson's Theory of Tree and Serpent Worship (1868):

The lecture discussed Sir James Fergusson's theory, suggesting a connection between Sanchi and ancient tree and serpent worship. This theory provided a unique perspective on the cultural and religious practices of the region.

b) Gen Maisey's Sanchi and its Remains (1892):

Another historical theory explored was General Maisey's observations on Sanchi's remains. Dr. Pethiya highlighted the archaeological insights provided by Maisey and their implications for understanding the site's past.

Story of the "Loot of the Relic of Golden Buddha" of Thailand:

A fascinating segment of the lecture narrated the gripping tale of the "Loot of the Relic of Golden Buddha" from Thailand. Dr. Pethiya detailed the events surrounding this historical incident, emphasizing its impact on Sanchi and its relics.

Contributions to the Restoration of Sanchi Stupa:

Dr. Pethiya shed light on the commendable efforts of individuals such as Sir John Marshall, Shah Jahan Begum, and Sultan Jahan Begum in the restoration of Sanchi. Their contributions played a crucial role in preserving the cultural heritage embodied by the stupas.

Why Sanchi was Selected as the Site of Construction of Buddhist Stupa:

The lecture concluded by addressing the question of why Sanchi was chosen as the site for the construction of a Buddhist stupa. Dr. Pethiya discussed factors such as strategic location, religious significance, and cultural context that made Sanchi an ideal setting for the creation of these monumental structures.

In essence, Dr. Sangeeta Pethiya's lecture provided a comprehensive journey through the thinkers, beliefs, and buildings of Sanchi, offering valuable insights into the historical, archaeological, and cultural aspects that shape our understanding of this remarkable site.

The session was made interesting with various stories and colourful narrations. It was also preceded by a visit to Sanchi, early in the morning by the participants which aroused greater interest and deeper learning in them.

7th Feb.2024

Session 11:30 a.m. to 12:30 p.m.

Theme: Framing of the Indian constitution

Facilitator: Dr. Kulveer Singh

Dr. Kulveer discussed the problems arising from partition and the challenges faced by the constituent assembly in drafting the Indian Constitution.

JFraming the Constitution: The Beginning of a New Era (by Dr. Kulveer Singh)

Dr. Kulveer delivered an enlightening lecture titled "Framing the Constitution: The Beginning of a New Era," providing a comprehensive overview of India's constitutional history. The lecture covered various pivotal aspects, dividing the discussion into nine subtopics.

Overview of Pre-History and Colonialism:

Dr. Kulveer delved into the roots of Indian civilization, emphasizing the rich pre-history and the impact of colonial rule on the socio-political landscape. Understanding India's historical context was crucial for grasping the subsequent developments.

Regulating Act 1773:

The lecture highlighted the significance of the Regulating Act of 1773, a legislative intervention by the British Parliament aimed at regulating the East India Company's affairs. This act marked a crucial step in the evolution of British governance in India.

Indian Knowledge System:

Dr. Kulveer underscored the resilience of India's traditional knowledge systems during colonial rule. Despite external influences, indigenous knowledge systems played a vital role in shaping the cultural fabric and intellectual pursuits of the nation.

Village Administration:

The lecture shed light on the intricacies of village administration during colonial times. It explored the transformation of local governance structures and their implications on the grassroots level.

Educational Institutions During Colonialism:

Examining the impact of colonial rule on education, Dr. Kulveer discussed the establishment of educational institutions and the evolution of the education system in India. This section highlighted the complex dynamics of knowledge dissemination during the colonial era.

Freedom Struggle Movements:

The lecture extensively covered the various movements that marked India's struggle for independence. Dr. Kulveer provided insights into key events, leaders, and the collective efforts that paved the way for freedom.

1935 Indian Self-Rule Movement:

A pivotal moment in India's quest for self-determination, the 1935 Indian Self-Rule Movement was explored in detail. Dr. Kulveer analyzed the political climate, challenges faced, and the impact of this movement on India's constitutional aspirations.

Selection of Constituent Assembly:

The process and significance of selecting the Constituent Assembly were highlighted. Dr. Kulveer provided insights into the diverse representation and collaborative efforts that went into drafting the constitution.

Facts about Indian Constitution:

The lecture concluded with essential facts about the Indian Constitution. Dr. Kulveer touched upon its adoption on January 26, 1950, and key features that have shaped India's governance framework.

In summary, Dr. Kulveer's lecture provided a holistic understanding of the journey from pre-colonial history to the framing of the Indian Constitution, marking a pivotal era in the nation's history.

Session summary of Prof Pratyush Mandal on 7th, 8th and 9th Feb.2024

Prof. Pratyush Kumar Mandal delivered a thought-provoking history lecture, exploring diverse topics ranging from the comparison of history with mythology to the intricacies of the multidimensional continuity model.

Comparison of History with Mythology:

Prof. Mandal initiated the lecture by delving into the nuanced relationship between history and mythology. He discussed how historical narratives and mythological accounts intersect, emphasizing the need for critical analysis to discern facts from symbolic or allegorical elements.

Multidimensional Continuity Model:

The lecture delved into the concept of the multidimensional continuity model, a theoretical framework proposed by Dr. Mandal. This model suggests that historical events are interconnected across various dimensions, shaping a more comprehensive understanding of the past beyond a linear chronology.

Understanding of Core Information Leading to Multidimensional Activities:

The lecture emphasized the importance of grasping core historical information as a foundation for developing multidimensional activities. This approach encourages students to explore history not merely as isolated events but as a network of interconnected elements influencing various aspects of society.

Story of Napoleon Bonaparte:

The lecture provided an in-depth exploration of Napoleon Bonaparte's story. Prof.. Mandal discussed Napoleon's rise to power, military campaigns, and the impact of his rule on European history, offering a nuanced perspective on this influential historical figure.

Early Indian Administrators:

Prof.. Mandal shed light on early Indian administrators such as Vishnugupta, Todarmal, and Manmohan Singh. The lecture delved into their roles, contributions, and the socio-political dynamics of the times, providing valuable insights into the administrative fabric of ancient India.

Law of Prime Origin:

The lecture concluded with the elucidation of the "Law of Prime Origin," a concept introduced by Prof.. Mandal. This law supposes that historical developments are often rooted in fundamental origins, and understanding these prime factors is essential for a comprehensive grasp of historical processes.

Thereby, Dr. Pratyush Kumar Mandal's lecture not only explored the intersection of history and mythology but also introduced innovative concepts like the multidimensional continuity model and the Law of Prime Origin. The inclusion of specific historical narratives, such as Napoleon Bonaparte's story and the profiles of early Indian administrators, enriched the discourse and provided a holistic view of historical dynamics.

7th feb. 2024

Theme: Development and Use of E-content in History

Facilitator: Dr. Shruti Tripathi

Dr. Shruti delivered an insightful lecture on the "Development and Use of E-content in History," exploring various facets of integrating digital resources into history education.

What is E-content:

Dr. Shruti initiated the lecture by defining e-content as electronic content that encompasses digital materials such as text, images, videos, and interactive elements. This digital format allows for dynamic and engaging educational resources accessible through electronic devices.

Innovative Teaching Methods in History:

The lecture highlighted innovative teaching methods in history facilitated by e-content. Dr. Shruti emphasized the use of quizzes, questionnaires, and projects to enhance student engagement and promote active learning. These methods not only diversify the learning experience but also encourage critical thinking and analytical skills.

Use of Websites like:

a) Screen Classes:

Dr. Shruti discussed the role of Screen Classes, a platform facilitating interactive virtual lessons. This tool allows educators to incorporate multimedia elements into history lessons, making the learning process more dynamic and appealing to students.

b) Crossword Labs:

The lecture delved into the utility of Crossword Labs for creating customized crossword puzzles related to historical topics. This not only adds an element of fun but also reinforces key concepts and terms through an engaging activity.

c) WorksheetZone:

Dr. Shruti highlighted WorksheetZone as a valuable resource for generating history-related worksheets. This platform enables educators to tailor exercises to suit specific topics, catering to varied learning styles and preferences.

d) SimpleShow:

The lecture covered the use of SimpleShow, a tool for creating animated explainer videos. Dr. Shruti emphasized its potential in simplifying complex historical concepts, making them more accessible and comprehensible to students.

In conclusion, Dr. Shruti's lecture underscored the transformative impact of e-content on history education. The integration of innovative teaching methods and the utilization of platforms like Screen Classes, Crossword Labs, WorksheetZone, and SimpleShow contribute to a more engaging and effective learning experience for students in the digital age.

8th Feb.2024

Session: Understanding Technology in Harappa and understanding Maps-

Facilitator: Dr Preeti Singh

Dr. Preeti Singh explained the various technological developments that took place in Harappa through videos. She shared clippings from Bharat ki chap which is an interesting platform for understanding Indianscientific and cultural heritage.

Dr. Preeti also shared important historical places on maps and explained the importance of using maps in the teaching Learning of history.

8th Feb.2024

Post-lunch session

Session: Understanding iconography,numismatics and epigraphy

Facilitator: Dr Preeti Singh,Dr.Divya Chopra and Dr.Sangeeta Pethiya

The State Museum in Bhopal is a treasure trove of historical artifacts and archaeological wonders, offering visitors a glimpse into the diverse and fascinating past of India. During a recent visit to the museum, several captivating exhibits caught my attention, each shedding light on different aspects of human history and civilization.

Evolution of Human:The museum's section on the evolution of humans provides a captivating journey through time, showcasing the milestones in our species' development. From early hominids to modern Homo sapiens, the exhibits use fossils, replicas, and interactive displays to illustrate the gradual evolution of our species. It's a fascinating exploration of our shared ancestry and the journey of human civilization.

Tree Fossils:One particularly intriguing exhibit at the museum is the collection of tree fossils. These fossils offer a window into the ancient flora that once thrived in the region, providing valuable insights into prehistoric ecosystems and environmental changes over time. Through careful study and analysis, scientists can reconstruct the distant past and understand the geological history of the area.

Sculptures at the Time of Gupta Dynasty:

The Gupta Dynasty is often regarded as a golden age of Indian art and culture, and the museum's collection of sculptures from this period is a testament to the exquisite craftsmanship of the time. From graceful depictions of Hindu gods and goddesses to intricately carved pillars and panels, these sculptures showcase the artistic brilliance and spiritual fervor of Gupta-era artisans.

Sculptures at the Time of Parmar Dynasty:The Parmar Dynasty, which ruled parts of central India during the medieval period, also left its mark on the region's artistic heritage. The museum features a diverse array of sculptures from this period, reflecting the syncretic blend of Hindu and Jain traditions that flourished under Parmar patronage. These sculptures offer valuable insights into the religious and cultural landscape of medieval India.

Remains Found in Mohenjo-Daro: Another highlight of the museum's collection is the artifacts from Mohenjo-Daro, one of the ancient cities of the Indus Valley Civilization. From intricately crafted beads to finely painted pottery, these artifacts provide a glimpse into the daily lives, trade networks, and artistic achievements of the people who lived in this urban center thousands of years ago.

Numismatics and Coins: The museum's numismatic collection spans various periods of Indian history, from the ancient Mahajanapada and Maurya empires to the medieval Gupta and Mughal dynasties. Of particular interest

9th feb 2024

Session I: Understanding History, Gandhiji and Indian freedom struggle, Understanding Architecture

Facilitator: Prof. Ravindra Kumar

Prof Ravindra Kumars discourse centered around three themes.

The first part covered understanding the philosophy of history. Sir emphasized on understanding the historian before understanding History. The importance of various perspectives in looking at events in history.

The second part of discourse discussed the various challenges and responses in the making of the Constitution. The role of individuals and State in deciding what kind of a Nation do they want to build and the steps that should be taken to build that Nation of the dreams.

The third part discussed the philosophy and contribution of Gandhi in the form of satya, ahimsa, aparigraha and abhay i.e truth, non-violence, non-accumulation, and fearlessness, love for mother tongue as a virtue to the masses. The discourse discussed how Gandhi was constantly marching for search of truth.

The last part of the discourse was focussed on how architecture developed from trabeate pillar, to corbel stone, arch, 4 cantered arch and semi circular arch. The interesting journey of necessity being mother of invention and discovery by chance of lime as abiding agent kept the audience glued to the lecture. In an almost 3 hour long discourse on varied themes, Prof. Ravindra kumar left the participant teachers and students mesmerized.

9th February 2024

Session II: Presentation of Lesson plans and syllabus by the Participants

Interesting lesson plans prepared as a group work were presented by the participants.

Session III and IV

Post test, Feedback and Valedictory

A post-test was conducted for the participants. The findings of the same have been shared above.

The participants shared their delightful journey of Learning and insights gained from the workshop. They thanked and praised the themes, resource persons insights, lay-out and coordination of the workshop. A detailed feedback is presented in the next section.

The Valedictory session was presided by the Principal Prof Ramesh Babu with Guest of Honour being Prof. Pratyush Mandal. Head DESSH Prof. Nidhi Tiwari and Head DEE Prof Chitra Singh were also present -

Prof. Babu congratulated all for the active involvement and participation in the workshop. Sir praised the dynamism of the Prog-Coordinator Dr. Sangeets Pethiya and congratulated her for conducting an interesting, absorbing and rich workshop.

Prof. Pratysh Mandal addressed the participants and reiterated the importance of scientific enquiry and understanding.

Prof. Chitra Singh congratulated all the participants and thanked the resource persons for there valuable time and meaningful insights

Prof. Nidhi Tiwari, Head DESSH, also congratulated all and praised the Prof. coordinator for her efforts.

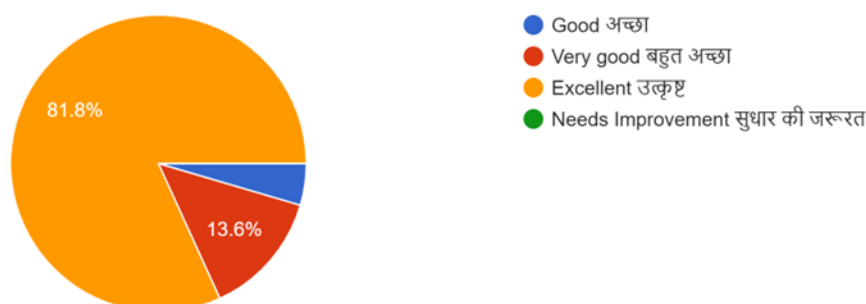
The program culminated with a vote of thanks from Dr. Sangeeta Pethiya and distribution of certificates to the participants.

Participants Feedback

Feedback on Quality of Resources and Training provided in the workshop

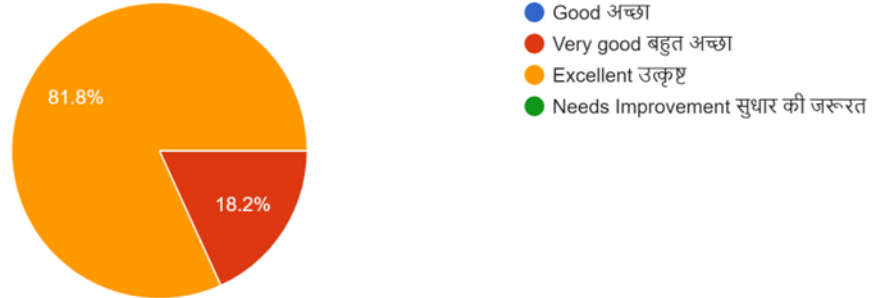
कार्यशाला में उपलब्ध कराए गए संसाधनों और प्रशिक्षण की गुणवत्ता पर प्रतिक्रिया

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



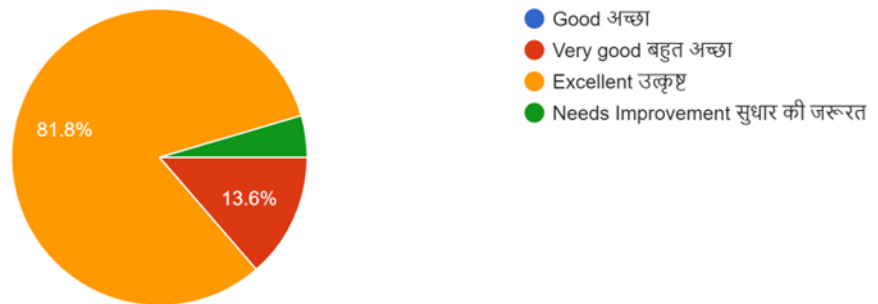
Q.2 Resource persons created proper motivation in the subject Q.2 संसाधन व्यक्तियों ने विषय में उचित प्रेरणा पैदा की

22 responses



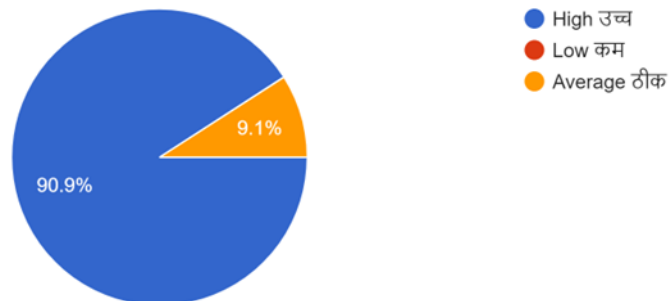
Q.3 The presentation of the topics was clear, definite and useful संसाधन व्यक्तियों द्वारा विषयों की प्रस्तुति स्पष्ट, निश्चित और उपयोगी थी

22 responses



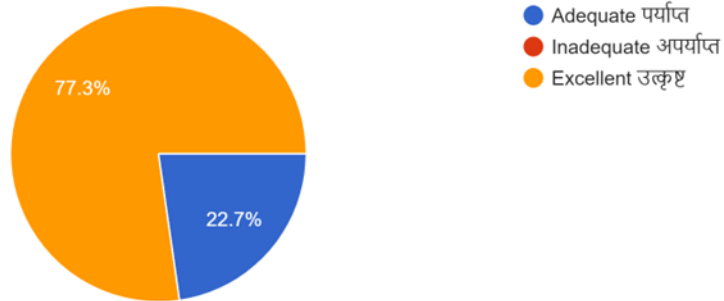
Q.4 Level of interaction among the resource faculty and participants was संसाधन व्यक्तियों द्वारा विषयों की प्रस्तुति स्पष्ट, निश्चित और उपयोगी थी

22 responses



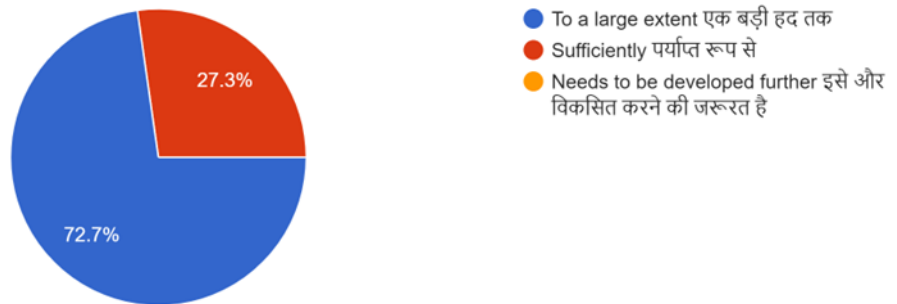
Q.5 The training provided for further platforms and resources for the same were shared Q.5 आगे के प्लेटफार्मों और संसाधनों के लिए प्रदान किए गए प्रशिक्षण को साझा किया गया

22 responses



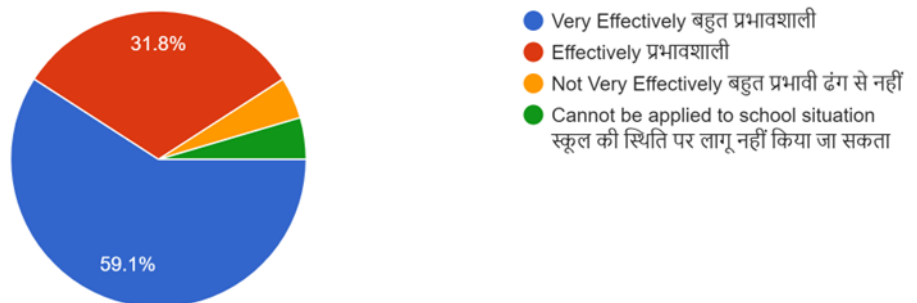
Q.6 Did the training help you in developing your skills on transformational pedagogies? क्या प्रशिक्षण ने आपको परिवर्तनकारी शिक्षाशास्त्र पर अपने कौशल को विकसित करने में मदद की?

22 responses

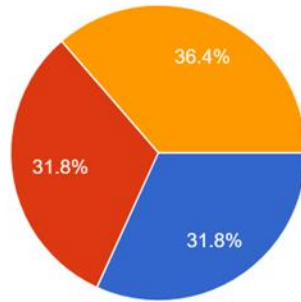


Q.7. The strategies/methods/interventions provided in the training can be applied to school situation? प्रशिक्षण में प्रदान की गई रणनीतियों/तरीकों/हस्तक्षेपों को स्कूल की स्थिति पर लागू किया जा सकता है?

22 responses

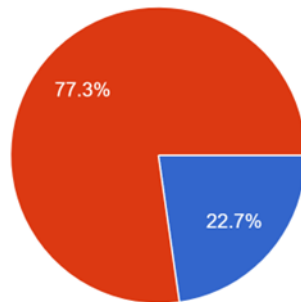


Q.8 The duration of the training was प्रशिक्षण की अवधि थी
22 responses



● Adequate पर्याप्त
● Moderately adequate मध्यम रूप से पर्याप्त
● Inadequate अपर्याप्त

Q 9 After this training , How would you visualise the role of the teachers? इस प्रशिक्षण के बाद, आप शिक्षकों की भूमिका की कल्पना कैसे करेंगे?
22 responses



● Source of Knowledge ज्ञान का स्रोत
● Facilitator of transforming Information and Knowledge सूचना और ज्ञान को बदलने का सूत्रधार

Feedback of the Workshop भाग ए: कार्यशाला की प्रतिक्रिया

Q.1 What are the three things that you have learnt the most during the workshop?

कार्यशाला के दौरान आपने कौन सी तीन चीजें सबसे अधिक सीखीं?

1. ऐतिहासिक तथ्यों को देखनेका नजरीया बदल गया ।
2. सदीयों से बदल रहे मानवीय प्रजाती की बारे मे जो अवधारणाये थी वो बदल गयी ।

3. इतिहास विषय एक महत्त्वपूर्ण विषय है और उसका स्वतंत्र रूप से अध्ययन होना जरूरी है।
4. We learnt about teaching History with a practical approach
5. Learnt how to teach students.
6. Give students extra Knowledge.
7. क्लास रूमसे बाहर निकलकर भी अच्छी तरहसे अध्यापन किया जा सकता है (फिल्ड वर्क)
8. बच्चोंको ज्यादा से ज्यादा अध्यापन के दौरान शामिल कैसे कर सकते है।
9. आधुनिक टेक्नॉलॉजी का सही इस्तेमाल कैसे करे।
10. कक्षा मे पढाते समय दृकश्राव्य माध्यम का उपयोग करे।
11. छात्रो को प्रॅक्टिकल बेस पर पढाने मे तैयार करे।
12. स्टुडन्ट को स्वयम अध्ययन के लिये प्रेरित करे।
13. 1) विषय का ज्ञान, 2) आधुनिक तंत्रज्ञान का उपयोग
14. Teaching students on field, Use of teaching aid in a better way .
15. निरीक्षण कैसे करें, टीकात्मक समिक्षण, कीसी भी विषय को अलग अलग नजर से देखने की क्षमता
16. पुरातत्वीय अवशेष को कैसे पहचाने हडप्पा संस्कृतीचे प्राचीन सभ्यता के बारे मे अधिक जानकारी प्राप्त इतिहास का सिल्याबस अपने विद्यार्थी तक आनंददायी तरीके से कैसे पहचाने
17. तथ्य को बारीकी से समझ सकते है, इतिहास समझना है तो चिकित्सक होना जरूरी है, चीजों को समझने के लिए नजरिए कि भी जरूरत होती है।
18. Confidence, presentation, evaluation .
19. Positive approach, knowledge, acceptance of all ideology .
20. अध्यापन की नई तरकीयाँ , उत्खनन की पहेली , जीवन में इतिहास का उपयोजन।
21. Content knowledge, creative teaching-learning, importance of field visits.
22. प्रत्यक्ष रूप से उत्खनन कैसे किया जाता है।
23. पुरातत्त्वशास्त्र।
24. इतिहास के प्रति वैज्ञानिक दृष्टिकोन।
25. Analysis Thinking, subject thinking, application base, Historical place visit How to teach students
26. अच्छा समझाया , प्रमाण दिया , उच्च ऐतिहासिक दृष्टि।
27. Interesting topic about history, teaching values from history, the need for a team in history.
28. इतिहास को बच्चों की किस तरह से सिखाना चाहिये। आज के समय में इतिहास कया महत्व रखता है, इतिहास पढना क्यों जरूरी है।
29. उत्खनन, जीवन में इतिहास का उपयोजन, शिल्पकला ‘
30. कैसे निरीक्षण करे ,नये तरीके से कैसे पढाना ‘ डिजिटल प्लॅटफॉर्म का उपयोग कैसे करे।
31. अध्यापन के नए तरीके समझाये गये। ई-लर्निंग से संबंधित महत्वपूर्ण वेबसाईट की इनफॉर्मेशन ‘ अप्लाइड हिस्ट्री के बारे में जानकारी मिली।
32. The process of excavation. Unknown facts about Indian history. Got to see the places we use to teach about in textbooks

Mention 5 aspects / concepts that you've learnt the most during history workshopउन 5 पहलुओं/अवधारणाओं का उल्लेख करें जो आपने इतिहास कार्यशाला के दौरान सबसे अधिक सीखे हैं

1. ऐतिहासिक वास्तु और वस्तु को देखनेका नजरीया बदल गया।
 - a. सदियों से बदल रहे मानवीय प्रजाती की बारे मे जो अवधारणाये थी ओ बदल गयी।
 - b. इतिहास विषय एक महत्त्वपूर्ण विषय है और उसका स्वतंत्र रूप से अध्ययन होना जरुरी है।
 - c. इतिहास विषय पढने पढाने के लिये अत्यंत रोचक बना सकते है।
2. इतिहास विषय लेकर करियर किया जा सकता है।
3. Excavating with Practical 2. Post test , Pre Test . 3. Learning Methods. 4. Teaching Method. 5. Our Behaviour with students
4. तंत्रज्ञान का सही उपयोग 2-- छात्रों की वास्तविक स्टेज का पता 3-- फिल्ड वर्क 4 कम्प्यूनिकेशन स्किल 5 सबसे महत्वपूर्ण स्थानिक भाषा का ग्यान
5. इतिहास यह सभी विषयो मे समाहित है
6. इतिहास का छात्र भी देश राष्ट्रीय सुरक्षा रक्षक मे अहम भुमिका रख सकता है
7. इतिहास सही कोणसा है वह जाचना पडतालना जरुरी है.
8. इतिहास प्रमाण उपलब्ध है तो वह किसी धारणा से प्रेरित है या कैसे वह देखना जरुरी है.
9. संस्कृती, संस्कार, देश ,यह महत्वपूर्ण है यह छात्रो मे एक इतिहास शिक्षक भलीभांति समजा सकता है.
10. 1) टीचर शैली 2) ऐतीहासिक घटना 3) विधार्थियों सोचेको 4) नकाशे का उपयोग 5) निरीक्षण करणेकी वृत्ती
11. Use of Powerprint and Knowledge for the subject is a good aid to the teacher
12. 1.इतिहास विषय को प्रात्यक्षिक रूप में कैसे शिखाए. 2.प्रत्यक्ष प्रमाण इतिहास का मुलाधार है. 3.सांची का स्तूप हमारा ऐतिहासिक धरोहर है. 3.क्षेत्रभेट .से आदिवासी संस्कृती का परिचय अदभुत लगा. 4.संगिता मॅडम, प्रीती सिंग मॅडम, नीतू मॅडम के लेक्चर अविस्मरणीय अनुभव लगा.ओर भी सिखने की चाहत बाकी है. 5. सिंधू संस्कृती और वैदीक संस्कृती हमारे प्राचीन पूर्वजांचे धरोहर है ओर आज के वर्तमान का प्रत्यक्ष प्रमाण.मंडल सर का प्राचीन अनुष्ठान का प्रतिवादन भी अच्छा था.हर साल हमें ऐसे Training करने की संधी NCERT देंगी, ऐसी आशा व्यक्त करते है. भोपाल की Training करने के बाद इतिहास विषय को देखने की मुझे नयी नजर मिली है.संगिता मॅडम का दिलसे धन्यवाद. 😊
 - a. हडप्पा सभ्यता
 - b. सांची का इतिहास
 - c. इतिहास के अध्ययन मे संग्रहालय का महत्त्व
 - d. भारत की प्राचीन परंपरा

13. महात्मा गांधीजी का इतिहास
14. विषय की गहराई, एकाग्रता, चिकित्सक वृत्ति, ग्यान पाने की तीव्र इच्छा होनी चाहिए और इसके साथ आधुनिकता की(तंत्रज्ञान की) जोड़ होनी चाहिए/
15. Presentation with technology, elaborate things, practical. How to learn. Think deeply about concept.
16. Field work, architect, improve my knowledge, simple living high thinking, community life
17. हडप्पा का उत्खनन, शिक्षा नीती २०२० , सामाजिक भावनिक मूल्य , विभिन्न तस्वीरों से इतिहास के कालखंड का बोध , तंत्रज्ञान का महत्त्व ।
18. Prehistoric tools , renaissance , map reading, iconography, arts and architecture during ancient period
19. राष्ट्रीय शैक्षणिक धोरण और इतिहास,,,, अश्मयुगीन कालीन अधिक जानकारी,,, भावनिक सामाजिक और नैतिक स्तर पर इतिहास का महत्त्व,,,, क्षेत्रभेट,,,, ई कंटेंट,, इतिहास को इंटरैस्टिंग बनाने के लिए महत्वपूर्ण
20. Time management, lesson planing,E content creation,NEP 2020, Ancient India History sculpture.
21. ऐतिहासिक दृष्टिकोण, समस्या निराकरण, शैक्षणिक साधनों का वापर,
22. Architecture,,2 Mythological and ancient map,3 Human origin 4 craft 5 Itihaas ko bacchon ko Kis Tarah Se sikhana chahie, aaj ke Samay Mein Itihaas kya mahatva Rakhta hai, Itihaas padhna Kyon jaruri haimantra
23. Sanchi stupa ki visheshta, puratatva Sthal ko pahchanna, Prachin sthaptya kalayen
24. इतिहास का जीवन में उपयोजन, तंत्रज्ञान, विविध वास्तु कला, संस्कृति का उपयोजन, संग्रहालय का महत्त्व
25. 1.Source and evidence 2.Continuity and change 3. cause and effect 4.significance 5.perspectives 6.empathy and contestability
26. हार्ड वर्क, क्लास रूम टिचिंग में परफेक्ट नेस पाना , नया शैक्षणिक धोरण , टिचर्स पर्सनॅलिटी डेव्हलपमेंट , संशोधन
 - a. Leadership
 - b. Consciousness
 - c. Human nature is consistent
 - d. Importance of evidences
27. Significance of leaders

iii. Indicate 5 strong points of the program.

कार्यक्रम के 5 मजबूत बिंदुओं का संकेत दें

1. आयोजन क्षेत्रीय शिक्षा संस्थान भोपाल द्वारा किया जाना ये ही एक खास बात है । डॉ. संगीता पेठीया मॅडम का कार्यक्रम का कार्यक्रम संयोजन.डॉ. नेहा और प्रिती मॅडम का अध्ययन का तरिका
2. Very knowledgeable resource persons.
3. Very caring host. Dr. Sangeeta Pethiya Madam.

4. All Staff are very supportive
5. Teaching skill
6. Time Management
7. Program management
8. समय सुचकता ,ग्यानी विचारवंतोकी उपस्थिती ,नियोजनबद्ध कार्यक्रम , तंत्रज्ञान का वापर ,क्षमता जानने के बाद क्षमता वृद्धी का प्रयास
9. राष्ट्रप्रेम
10. शिक्षा मे भारतीय इतिहास
11. निसर्ग तथा पर्यावरण
12. पुरातन सभ्यता
13. कॉम्प्युटर का शिक्षा मे उपयोग
14. सुंदर और स्वच्छ परिसर, अभ्यासपूर्ण अधिव्याख्याता Lecture, हने की आरामदायी व्यवस्था., क्षेत्रभेट इतिहास विषय की मुख्य कडी का दर्शन..संपूर्ण Training का बहुत अच्छा संगीता मॅडम का नियोजन.
15. कार्यक्रम की संरचना अच्छी थी
16. रिसोर्स पर्सन काफी अनुभवी थे
17. टाईम मॅनेजमेंट काफी अच्छा था
18. नियोजन बढीया था
19. हमारी क्षमता बढाने मे मददगार
20. प्रशिक्षण देनेवाले तज्ञ थे, जिनके विचार प्रगल्भ थे, नियोजन बढिया था, खाने की और रहनेकी सुविधा अच्छी थी, अध्ययन के लिए वातावरण बढिया था ।
21. Positive aspect. Students' perspective. Objectivity. New learning process.. New Teaching methods
22. Time table, subject selection, faculty was the best and the delivered very good knowledge, archaeological field, historical museum touch to my heart
23. Practical based, exchanging of thoughts , use of technology in teaching history , वादविवाद का महत्व , पारंपारीक तकनीकों का महत्व ।
24. Planning , field visits, activities, map related activities, presentations
25. उत्खनन प्रक्रिया,,, मानव संग्रहालय,,, जनजाती ,, राज्यसंग्रहालय,,,,सांची,,, क्षेत्रभेट,,, डॉक्टर संगीता मॅडम,,, और उनकी पुरी टीमने जो बताया ,,वो बताने बात अच्छा लगा,,,, हमे सोचने को मजबूर कर दिया
26. Well planning, Lesson plan, Time management, Museum visit. Real how to learn History.
27. पुरा प्रोग्राम महिलाओं ने निभाया, नियोजन, हंसते खेलते सिखाया, क्षेत्र भेंट, बड़ा छोटा भेद नहीं
28. Political history, Vedic history, modern history, value education, world history.
29. Puratatv Sthal ki jankari, Sanchi ke stup ki jankari, Prachin sthaptya Kala ki jankari
30. विश्व का जीवन में उपयोग , तंत्रज्ञान, ऐतिहासिक वास्तुए, विविध शास्त्र का उपयोग, ऐतिहासिक स्थल
31. अनुसंधान-आधारित रणनीतिक शिक्षण और शिक्षण अभ्यास सीखें।
32. छात्रों को अपनी खुशी और सफलता की जिम्मेदारी लेने के लिए सशक्त बनाना सीखें।
33. सर्वोत्तम प्रथाओं पर सहकर्मियों के साथ सहयोग कर सकते हैं।
34. व्यावहारिक कक्षा रणनीतियों का अभ्यास करें जिनका उपयोग आप अपनी कक्षा में कर सकते हैं।
35. समझें कि कठिन कॉलेज पाठ्यक्रमों का सामना करने पर कई छात्र वैसा व्यवहार क्यों करते हैं जैसा वे करते हैं।

36. नई शिक्षा प्रणाली का सविस्तर अवलोकन, फिल्ड वर्क या रिसर्च कैसे करे, अध्ययनार्थी केंद्रीत शिक्षा प्रणाली, ई - लर्निंग का उपयोग
37. NCERT राष्ट्र निर्माण में योगदान
38. Well managed, cooperative staff members, positive atmosphere, honoured to meet dignitaries, deep knowledge of History.

Mention 5 weak points of the program

कार्यक्रम के 5 कमजोर बिंदुओं का संकेत दें।

1. कार्यशाला का वकत कमसे कम दस दिन का हो । यह ट्रेनिंग परीक्षा कार्यकाल मे आया इसलिए जादा शिक्षक नही सम्मिलीत हो सके.कार्यक्रम कम से कम 10 दिनों का हो. जीससे जादा सिखनेको मिलेगा.
2. बाकी तो सब बढीया था.अच्छा सिखाने वाले थे.सब अच्छा था. एनसीईआरटी का धन्यवाद जो हमे यह प्रशिक्षण कालावधी मे समाहीत कीया.
3. Kam Samy 2) textbook ka विश्लेषणात्मक 3) राज्य का इतिहास पर चर्च 4) घटना का संबंध 5) न्यू सिलेबस
4. तंत्रज्ञान का Training थोडा और चाहिए था.2.Training और दो दिन होना चाहिए था,और आप लोगो से सिखना बाकी रह गया. 4.Training का पहले है पता होता तो हम लोग हिंदी और अंग्रेजी भाषा का सराव करते .और भी आंतरक्रिया सीखनेऔर सीखाने में सुलभ होता .
5. एन ई पी पे ज्यादा चर्चा
6. जुलै मे ये प्रशिक्षण होना चाहिए, ऐतिहासिक धरोहर को दिखाना शामिल हो, रहनेकी सुविधा के वक्त एटेंच बाथरूम टॉयलेट की सुविधा हो, हर छे महिने के अंतराल मे ये प्रशिक्षण हो, अलग अलग ऐतिहासिक जगह पर या निसर्ग रम्य जगह पर होना चाहिए मगर पढानवाले ऐसेही तज्ञ जन हो/
7. Training should be on vacation.
8. 5 days are very short should be 10 days, training program should be inform before 15 days, there should be one day cultural activity,
9. Time management ,
10. Time (it should be in November),
11. वै से तो कमजोरी कुछ नजर नही आ रहा है लेकिन फिर भी..... कम दिनों मे बहुत सारा हो गया.... एक एक बात एक एक दिन मे अच्छी तरह होती तो और जाडा समझ मे आ जाता.... ऐसे प्रशिक्षण हर साल मे कम से कम एक बार हुए तो उसका ज्यादा फायदा होगा.... हम खुद को अपडेट कर सकेंगे.... ऐसी जगह जैसे मानव संग्रहालय या जनजाती संग्रहालय या टेक्रिकल पार्क यहा पे अगर हमारे स्टूडेंट को आने की परमिशन दे तो क्षेत्रभेट के दौरान हम हमारे स्टूडेंट को यहा ला सकेंगे...धन्यवाद...Thanks
12. NEP 2020 No clear idea,How to work curriculum NEP 2020,Some lecture only lecture method No any PDF share.No any Study material provide,Lack of variotion view in Historical Base.
13. बोर्ड परीक्षा प्रॅक्टीकल महाराष्ट्र, अभ्याक्रम सबका एक नहीं,
14. Shortage of time.

15. 5 दिन की ट्रेनिंग सेशन में कोई कोर बिन्दु नहीं लगे।
16. ट्रेनिंग के लिये पांच दिन का समय पर्याप्त नहीं। और ज्यादा से ज्यादा रिसोर्स पर्सन अलग अलग टॉपिक पर ले सकते हैं। कम से कम 15 दिन का पीजीटी टीचर्स हिस्टरी ट्रेनिंग प्रोग्राम रखना चाहिए। ब्रजभाषा के बारे में और लिपी के बारे में पर्याप्त जानकारी मिल सकती थी ।
17. कम समय की वजह से हम आर्किऑलॉजिकल साईट नहीं देख पाने। पाँच दिन से ज्यादा दिन ट्रेनिंग ये ट्रेनिंग दिसंबर में होना चाहिए
18. ट्रेनिंग का शेड्युल्ड १५ दिन पहले मालूम होना चाहिए ।