

S.C.I.M. GOVT. COLLEGE

AUTONOMOUS

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Tanuku, West Godavari, Andhra Pradesh. AISHE CODE-C-24205

(Affiliated to Adikavi Nannaya University, Rajamahendravaram) An ISO 9001,14001,50001 Institution

**NRC
TANUKU**

**5 DAYS
NON-RESIDENTIAL
TRAINING PROGRAMME**

TRAINING OF TRAINERS (TOT)

HISTORY

SINGLE MAJOR SUBJECT



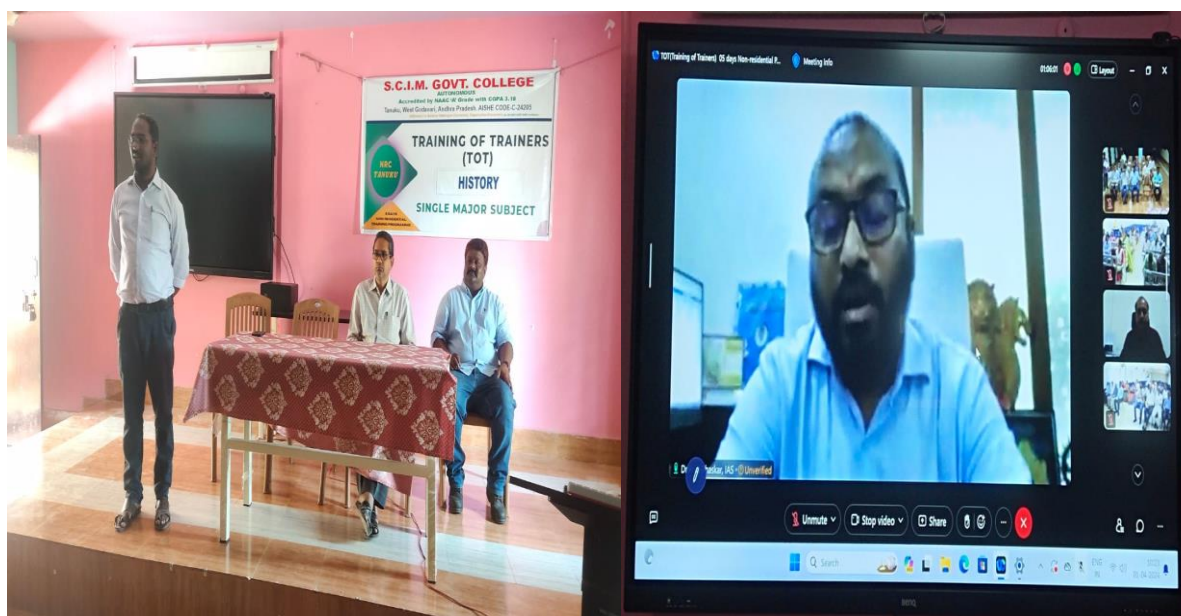
REPORT

DAY-1 (01-04-2024)

SESSION-I- Inaugural Ceremony

The Training of Trainers (TOT) Programme in History, initiated by the Commissionerate Collegiate Education, Andhra Pradesh, has commenced across Nodal Resource Centres (NRCs) in the state. This programme aims to enhance the skills and knowledge of history lecturers and students to adapt to current trends and ensure compatibility with evolving landscape of history education.

Inaugural Session: Commissionerate of Collegiate Education, Dr. Pola Bhasker, inaugurated the programme through online mode, emphasizing its potential benefits for both educators and students. The physical commencement of the programme took place in NRC in Tanuku, where the incharge Principal, R.K.Phanidhar, addressed the gathering, marking the official commencement of the NRC Programme.



Key Participants:

- Dr. Pola Bhasker:** Commissioner of Collegiate Education, spearheading the initiative and emphasizing its significance.
- Dr. P.Anil Kumar:** Officer on Special Duty(OSD), actively involved in the organization and execution of the ToT programme.
- R.Phanidar:** Incharge principal, Tanuku, who initiated the physical commencement of the NRC programme, highlighting its importance at the grassroots level.
- Dr. I.V.Narayana:** Programme coordinator of the ToT of history playing a vital role in structuring and mentoring the training session in NRC Tanuku.
- Sri. B.Ashok and Sri. V.Sivaprakash:** Two additional Key resource persons (KRPs), contributing their expertise and insights to enrich the programme.

SESSION-II

Indian Knowledge systems: Glimpses from Ancient Indian Science & Technology

-A lecture by **Prof. Nandini Sinha Kapoor**

This session is aimed to review and discuss the teaching of Indian knowledge systems, particularly focusing on insights from ancient Indian science and technology.

During this session prof. Nandini Sinha Kapoor covered various aspects of Indian knowledge system, such as **Astronomy, Mathematics, Medicine, and Engineering**. It aims to showcase the depth of knowledge and advancements achieved by ancient Indian civilizations, shedding light on their contributions to global knowledge systems.

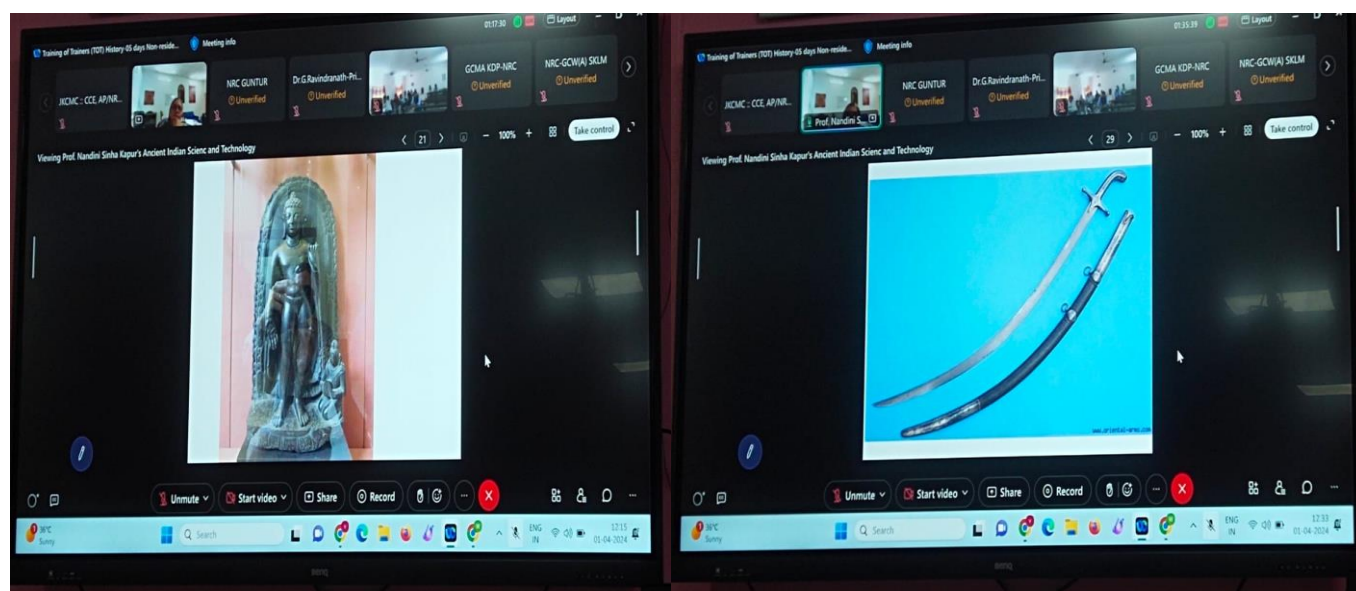
1.Exploration of Ancient Indian Science: Prof. Nandini Sinha Kapoor's course delves into the rich heritage of ancient Indian scientific achievements, offering a comprehensive understanding of various scientific disciplines practiced in ancient India.

2.Integration of Interdisciplinary Perspectives: The course adopts an interdisciplinary approach by integrating insights from history, archaeology, anthropology, and philosophy to contextualize the development of Indian knowledge systems.

3.Engagement with Primary Sources: She said that students should be engage directly with primary sources such as ancient texts, manuscripts, and archaeological findings. This hands-on approach fosters critical thinking skills and enables students to analyze and interpret historical evidence within its cultural and historical context.

4.Promotion of Cultural Heritage Awareness: The course serves as a platform for promoting awareness and appreciation of India's cultural heritage and scientific legacy among students.

Overall Prof. Nandini Sinha Kapoor's session is so informative and Participants appreciated the emphasis on exploring contributions of ancient Indian scholars to fields such as mathematics, astronomy, medicine, and metallurgy.



SESSION-III

Exploring Local/Regional History: Approaches and Challenges by **Dr. Ajith Kumar Sahoo**

Introduction: Dr. Ajith Kumar Sahoo highlighted the importance of understanding local contexts, utilizing interdisciplinary approaches, and engaging with diverse sources such as oral histories, archives, and archaeological findings. He discussed challenges such as **accessing marginalized voices, navigating biases in historical records, and the impact of globalization on local histories.**

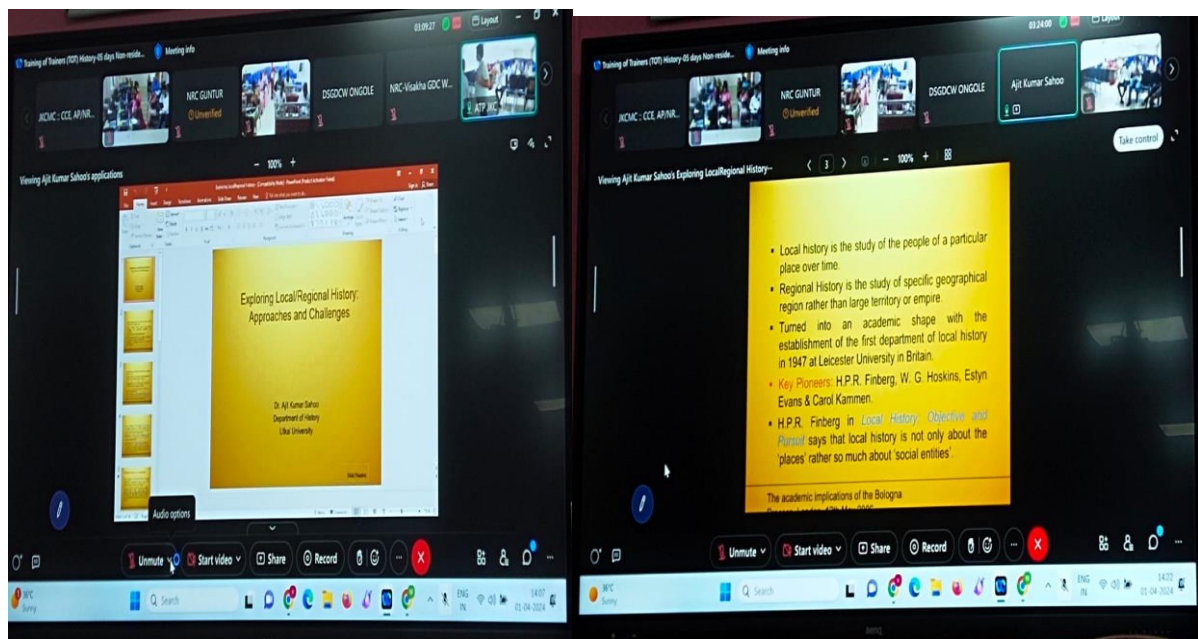
1.Emphasis on Local/Regional Perspectives: Dr. Sahoo's course underscores the significance of studying local and regional history as a means to understand broader historical processes and developments.

2.Integration of Multiple Methodologies: The course incorporates a variety of methodological approaches, including archival research, oral history interviews, ethnographic studies, and fieldwork.

3.Engagement with Community Partners: Dr. Ajith states that the community members, local historians, and cultural institutions play key role in the teaching process. Collaborative projects and partnerships with community stakeholders enrich students' learning experiences and facilitate the documentation and preservation of local heritage.

4.Challenges in Teaching Local/Regional History: Dr. Ajith Kumar Sahoo shared strategies for addressing these challenges, such as leveraging digital technologies for archival research and fostering respectful and reciprocal relationships with community partners.

Overall, Dr. Sahoo's session useful for the participants to understand the value of regional histories. Participants noted the value of this interdisciplinary approach in providing a holistic understanding of local and regional histories and inculcating critical research skills among students.



SESSION-IV

Methodology of History by -Sri. B.Ashok

Introduction:

Mr. Ashok (KRP) delivered an insightful lecture on the Methodology of History. This session covers the fundamental approaches and techniques utilized in the study and interpretation of historical events and phenomena. It delves into the various methodologies employed by historians to analyze sources, construct narratives, and interpret the past.

1. Historiography Overview: He began by providing an overview of historiography, emphasizing its evolution over time. He discussed how historical methodologies have evolved from traditional narratives to more inclusive and interdisciplinary approaches.

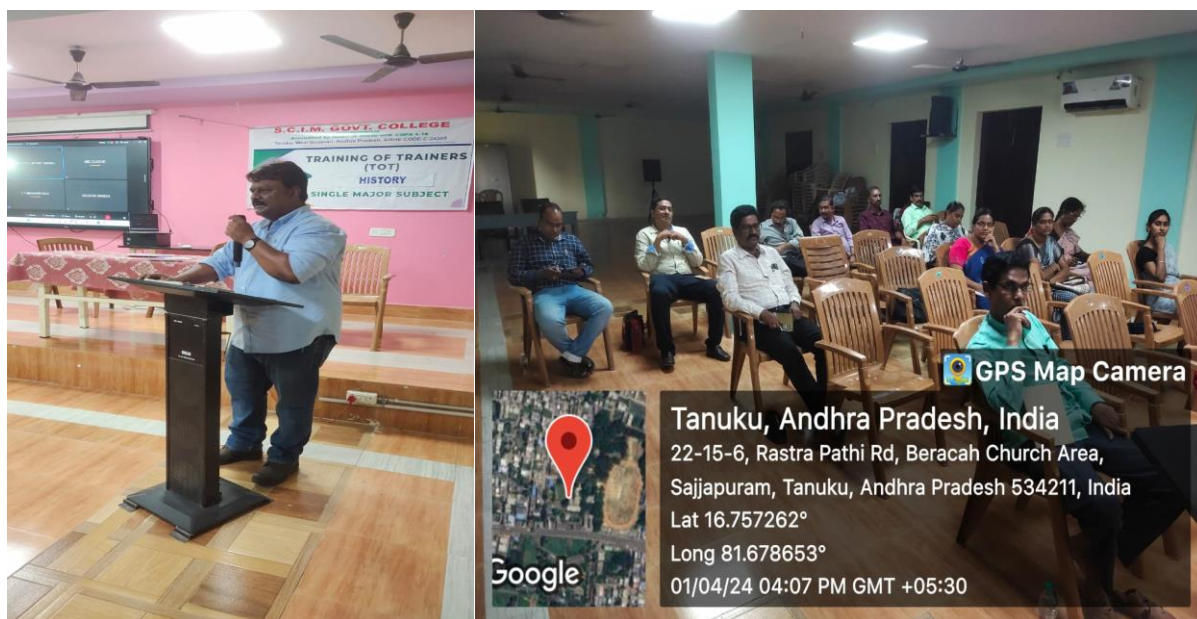
2. Primary and Secondary Sources: The session delved into the distinction between primary and secondary sources in historical research. He highlighted the importance of critically analyzing both types of sources to construct well-rounded historical narratives.

3. Interpretative Frameworks: One of the focal points was the significance of interpretative frameworks in historical analysis. He elaborated on different frameworks such as Marxist, feminist, postcolonial, and cultural approaches, emphasizing how they shape historians' interpretations of the past.

4. Methodological Challenges: The session also addressed methodological challenges encountered by historians. Ashok discussed issues related to bias, authenticity, and the interpretation of conflicting sources. He emphasized the need for historians to navigate these challenges ethically and rigorously.

5. Interdisciplinary Perspectives: Another key aspect highlighted was the value of interdisciplinary perspectives in historical research. Ashok discussed how insights from fields such as anthropology, sociology, and literary studies enrich historical scholarship, enabling historians to offer more nuanced interpretations.

Overall lecture encourages participants to **critically engage with historical sources, interpretations, and methodologies in their own research and analysis.**



DAY-2 (02-04-2024)

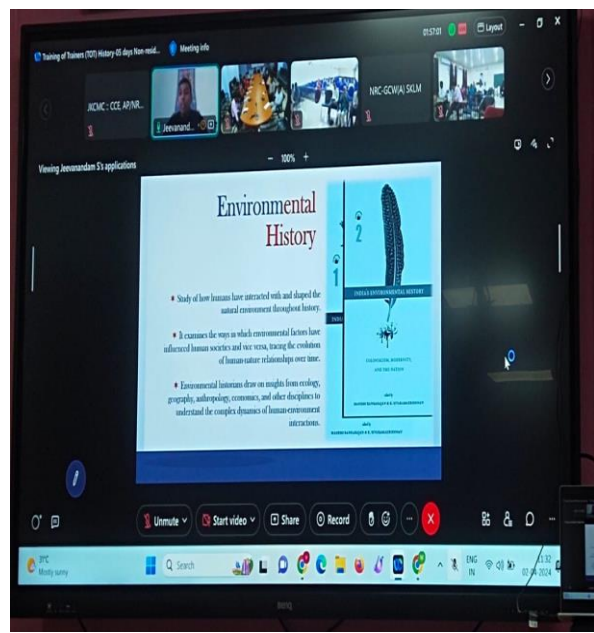
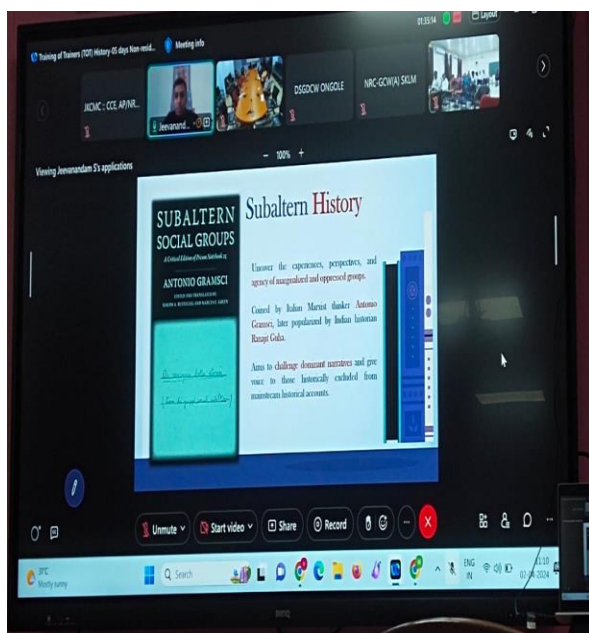
SESSION-I

Trends in History: An Over view by Dr. Jeevanandam, CWS, JNU

Introduction:

Professor Jeevanandam's session offers an insightful examination of historical trends, delving into various key themes, methodologies, and developments in the field of history. From comparative analysis to gender history, the session promises a comprehensive understanding of the diverse approaches employed in historical research.

1. **Comparative Analysis:** The session likely emphasizes the significance of comparative analysis in historical studies. By juxtaposing different historical contexts, comparative analysis enables historians to identify patterns, similarities, and differences across cultures, societies, and time periods
2. **Oral History:** Oral history, as a methodology, provides a unique perspective by capturing personal narratives and lived experiences. Through interviews and testimonies, historians can access marginalized voices and perspectives often absent from traditional historical sources.
3. **Subaltern History:** Subaltern history focuses on the experiences of marginalized and oppressed groups, challenging mainstream historical narratives that often prioritize the perspectives of the powerful.
4. **Gender History:** Gender history examines the roles, experiences, and identities of women and men within historical contexts. By analyzing gender dynamics, historians uncover how power structures shape social relations and shape historical processes.
5. **Postcolonial History:** Postcolonial history critically examines the legacies of colonialism and imperialism, interrogating the enduring effects of colonial domination on societies and cultures worldwide.



SESSION-II

Single Major System: Issues-Challenges and Solutions by Dr. V. Raj Mahammadh

Introduction:

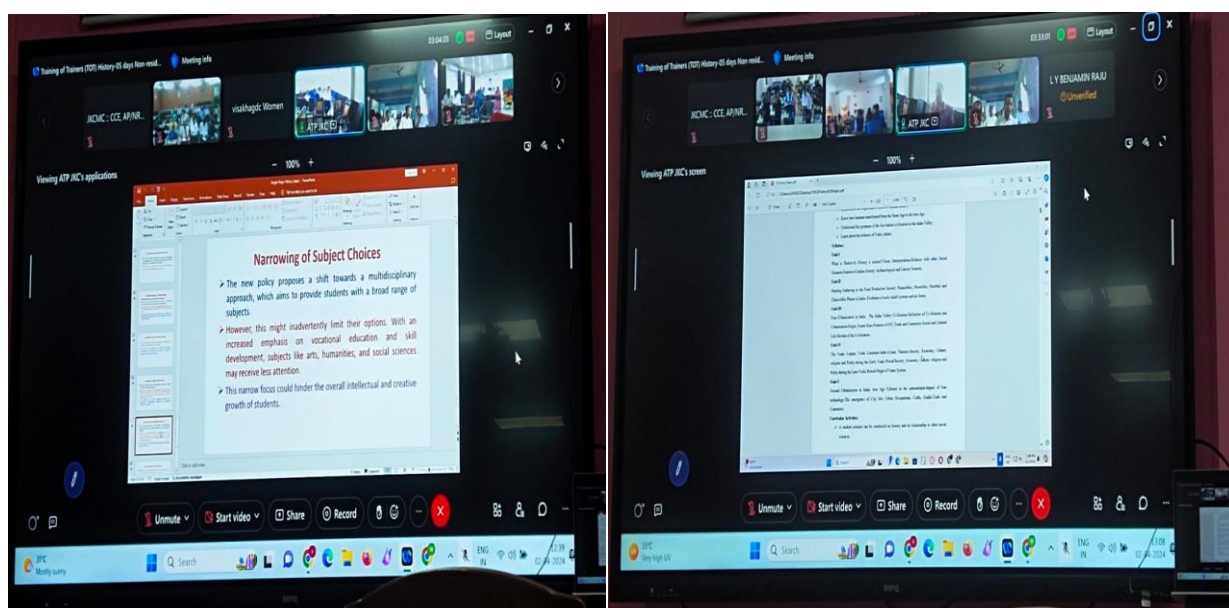
In his session, Raj Mahammadh delves into the intricacies of the Single Major System, addressing the various issues and challenges associated with this educational model while offering insightful solutions to overcome them. By critically analyzing the strengths and weaknesses of the Single Major System, participants gain a nuanced understanding of its implications for educational institutions and students.

Overview of the Single Major System: Mr. Raj Muhammadh likely begins by providing an overview of the Single Major System, a prevalent educational structure in many academic institutions. Under this system, students typically choose one primary field of study for their degree, focusing their coursework and academic pursuits within that discipline.

Issues and Challenges: The session likely identifies several key issues and challenges inherent in the Single Major System. These may include:

- 1. Narrow Specialization:** One of the primary concerns is the potential for narrow specialization, limiting students' exposure to interdisciplinary perspectives and holistic learning experiences.
- 2. Limited Flexibility:** The rigid structure of the Single Major System may restrict students' ability to explore diverse interests or pursue secondary areas of study.
- 3. Career Preparedness:** Critics may argue that a singular focus on one major may not adequately prepare students for the complexities of the modern workforce, where interdisciplinary skills and versatility are often valued.
- 4. Underutilization of Resources:** The concentration of resources and faculty expertise within specific departments or disciplines may result in underutilization or neglect of other academic areas.

Overall, Raj Mahammadh's session on the Single Major System provides a comprehensive examination of its issues, challenges, and potential solutions. By fostering critical dialogue and offering practical recommendations, participants gain valuable insights into optimizing educational structures to better meet the needs of students in the twenty-first century.



SESSION-III

New Researches in Early Modern Indian History by Dr. Mayank Kumar

Introduction:

Dr. Mayank Kumar's session offers a deep dive into recent scholarly investigations and methodologies employed in the study of early modern Indian history. Focusing on the period from the late medieval era to the pre and post-colonial periods, the session explores key themes and challenges in understanding this dynamic and transformative period of Indian history.

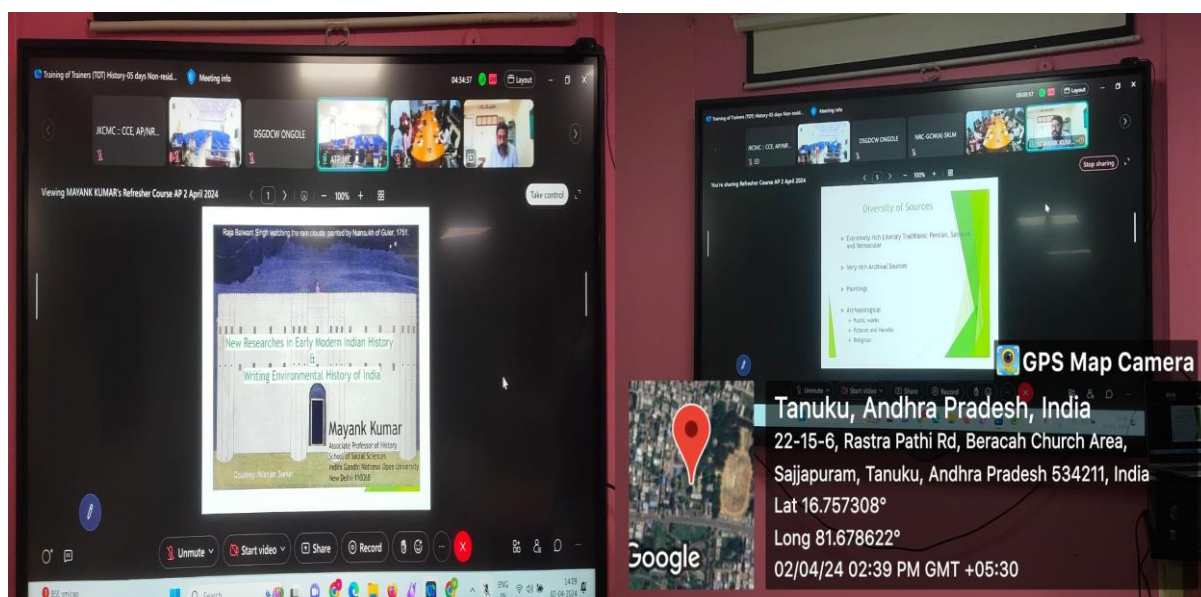
1.Problems of Periodisation: One of the central topics of discussion in Dr. Mayank Kumar's session is the challenge of periodization in early modern Indian history. Participants likely engage in critical dialogue surrounding the conventional periodization schemes and the need for more nuanced approaches that account for regional variations, cultural dynamics, and historical contingencies.

2.Diversity of Sources: This session emphasizes the rich diversity of sources available for studying early modern Indian history. Dr. Mayank Kumar likely highlights the importance of interdisciplinary approaches, drawing upon a wide range of sources including archaeological evidence, administrative documentation, literary texts, oral traditions, and material culture to reconstruct the socio-cultural, economic, and political landscapes of the period.

3.Archaeological Evidence: Archaeological investigations play a crucial role in uncovering the material remains of early modern Indian societies. Dr. Mayank Kumar's session likely explores how archaeological findings contribute to our understanding of urbanization, trade networks, technological innovations, religious practices, and societal transformations during this period.

4.Administrative Documentation: Administrative records and documents provide valuable insights into the political organization, governance structures, and socio-economic conditions of early modern Indian societies.

5.Environmental History: Dr. Mayank Kumar likely discusses how environmental factors, such as climate change, ecological degradation, agrarian practices, and natural disasters, shaped human interactions, livelihood strategies, and socio-political dynamics in the region.



SESSION-IV

Experimental Learning by -V. Sivaprakash

Introducing:

Mr. Sivaprakash's session on experimental learning in teaching history offers educators a rich toolkit of interactive and engaging methods to bring historical topics to life in the classroom.

1. Roleplay: Sivaprakash likely emphasizes the use of role play as a powerful tool for historical engagement. By assuming the roles of historical figures or participating in historical scenarios, students gain firsthand insight into the perspectives, motivations, and challenges faced by individuals in the past.

2. Simulation Games: Sivaprakash likely introduces educators to a variety of historical simulation games that simulate historical conflicts, political negotiations, economic systems, and societal dynamics. These games promote strategic thinking, problem-solving, and historical empathy, fostering deeper engagement with complex historical narratives.

3. Primary Sources Analysis: This session guide educators in developing strategies for incorporating primary sources, such as documents, artifacts, photographs, and oral histories, into classroom activities. Analyzing primary sources enables students to critically evaluate historical evidence, construct historical arguments, and develop research skills essential for historical literacy.

4. Field Visits: Field visits provide opportunities for students to engage directly with historical sites, museums, archives, and cultural institutions. Field visits offer multi-sensory experiences, allowing students to contextualize their learning within physical spaces and encounter tangible traces of history firsthand.

5. Digital Projects: Digital projects offer innovative avenues for historical exploration and presentation. This session introduced educators to digital tools and platforms for creating multimedia projects, interactive timelines, digital exhibitions, and virtual tours. These projects enable students to harness technology to explore historical topics, collaborate with peers, and communicate their findings in creative and engaging ways.



DAY-3 (03-04-2024)

SESSION-I

Archaeology as a Source for History& Trends by Prof. K.P. Rao, HCU

Introduction:

Prof. K.P. Rao's session delves into the significance of archaeology as a source for history and explores emerging trends in archaeological research. By examining archaeological findings and methodologies, the session illuminates the ways in which archaeology enriches our understanding of the past and complements traditional historical sources.

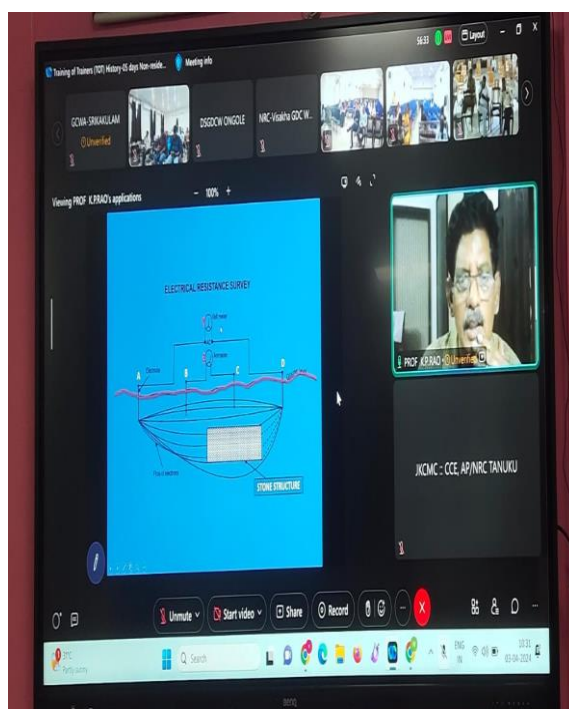
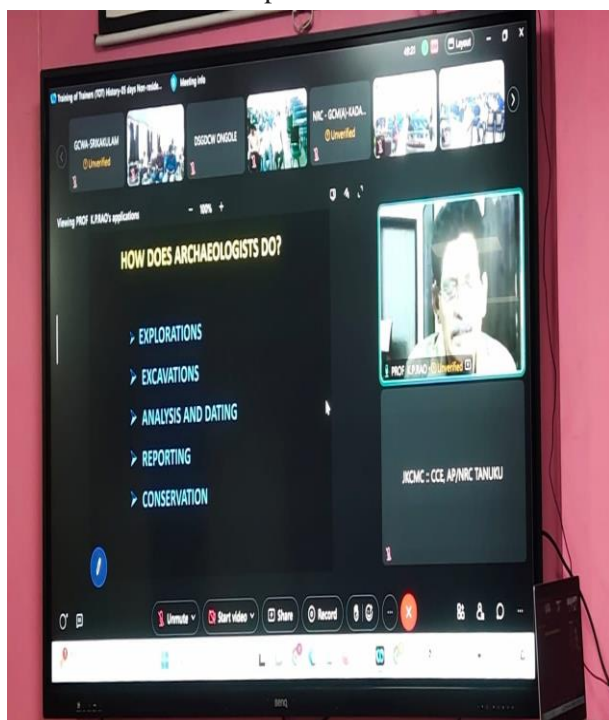
1.Interpretative Approaches: This session likely examines various interpretative approaches employed in archaeological research, including processual, post-processual, and phenomenological perspectives. Prof. K.P. Rao may discuss how different theoretical frameworks shape archaeological interpretations and influence the narratives constructed about the past.

2.Multidisciplinary Collaborations: Archaeology often involves multidisciplinary collaborations with disciplines such as anthropology, geography, geology, and environmental science.

3.Technological Advancements: Advancements in technology have revolutionized archaeological practice, enabling researchers to employ remote sensing, GIS (Geographic Information Systems), LiDAR (Light Detection and Ranging), and 3D modelling techniques. The session likely explores how these technologies enhance data collection, analysis, and visualization in archaeology, opening new avenues for research and interpretation.

4.Public Engagement and Heritage Management: He discussed the growing importance of public engagement and heritage management in archaeology. Archaeological sites serve as repositories of cultural heritage, and their preservation and interpretation are essential for fostering public appreciation and stewardship of the past.

Overall, the session explained the various research methods undertaken by the Department of Archaeology. This left the participants spell bound. Various scientific and technical methods entertained the Participants.



SESSION-II

History opportunities & Fellowships by Sri.V.Sivaprakash (KRP)

Introduction:

Mr. Sivaprakash's session on history opportunities and fellowships provides valuable guidance and resources for historians seeking to advance their careers, pursue research interests, and engage in professional development.

Highlights of the session:

- 1.Academic Positions:** Mr. Sivaprakash likely discussed academic positions available to historians in colleges, universities, and research institutions. Participants gain insights into the academic job market, application processes, and strategies for securing tenure-track positions, adjunct roles, and postdoctoral fellowships.
- 2.Research Grants:** This session likely covers research grants and funding opportunities for historians pursuing scholarly projects. Sivaprakash, provided information on funding agencies, grant application procedures, and tips for crafting competitive grant proposals. Participants learn how to identify suitable funding sources and leverage financial support for research endeavours.
- 3. Public History and Museum Opportunities:** The session may explore opportunities for historians to engage with public history initiatives, museums, heritage organizations, and cultural institutions. Sivaprakash may discuss career paths in public history, exhibition development, archival work, education programs, and community outreach. Participants learn about internship opportunities, job openings, and networking strategies in the public history sector.
- 4. Publishing Opportunities:** This session highlight publishing opportunities for historians seeking to disseminate their research findings and contribute to scholarly discourse. Participants gain insights into academic publishing outlets, including journals, book publishers, and digital platforms. The session may also address strategies for manuscript preparation, submission, and navigating the publication process.

Overall, the session by highlighting various opportunities and fellowships available in the field of history, the session equips participants with the knowledge and tools necessary to navigate the diverse landscape of historical scholarship and employment.

The screenshot shows a PowerPoint presentation with two slides visible. The left slide, titled 'A. Central Govt. Job Opportunities', contains a pyramid diagram with four levels of job opportunities. The right slide, titled 'Fellowships', lists six types of fellowships. The presentation is displayed in a window titled 'Sivaprakash' with a standard Windows taskbar at the bottom showing the date as 28-04-2024.

A. Central Govt. Job Opportunities

- There are many jobs in Central Govt.
- UPSC Civil Services- IAS/IPS/IRS etc
- SSC Jobs
- Indian Railways (Accounts Service/Traffic Service/Clerks/ Ticket Collector/Station Master/Apprentices) etc

Fellowships

- Full Bright-USA
- Minor Research Projects
- Major Research Grants
- Common wealth Scholarships
- Australia Scholarships
- China Scholarships-Many

SESSION-III

Multidisciplinary in Social Science Research by Dr. Abhimanyu Singh Arha CHS, JNU, New Delhi

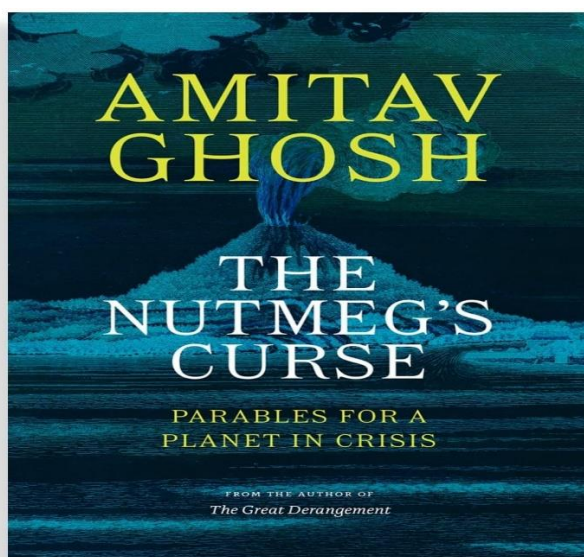
Introduction:

The session led by Abhimanyu Singh Arha provided an insightful exploration into the realm of multidisciplinary approaches within social science research. Arha, renowned for his expertise in interdisciplinary studies, delved into the significance, challenges, and methodologies associated with conducting research that bridges diverse fields within the social sciences.

Highlights of the session:

1. Professor Arha delivered an engaging session focusing on environmental history within the framework of multidisciplinary approaches to social science research. The session specifically examined the ivory trade during the medieval period and drew parallels with themes explored in Amitav Ghosh's book "The Nutmeg's Curse."
2. Environmental History of the Medieval Ivory Trade: Professor Arha began by contextualizing the medieval ivory trade (Elephant and Walrus) within its environmental and socio-economic dimensions. He explored how the demand for ivory in Europe drove extensive trade networks linking Africa, Asia, and Europe during the medieval period. Through an environmental history lens, he examined the ecological impacts of ivory extraction on elephant populations and the broader ecosystems of Africa.
3. Literary Exploration: Amitav Ghosh's "The Nutmeg's Curse": Professor Arha introduced Amitav Ghosh's book "The Nutmeg's Curse" and its thematic exploration of colonialism, environmental exploitation, and global trade networks. He drew parallels between the ivory trade discussed in the medieval context and the themes of resource extraction and ecological degradation depicted in Ghosh's work set in the colonial era.
4. Interdisciplinary Approaches: This session emphasized the importance of interdisciplinary approaches in understanding complex historical and environmental phenomena. He encouraged attendees to integrate insights from history, ecology, economics, literature, and other disciplines to gain a comprehensive understanding of socio-environmental issues.

Overall, Professor Arha's session provided attendees with a thought-provoking exploration of environmental history within the context of multidisciplinary approaches to social science research.



SESSION-IV

Class Room Management and Teaching Strategies in History by Mr. B. Ashok (KRP)

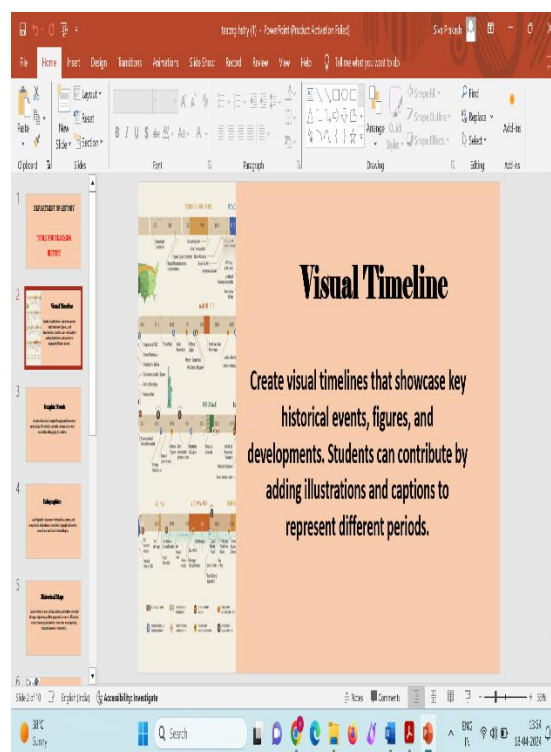
Introduction:

Mr. Ashok delivered an insightful session focusing on classroom management techniques and effective teaching strategies specifically tailored for history educators.

Highlights of the session:

- 1.Importance of Classroom Management:** Mr. Ashok emphasized the crucial role of effective classroom management in fostering conducive learning environments for history students. He highlighted the significance of establishing clear expectations, maintaining discipline, and promoting positive student interactions to maximize engagement and academic achievement.
- 2. Creating Engaging Learning Environments:** The session explored various strategies for creating engaging history classrooms that stimulate curiosity and critical thinking. Ashok discussed the importance of incorporating multimedia resources, primary sources, and interactive activities to bring historical events and concepts to life. He emphasized the value of using storytelling techniques and real-world examples to make history relevant and relatable to students' lives.
- 3.Incorporating Technology:** The session explored the role of technology in enhancing history education and engaging students in active learning experiences. Ashok introduced various digital tools and resources, such as virtual field trips, multimedia presentations, and online simulations, to supplement traditional teaching methods and enrich students' understanding of historical concepts.

Overall, Mr. Ashok's session provided participants with valuable insights into classroom management strategies and teaching approaches specifically tailored for history education. Attendees gained practical tools and ideas to create engaging learning environments, promote historical inquiry, and foster students' passion for the study of history.



DAY-4 (04-04-2024)

SESSION-I

**Happiness, History and Puff of Daily Life in Indian Culture by
- Prof. Farhat Nasrin, Jamia Millia, Delhi**

Introduction:

Professor Farhat Nasrin delivered an engaging session exploring the intersection of happiness, history, and everyday life in Indian culture. The session aimed to delve into historical perspectives on happiness and examine how cultural practices and traditions contribute to the pursuit of happiness in the context of daily life in India.

Highlight of the Session:

1. **Historical Perspectives on Happiness:** Professor Nasrin provided a historical overview of conceptions of happiness in Indian thought and philosophy. She explored how ancient Indian scriptures and texts, such as the Vedas, Upanishads, and Bhagavad Gita, have addressed the concept of happiness and its attainment through spiritual and ethical practices.
2. **Cultural Practices and Traditions:** The session delved into the rich tapestry of cultural practices and traditions in Indian society that contribute to the pursuit of happiness in daily life. Professor Nasrin discussed rituals, festivals, and social customs that play a significant role in fostering community bonds, promoting well-being, and cultivating a sense of joy and contentment among individuals.
3. **The Puff of Daily Life:** She highlighted the significance of embracing life's simple pleasures, moments of connection with others, and acts of kindness and compassion as sources of happiness amidst the complexities of modern living.
4. **Psychological Insights:** Professor Nasrin integrated psychological insights into the discussion, exploring the relationship between happiness, subjective well-being, and cultural factors. She highlighted research findings on the role of social relationships, gratitude, and mindfulness in promoting happiness and resilience in individuals, drawing connections to Indian cultural values and practices.

Overall, Professor Farhat Nasrin's session provided attendees with a thought-provoking exploration of happiness, history, and the nuances of daily life in Indian culture. Participants gained a deeper understanding of the multifaceted nature of happiness and its significance in shaping individual and collective well-being within Indian society.



SESSION-II

UGC Care list Journals & Scopus Journals lecture by **Dr. V. Raj Mahammadh**

Introduction:

Dr. Raj Mahammadh, an esteemed expert in academic publishing, delivered an enlightening session on the significance and nuances of UGC Care List Journals and Scopus Journals. The session aimed to educate attendees about the importance of publishing in reputable journals indexed by UGC Care and Scopus, as well as the criteria for selection and the benefits associated with each.

Highlights of the session:

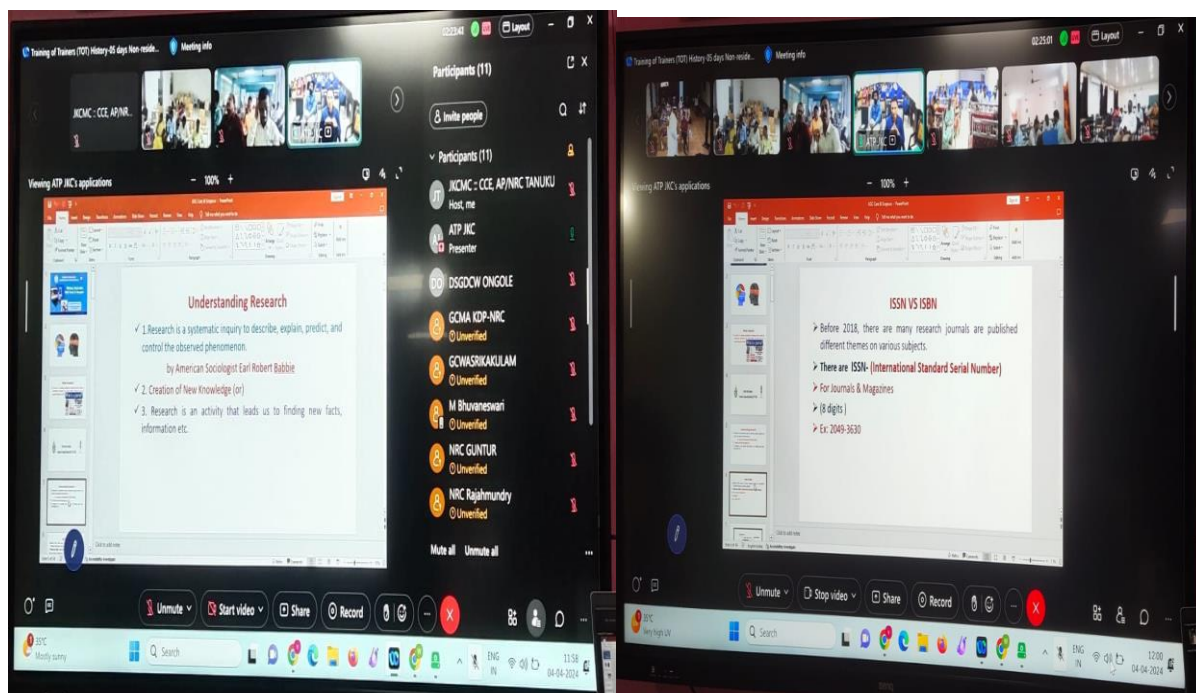
1.Understanding UGC Care List Journals:

- Raj began by elucidating the UGC Care List, explaining its role in the Indian academic landscape as a curated list of high-quality journals across various disciplines.
- He highlighted the rigorous selection process undertaken by the University Grants Commission (UGC) to include journals in this list, emphasizing the criteria of quality, academic rigor, and reputation.

2.Exploring Scopus Journals:

- Transitioning to Scopus Journals, Raj delineated the significance of Scopus as one of the largest abstract and citation databases covering a wide range of academic disciplines.
- He discussed the stringent evaluation process employed by Scopus to index journals, focusing on factors such as peer review, citation frequency, and international diversity.
- He underscored the benefits of publishing in Scopus-indexed journals, including global visibility, increased citations, and potential collaborations with researchers worldwide.

Overall, Raj Mahammadh's session on UGC Care List Journals and Scopus Journals provided attendees with valuable insights into the significance, selection criteria, and benefits associated with publishing in reputable academic journals.



SESSION-III

Holistic Development of Students A lecture by Prof. G.P.S.V.S.D.Nagendrarao

Introduction:

Prof. Nagendra Rao's session aimed to underscore the importance of nurturing students' intellectual, emotional, social, and physical well-being to foster their overall growth and success.

Highlights of the Session:

1.Understanding Holistic Development:

- Prof. Nagendra commenced the session by defining holistic development as an approach that acknowledges the interconnectedness of various aspects of a student's life, including cognitive, emotional, social, and physical dimensions.
- He emphasized the significance of addressing the whole student rather than focusing solely on academic achievements, stressing the role of education in shaping well-rounded individuals.

2.Intellectual Development:

- Nagendra highlighted strategies to promote intellectual development, including fostering critical thinking, problem-solving skills, creativity, and a love for learning.
- He encouraged participants to design engaging and interdisciplinary curriculum that stimulates students' curiosity and encourages exploration of diverse perspectives.

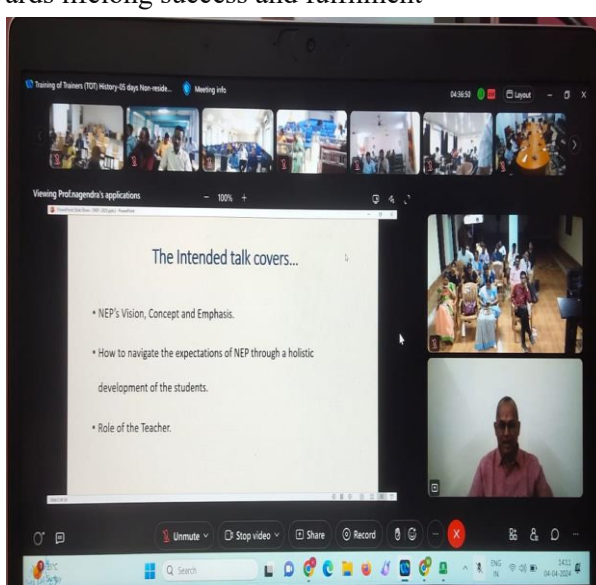
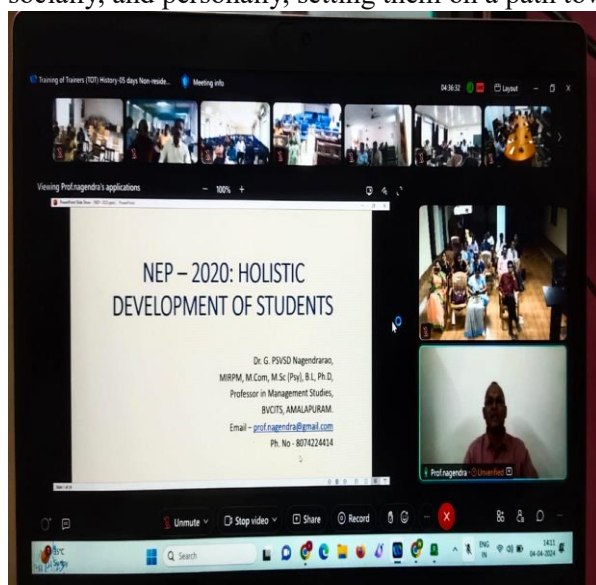
3.Emotional and Social Development:

- Transitioning to emotional and social development, Nagendra underscored the importance of creating a supportive and inclusive learning environment where students feel valued, respected, and safe to express themselves.
- He discussed the role of social-emotional learning (SEL) programs in teaching students essential life skills such as empathy, resilience, communication, and conflict resolution.

4.Physical Development:

- Nagendra addressed the significance of promoting physical well-being among students through regular physical activity, healthy lifestyle choices, and access to nutritious meals.
- He advocated for the integration of physical education and extracurricular activities into the school curriculum to encourage students to lead active and balanced lifestyles.

Overall, Nagendra's session on the holistic development of students provided educators with valuable insights into the multifaceted nature of student growth and the importance of addressing their intellectual, emotional, social, and physical needs. By adopting holistic development approaches, educators can create nurturing learning environments that empower students to thrive academically, socially, and personally, setting them on a path towards lifelong success and fulfilment



SESSION-IV

Pedagogy Tools and Effective History Teaching Techniques by Mr. V. Sivaprakash

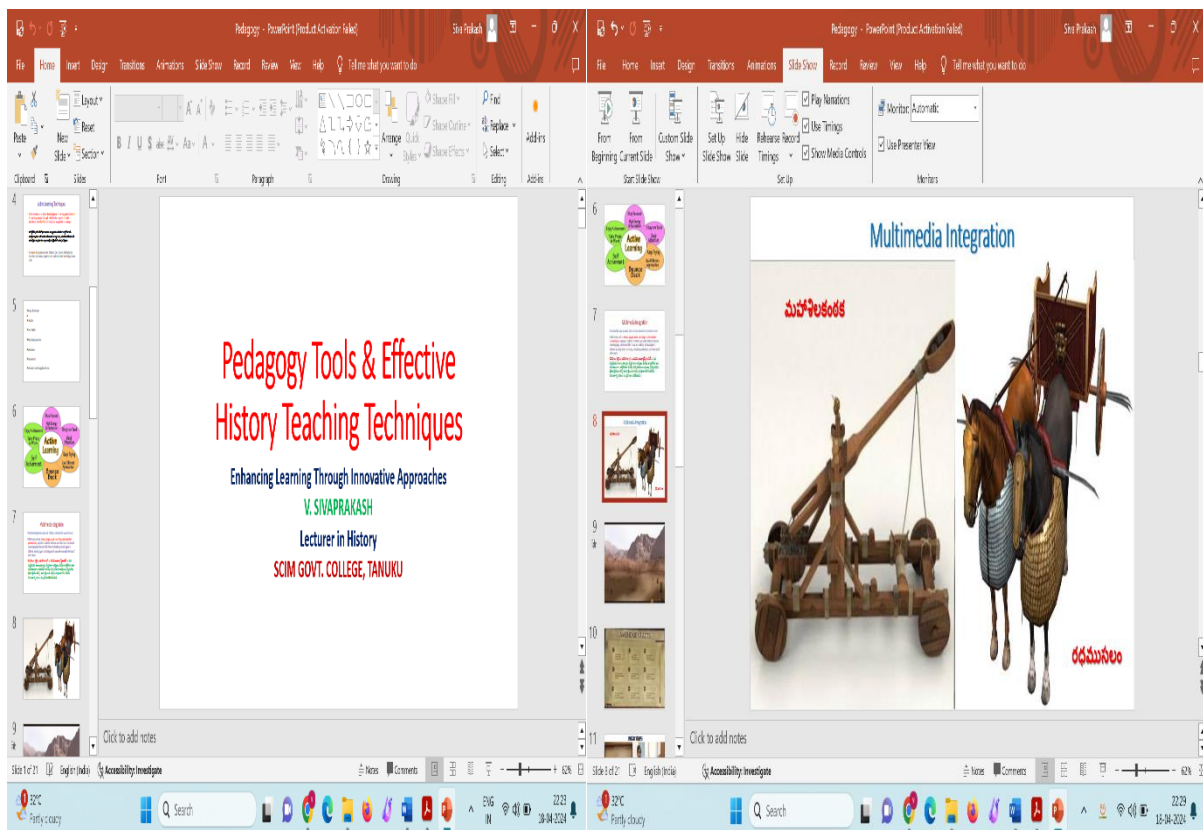
Introduction:

Mr. Sivaprakash, an esteemed educator and history enthusiast, delivered an insightful session on "Pedagogy Tools and Effective History Teaching Techniques." The session aimed to equip fellow educators with innovative strategies and resources to engage students effectively in the study of history, fostering critical thinking, analytical skills, and a deeper understanding of the past.

Highlights of the Session:

- Importance of Pedagogy Tools:** Mr. Sivaprakash discussed various pedagogical approaches, including inquiry-based learning, project-based learning, multimedia resources, and educational technology platforms, to cater to diverse learning styles and interests.
- Utilizing Multimedia Resources:** He highlighted the value of multimedia resources, such as documentaries, virtual tours, primary source archives, and historical simulations, in bringing history to life.
- Incorporating Primary Sources:** He underscored the importance of incorporating primary sources, including documents, artifacts, maps, and oral histories, into history lessons to provide authentic and firsthand perspectives on the past.
- Promoting Inquiry-Based Learning:** Addressing pedagogical approaches, Sivaprakash advocated for inquiry-based learning as a powerful method for promoting critical thinking and historical inquiry skills among students.

The session gave outstanding information about pedagogical tools and other multimedia features in teaching history. Overall, participants found his session incredibly valuable, and they look forward to implementing some of the strategies he shared in his own teaching practice."



DAY-5 (06-04-2024)

SESSION-I

Between Myths, Monuments and Methods: Exploring the Gupta Temples in Ancient India by Dr. Aparajitha Bhattacharya, CHS, JNU

Introduction:

Dr. Aparajitha, a distinguished scholar in ancient Indian history and architecture, delivered an enlightening session titled "Between Myths, Monuments, and Methods: Exploring the Gupta Temples in Ancient India."

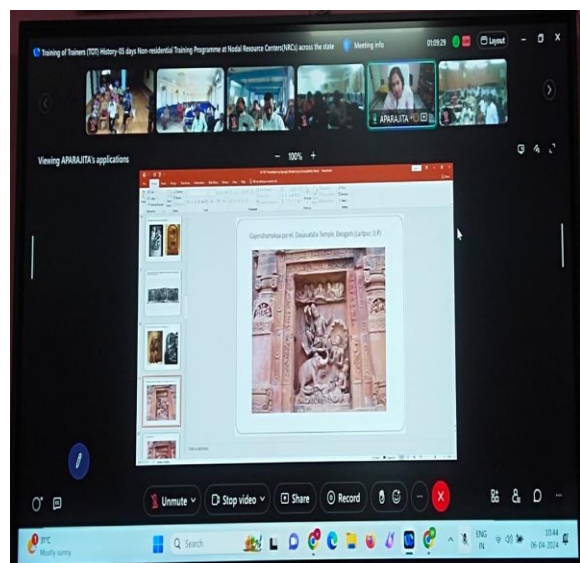
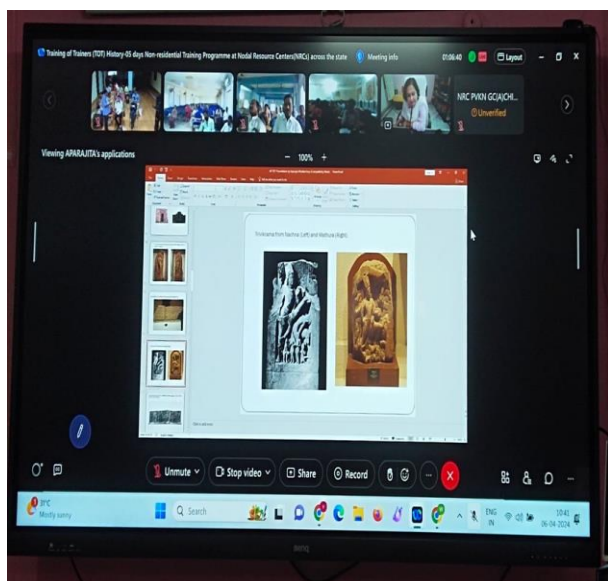
Highlights of the Session:

1. **Historical Context:** Dr. Aparajitha provided a comprehensive overview of the Gupta period (4th to 6th centuries CE), highlighting its significance as a golden age of Indian civilization characterized by artistic and intellectual flourishing. She elucidated the socio-political context of the Gupta dynasty and its patronage of temple construction, emphasizing the interplay between religious beliefs, royal patronage, and architectural innovation.

2. **Architectural Features:** Transitioning to Gupta temples, Aparajitha explored their distinctive architectural features, including the use of sandstone, elaborate carvings, ornate shikharas (spires), and intricately sculpted pillars and doorways. She analyzed the symbolic significance of Gupta temple architecture, drawing connections to Hindu mythology, cosmology, and religious practices reflected in temple layouts, iconography, and sacred rituals.

3. **Construction Techniques:** She discussed the role of guilds (shrenis) and skilled artisans in temple construction, as well as the use of mathematical principles and architectural treatises to achieve structural stability and aesthetic harmony.

Overall, Dr. Aparajitha's session on "Between Myths, Monuments, and Methods: Exploring the Gupta Temples in Ancient India" offered attendees a captivating journey through the architectural marvels of the Gupta period. By elucidating the historical context, architectural features, construction techniques, and legacy of Gupta temples, Aparajitha deepened attendees' understanding of India's rich cultural heritage and the enduring significance of its architectural treasures.



SESSION-II

Cinema and History: An Over View by Dr. Manoj Sharma, CHS, JNU

Introduction:

Dr. Manoj Sharma, a renowned scholar in film studies and history, delivered an insightful session titled "Cinema and History: An Overview." The session aimed to explore the intricate relationship between cinema and historical representation, examining how filmic narratives shape our understanding of the past.

Highlights of the Session:

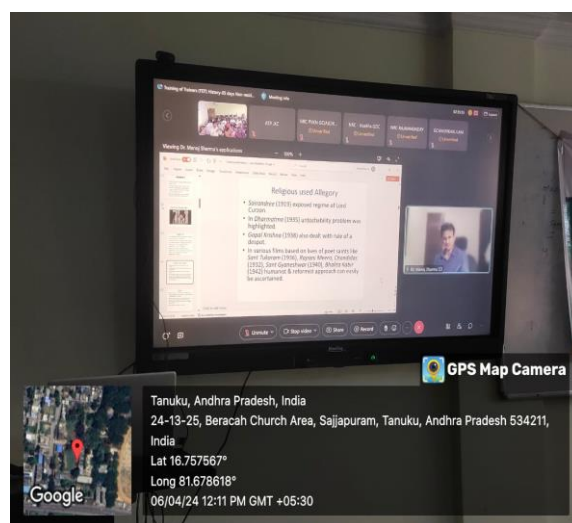
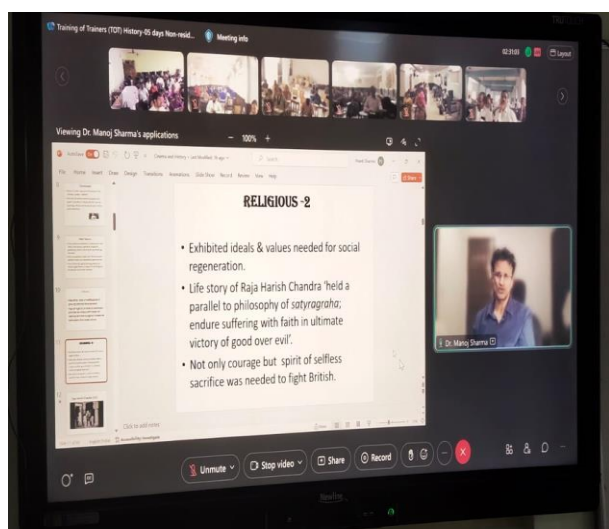
1. **Interdisciplinary Intersection:** Manoj Sharma elucidated the interdisciplinary nature of the relationship between cinema and history, highlighting how films serve as both reflections of historical contexts and mediums for constructing narratives about the past. He emphasized the role of filmmakers as interpreters of history, navigating the complexities of representation, memory, and cultural identity through cinematic storytelling.

2. **Religious:** He mentioned cinemas exhibited ideals and values needed for social regeneration. Life Story of Raja Harish Chandra held a parallel to philosophy of satyagraha; endure suffering with faith in ultimate victory of good over evil.

3. **Historical Movies:** "Sikandar" is a historical epic that portrays the life and conquests of Alexander the Great.

- While the focus is primarily on Alexander's military campaigns and imperial ambitions, the film also touches upon themes of power, conquest, and cultural exchange.
- "Sairandhri" is considered one of the earliest silent films in Indian cinema. The film is based on the character of Draupadi from the Indian epic Mahabharata, focusing on her experiences during the exile period in the forest.
- "Raja Harishchandra" is considered the first full-length Indian feature film. The movie depicts the life of King Harishchandra, known for his adherence to truth and righteousness, as depicted in Hindu mythology.

Overall, Dr. Manoj Sharma's session on "Cinema and History: An Overview" provided attendees with a thought-provoking exploration of the multifaceted relationship between filmic narratives and historical interpretation.



Session-III

Use of Plagiarism Detection Software (PDS) in Education & Research: An Overview by Dr. Shifra Awasthi, JNU

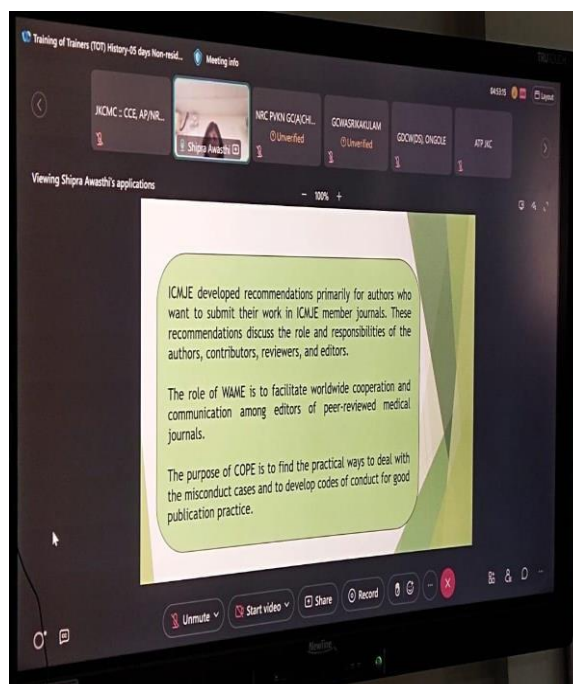
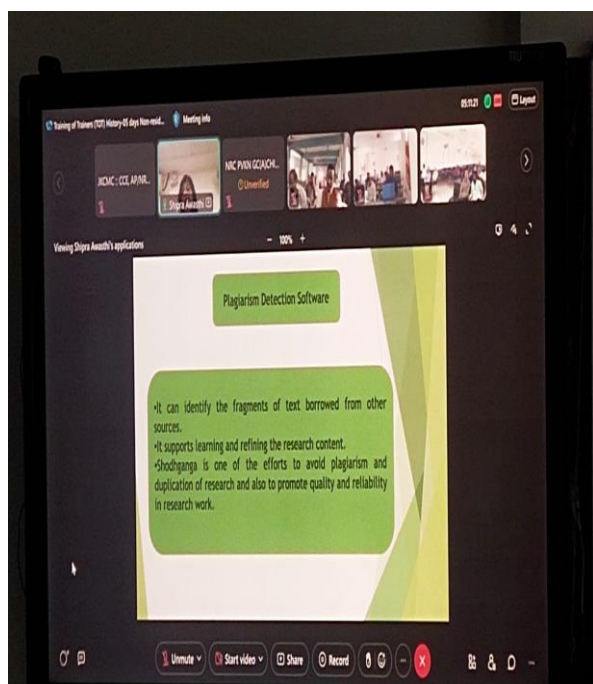
Introduction:

Dr. Shifra, an expert in academic integrity and research ethics, conducted an informative session titled "Use of Plagiarism Detection Software (PDS) in Education & Research: An Overview." The session aimed to familiarize participants with the importance of plagiarism detection software in upholding academic integrity and preventing scholarly misconduct.

Highlights of the Session:

- 1. Understanding Plagiarism:** She began by defining plagiarism as the act of using someone else's ideas, words, or work without proper attribution, and the consequences it can have on academic and professional integrity. She emphasized the significance of upholding ethical standards in education and research, highlighting the detrimental effects of plagiarism on scholarly credibility and reputation.
- 2. Introduction to Plagiarism Detection Software (PDS):** Transitioning to the main topic, Dr. Shifra provided an overview of plagiarism detection software and its role in identifying and preventing plagiarism. She introduced popular PDS tools such as Turnitin, iThenticate, and Copyscape, highlighting their features, functionalities, and accessibility for educators, researchers, and students.
- 3. Benefits of Using PDS:** Dr. Shifra discussed the benefits of integrating PDS into educational and research practices, including:
 - Promoting awareness of citation practices and proper referencing techniques.
 - Deterrent effect on plagiarism by creating a culture of academic honesty and accountability.
 - Facilitating originality checks for academic assignments, research papers, and publications.

Overall, the Dr. Shifra's session underscored the ethical considerations associated with PDS usage, including privacy concerns, data ownership, and the importance of interpreting plagiarism reports judiciously.



***Valedictory Session of the Five-Day Training of Trainers (TOT)
at SCIM Govt. College (A), Tanuku***

Date: 06-04-2024

Venue: SCIM Government College(A), Tanuku

Introduction:

The Valedictory session marked the culmination of the Five-day Training of Trainers (TOT) programme held at SCIM Govt. College(A), Tanuku from April 1st to April 6th, 2024. The session aimed to acknowledge the achievements participants and key contributors while providing a platform for feedback and reflection on the training programme.

Highlights of the Valedictory Session:

1. Opening Remarks: The valedictory session began with opening remarks from the Principal & OSD Dr. P. Anil Kumar, who expressed gratitude to all the participants, key resource persons, and organizers for their contributions to the successful completion of the TOT program. He emphasized the importance of continuous learning and professional development in the field of education especially in social sciences.
2. Address by Key Resource Persons: Mr. B. Ashok, Mr. V. Sivaprakash, esteemed key resource persons and Dr. I.V. Narayana programme coordinator of the TOT program, graced the dais and shared their insights and experiences with the participants. They commended the dedication and enthusiasm exhibited by the participants throughout the training sessions and encouraged them to apply the knowledge and skills acquired in their respective roles as trainers.
3. Participant Feedback: Participants, comprising both men and women, were given the opportunity to provide feedback on the online and offline sessions conducted during the Five-Day programme. Many participants expressed their appreciation for the comprehensive content, interactive sessions, and practical insights shared by the resource persons. They highlighted the relevance of the topics covered and the effectiveness of the training methodologies employed.
4. Recognition of Achievements: Outstanding participants were recognized and awarded certificates of achievement for their active participation and exemplary performance during the TOT programme. The awards ceremony served to motivate participants and acknowledge their dedication to professional development.

5. Closing Remarks: The valedictory session concluded with closing remarks from the organizing committee, thanking all the participants, resource persons, and staff members involved in making the TOT programme a resounding success. Attendees were encouraged to continue their journey of learning and development, leveraging the knowledge and skills gained during the training sessions.

In conclusion, the Valedictory session of the Five-Day Training of Trainers program at SCIM Government College (A), Tanuku, served as a fitting conclusion to a week of immersive learning and professional growth. The session provided an opportunity to reflect on the achievements of the programme while inspiring participants to continue their pursuit of excellence in education and training.



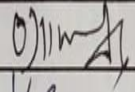


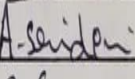
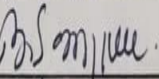
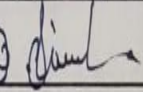
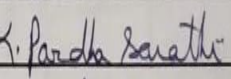
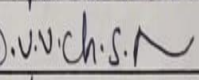
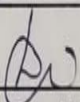
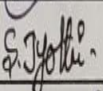
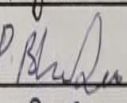
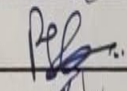
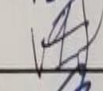
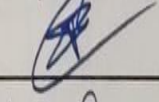
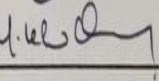
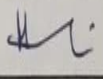
PARTICIPATION CERTIFICATES

All the participants have received their participation certificates through online mode (Soft Copy).



Commissionerate of collegiate Education, A.P.: Mangala

Day Non-residential Training of Trainers(TOT) Programme @ NRC, TANUKU, W.G.Dist.,

Batch		Payment Made by the Participants		Dated : 01.04.2024
S.I	Name & Place of the GDC	Name of the faculty	PHONE Number	Signature
1	GDC, Ravulapalem	Sri V. Siddhardha Kumar	9493282966	
2	GDC, Razole	Dr. K. Dayasagar Babu	9441208805	
3	GDC, Kothapeta	CH Bhavani	9110556436	
4	GDC, W Nidadavole	A Sridevi	7731845749	
5	GDC, M Nidadavole	Dr. B Sowjanya	8096632256	
6	GDC, W Palakol	D Sirisha	9951298863	
7	GDC ASNM Palakol	Sri K Pardhasarathi	9618522211	
8	GDC Bhimavaram	Sri D V V CH Satyanarayana	8185011983	
9	GDC Tadapalligudem	D V Nagaraju	9441768452	
10	GDC Dumpagadapa	Smt S Jyothi	9866234608	
11	GDC Ganapavaram	Sri P Bhaskara Rao	9291626641	
12	GDC Buttaigudem	Dr. P Srilakshmi	9908748714	
13	GDC Kamavarapukota	Sri V Srinivas	9493652866	
14	GDC Chintalapudi	Dr. A Santhosha Rao	9494770328	
15	GDC Eluru	Sri M Krishna Chaitanya	9490216357	
16	GDC NARAYANAPURAM	Smt M S K KRISHNA JYOTHI	9116720070	

Commissionerate of Collegiate Education, A.P.: Mangalagiri
Day Non-residential Training of Trainers (TOT) Programme @ NRC, TANUKU, W.G.Dist.,

Batch 1

Attendance of Faculty

Dated : 01.04.2024

FN/AN

S.No	Name & Place of the GDC	Name of the Faculty(Dr /Sri/Smt./Kum)	Signatures			
			Session1	Session2	Session3	Session4
1	GDC Kovvur	M.Pushpanjali				
2	GDC Kovvur	Sri.P.Mani Raju				
3	GDC, Ravulapalem	Sri V.Siddhardha Kumar				
4	GDC Razole	Dr K.Dayasagar Babu				
5	GDC Kothapeta	CH.Bhavani				
6	GDC W Nidadavole	A. Sridevi				
7	GDC M Nidadavole	Dr B SOWJANYA				
8	GDC W Palakol	D SIRISHA				
9	GDC ASNM Palakol	Sri K. Pardhasarathi				
10	GDC Bhimavaram	Sri D.V.V.CH Satyanarayana				
11	GDC Taclepalligudem	D.V.Naga Raju				
12	GDC Dumpagadapa	Snit. S.,Iyothi				
13	GDC Ganapavaram	Sri P Bhaskara Rao				
14	GDC, Buttaigudem	Dr. P. Srilakshmi				
15	GDC Kamavarapukota	Sri V Srinivas				
16	GDC Chintalapudi	Dr A.SANTHOSHA RAO				
17	GDC Eluru	Sri M.Krishna Chaitanya				
18	GDC Narayana Puram	Dr. Msk Krishna Jyothi				

Commissionerate of Collegiate Education, A.P.: Mangalagiri
Day Non-residential Training of Trainers (TOT) Programme @ NRC, TANUKU, W.G.Dist.,
Batch 1

Attendance of Faculty

Dated : 02.04.2024

FN/AN

S.No	Name & Place of the GDC	Name of the Faculty(Dr /Sri/Smt./Kum)	Signatures			
			Session1	Session2	Session3	Session4
1	GDC Kovvur	M.Pushpanjali				
2	GDC Kovvur	Sri.P.Mani Raju				
3	GDC, Ravulapalem	Sri V.Siddhardha Kumar				
4	GDC Razole	Dr K.Dayasagar Babu				
5	GDC Kothapeta	CH.Bhavani				
6	GDC W Nidadavole	A. Sridevi				
7	GDC M Nidadavole	Dr B SOWJANYA				
8	GDC W Palakol	D SIRISHA				
9	GDC ASNM Palakol	Sri K. Pardhasarathi				
10	GDC Bhimavaram	Sri D.V.V.CH Satyanarayana				
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14	GDC, Buttaigudem	Dr. P. Srilakshmi				
15	GDC Kamavarapukota	Sri V Srinivas				
16	GDC Chintalapudi	Dr A.SANTHOSHA RAO				
17	GDC Eluru	Sri M.Krishna Chaitanya				
18	GDC Narayana puram	M SK. Ku, shra Jyothi				

Commissionerate of collegiate Education, A.P.: Mangala

Day Non-residential Training of Trainers(TOT) Programme @ NRC, TANUKU, W.G. Dist.,

Batch		Attendance of Faculty				Dated : 03.04.2024
S.I	Name & Place of the GDC	Name of the faculty	Session1	Session2	Session3	Session4
1	GDC, Ravulapalem	Sri V. Siddhardha Kumar				
2	GDC, Razole	Dr. K. Dayasagar Babu				
3	GDC, Kothapeta	CH Bhavani				
4	GDC, W Nidadavole	A Sridevi	A. sridevi	A. sridevi	A. sridevi	A. sridevi
5	GDC, M Nidadavole	Dr. B Sowjanya				
6	GDC, W Palakol	D Sirisha				
7	GDC ASNM Palakol	Sri K Pardhasarathi	K. Pardha Sarathi	K. Pardha Sarathi	K. Pardha Sarathi	K. Pardha Sarathi
8	GDC Bhimavaram	Sri D V V CH Satyanarayana	D.v.v.ch.s.n	D.v.v.ch.s.n	D.v.v.ch.s.n	D.v.v.ch.s.n
9	GDC Tadapalligudem	D V Nagaraju				
10	GDC Dumpagadapa	Smt S Jyothi	S. Jyothi	S. Jyothi	S. Jyothi	S. Jyothi
11	GDC Ganapavaram	Sri P Bhaskara Rao				
12	GDC Buttaigudem	Dr. P Srilakshmi				
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15	GDC Eluru	Sri M Krishna Chaitanya				
16	GDC NARAYANAPURAM	Smt M S K KRISHNA JYOTHI				

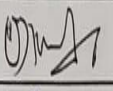
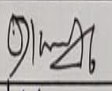
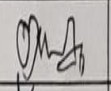
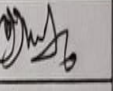
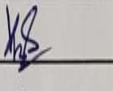
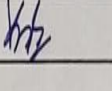
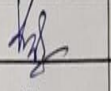
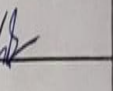
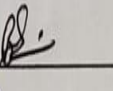
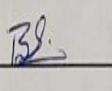
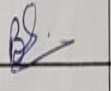
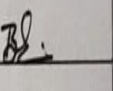
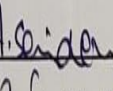
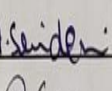
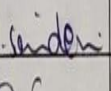
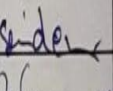
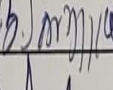
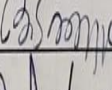
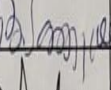
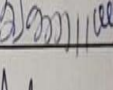
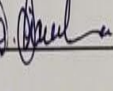
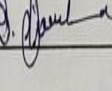
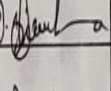
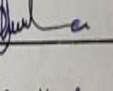
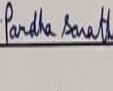
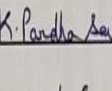
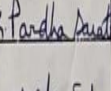
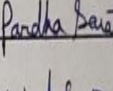
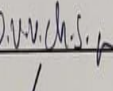
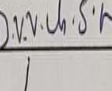
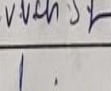
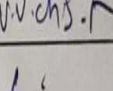
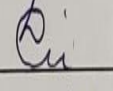
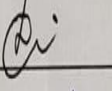
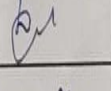
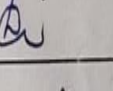
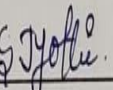
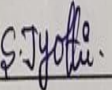
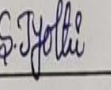
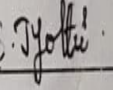
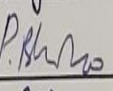
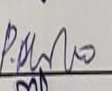
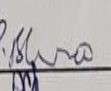
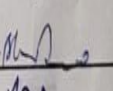
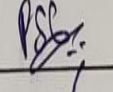
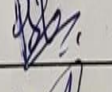
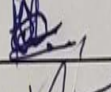
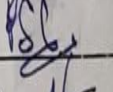
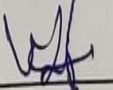
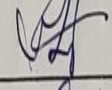
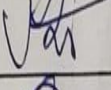
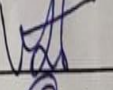
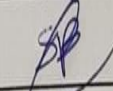
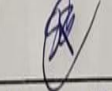
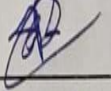
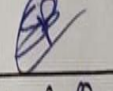
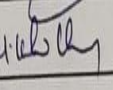
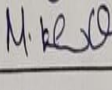
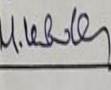
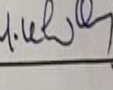
Commissionerate of collegiate Education, A.P.: Mangala

Day Non-residential Training of Trainers(TOT) Programme @ NRC, TANUKU, W.G. Dist.,

Batch		Attendance of Faculty				Dated : 04.04.2024
S.I	Name & Place of the GDC	Name of the faculty	Session1	Session2	Session3	Session4
1	GDC, Ravulapalem	Sri V. Siddhardha Kumar				
2	GDC, Razole	Dr. K. Dayasagar Babu				
3	GDC, Kothapeta	CH Bhavani				
4	GDC, W Nidadavole	A Sridevi				
5	GDC, M Nidadavole	Dr. B Sowjanya				
6	GDC, W Palakol	D Sirisha				
7	GDC ASNM Palakol	Sri K Pardhasarathi				
8	GDC Bhimavaram	Sri D V V CH Satyanarayana				
9	GDC Tadapalligudem	D V Nagaraju				
10	GDC Dumpagadapa	Smt S Jyothi				
11	GDC Ganapavaram	Sri P Bhaskara Rao				
12	GDC Buttaigudem	Dr. P Srilakshmi				
13	GDC Kamavarapukota	Sri V Srinivas				
14	GDC Chintalapudi	Dr. A Santhosha Rao				
15	GDC Eluru	Sri M Krishna Chaitanya				
16	GDC NARAYANAPURAM	Smt M S K KRISHNA JYOTHI				

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Day Non-residential Training of Trainers(TOT) Programme @ NRC, TANUKU, W.G. Dist.,

Batch		Attendance of Faculty				Dated : 06.04.2024
S.I	Name & Place of the GDC	Name of the faculty	session1	Session2	Session3	Session4
1	GDC, Ravulapalem	Sri V. Siddhardha Kumar				
2	GDC, Razole	Dr. K. Dayasagar Babu				
3	GDC, Kothapeta	CH Bhavani				
4	GDC, W Nidadavole	A Sridevi				
5	GDC, M Nidadavole	Dr. B Sowjanya				
6	GDC, W Palakol	D Sirisha				
7	GDC ASNM Palakol	Sri K Pardhasarathi				
8	GDC Bhimavaram	Sri D V V CH Satyanarayana				
9	GDC Tadapalligudem	D V Nagaraju				
10	GDC Dumpagadapa	Smt S Jyothi				
11	GDC Ganapavaram	Sri P Bhaskara Rao				
12	GDC Buttaigudem	Dr. P. Srilakshmi				
13	GDC Kamavarapukota	Sri V Srinivas				
14	GDC Chintalapudi	Dr. A Santhosha Rao				
15	GDC Eluru	Sri M Krishna Chaitanya				
16	GDC NARAYANAPURAM	Smt M S K KRISHNA JYOTHI	