

International Faculty Development Program: 3rd August to 9th August, 2020

Report

Participants: 75 Students and 45 Teachers

St. Xavier's Institute of Education in collaboration with KAASH Foundation's Centre for Academic and Professional Development (CAPD), Mumbai and University of Ottawa, Canada organized International Faculty Development Program (FDP) for History Teachers on the theme, 'Pedagogy of Teaching History' from 3rd August, 2020 to 9th August, 2020.

Monday, 3rd August, 2020 – Day 1

Inaugural Function

The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' started with the inaugural function. At the beginning an introduction was given by a member of the KAASH foundation. After which the Program director Prof. Anne Valley from University of Ottawa, Canada was invited to say a few words. However since she was unable to participate, Ms. Kamini Vrajlal Gogri spoke on behalf of her. Prof. Anne Valley conveyed her apologies as well as her good wishes for the program. She also extended her appreciation to KAASH foundation.

The Program Coordinator and Managing Trustee of St. Xavier's Institute of Education (SXIE), Fr. Blaise D'Souza S.J. spoke about the importance of history as a subject. Dr. Avkash Jadhav (Program Director), Founder trustee of KAASH foundation and director of CAPD, spoke about KAASH foundation. In his Concept Note he highlighted about how teachers need to adapt to the situations and the responsibilities that lie on a teacher in various circumstances. He then spoke about the FDP and how the resource persons for FDP are the stalwarts in their respective fields and ensure this FDP will be an enriching experience. He concluded with extending his gratitude to University of Ottawa and St. Xavier's Institute of Education.

Dr. Sosamma Samuel, Program director and Principal of St. Xavier's Institute of Education (SXIE), in her welcome address spoke about importance of History in the Curriculum and shared her views on why history is such a vital subject. On behalf of St. Xavier's Institute of Education she thanked Dr. Avkash Jadhav, Prof. Anne Valley, Dr. Geeta Ajit and Dr. Elvina Pereira for organizing FDP. She also thanked the history pedagogy students of St. Xavier's Institute of Education for helping with the organization of FDP. She concluded her welcome address with the hope of having more such academic collaborations between SXIE and KAASH Foundation to make a difference in the field of education. She also extended her best wishes for the successful completion of the program.



Dr. Geeta Ajit Program Coordinator and Jt. Director (Education) KAASH foundation gave an input about 'Centre for Academic and Professional Development' (CAPD). She very well spoke about the objectives, benefits, future plans etc of CAPD. She stated that KAASH Foundation believes in the holistic development of every student and youth who comes in contact with it.

Dr. Elvina Pereira, Program Coordinator and Assistant Professor at St. Xavier's Institute of Education, shed light on the benefits of FDP and how it is useful for history teachers. She then put forth the FDP guidelines where in the attendance and grading system was explained. She then gave the concluding remarks. With this the inaugural session came to an end

Monday, 3rd August, 2020- First session of FDP

The first session of The Faculty Development Program was held on 3rd August, 2020 from 4:30 pm to 6:00 pm. The Speaker for the session was Dr. James Onley the Director of the Historical Research and Partnerships of the Qatar National Library located in Qatar. Dr. Onley spoke on the theme: "Using Digital archives in the classroom: the Case of the Qatar Digital Library."

Dr. Elvina Pereira, Program Coordinator and the moderator for the session gave brief introduction about Dr. James Onley and welcomed him on behalf of the organizing institutions.

Dr. James Onley began the session by giving the participants a gist of the session and telling more about himself and how he became the Founding Director of Historical Research at The Qatar Digital Library.

In his Introduction he gave the participants a background of Digital Archives and the meaning. He spoke about how digital archives are created, the advantages and disadvantages of using Digital archives. He distinguished between Digital archives and Physical archives so that students could understand the use

and functions of Digital Archives. He also explained how digital archives are created and what all is needed to do so. He supported his explanation with images from the Qatar Digital Library.

While talking about the advantages of Digital Archives Dr. Onley highlighted that anyone can access the material from anywhere around the world in just one click. People save a lot of time as they can access material in a quickly provided they have an internet connection. People save a lot of money as well as they don't have to travel to the library. These were some of the benefits that Dr. Onley highlighted in his presentation.

Dr. James did not just highlight the benefits but he also spoke briefly about the disadvantages of digital archives. This gave the participants a more realistic view of Digital archives. The topic that most teachers could make use of is How they can use Digital Archives in the classroom. Teachers can make classes more interesting by giving the children material from Digital Libraries. Dr. Onley in his presentation explained various aspects of digital archives including its use in classroom teaching.



During question answer session participants put forth various questions some of the questions asked were: How do you document intangible heritage when it comes to digital archives? Is Digital archives also evolving towards the direction of intangible heritage? How digital Archives approach can be used in class while teaching?

Dr. Elvina Pereira, Program Coordinator and the moderator for the session proposed Vote of Thanks and the session ended on that positive note.

Tuesday, 4th August, 2020– Day 2

Session 1

The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' started where Miss. Pamela Dhonde, Member of KAASH Foundation gave a recap of day one. The session moderator Dr. Rashmi Jeta introduced the speaker Dr. Smita Sahgal, an Associate Professor in History at Lady Shri Ram college, University Of Delhi on the theme, 'Teaching History: Empowering Young Minds.'

Dr. Sahgal spoke on the theme –'Teaching History and Empowering Young Minds'. She shared how having taught for more than twenty five years she understood the student's attitude towards history and how teaching history to students is a experience full of challenges. She pointed out how the participants of the session being future teachers have a great responsibility in shaping young minds. According to her, sharing views on history with students is essential aspect of history teaching and learning. She shared how history should be taught in such a way that it is meaningful and should also stay with the students throughout their lives. She emphasized on how history is the mother of all disciplines. Dr. Sahgal also shared her experience as a young student herself. Her love for history from three decades was due to the way the subject was transacted from school to college level. Therefore she has had experience both as a student as well as a transactor which was very much evident throughout the session. Dr. Sahgal pointed out how it's necessary for teachers to inculcate an attitude for historical inquest in students and also how out of the box activities are important in classrooms. Dr.Sahgal also brought forward several conceptions students have about history as a subject. She used several examples from her teaching experience which really gave the participants a wonderful insight and helped in connecting to the topic. She shared how her students often pointed that Science subjects are thought to be more rational while history is thought of as very descriptive, requiring mugging but it is not the case as history is also rational subject. A point she time and again emphasized on was that it's very crucial for a discipline to have contemporary relevance, otherwise it is of no use. One interesting question she asked her students was whether myths can be taken as pieces of history and do they have a historical value. Dr. Sahgal gave a very detailed and interesting insight on the same as according to her every myth, be it Ramayana or Mahabharata has some historical truth. She used bits of debates and conversations with her students throughout the session. She raised several questions like can history help them to contemplate the around them. One crucial question she asked is whether history can be abused by those in power and authority. For this, she used the example of the East Indian Company which viewed it's interaction with India as white man's burden, seeing Indians as barbaric. But other perceptions, ways of looking at the same event also exist. After making this point she requested the participants, future teachers to always present students with one or more primary sources so they can assess them and draw their own conclusions. She provided a example from her own experience on this when she presented her students with a passage from 'Atharved'. One passage was on "How to win the love of a woman" and the other on "Against Fever". She described how her students then attempted to asses it in it's context, sharing their responses as well. One very insightful response she

shared was how her students pointed out that even though “Against Fever” was surface level was descriptions of different fevers there was another way of looking at it. They pointed out how in the passage the fight between Indra and Vitra, Indra represents the Aryans and Vitra represents their enemies. Through the sharing of this interaction, Dr. Sahgal brilliantly proves how such discussions are important in the understanding of history and how students should always take part and also become participant observers. She then briefly stated as to why it’s essential to introduce students to historiography. Dr. Sahgal then went on to discuss India’s rich oral tradition of passing history and how every culture, society and so on have their very own way of recording history which is unique to each community. A very important point she talked on was how history always has multiple vantages. To explain this she gave a example of the German people during the wars and how their perspective differed from the people from the rest of the world. Building on the same point of history having several vantages she used a Jain theory which says that truth has many ends. Using the theory she explained how we should all understand other people’s truths as well. She however cleared that empirical fact like dates of events cannot be denied on those grounds. She talked of a Japanese film explaining the same concept. In the movie all the characters have different points of view. Dr. Sahgal pointed out that we should pass it on to students that interpretations can vary in the same way and that there are multiple sides. She than went on to weighs in her thoughts about the rule of chance with regards to history. To explain this she presented the case of Alexander the Greats death and how after his death his empire fell apart. In a subtle way she put forward the question whether the fall of his empire can be ruled out as being caused by his death or were there other underlying causes. Dr. Sahgal then shared two topics she always discusses with her Students, them being untouchability and gender sensitivity. She discussed how her students pointed out that as historians it’s essential for them to bring out unheard voices such as women, peasants and so on. Students need to understand what happened at the bottom and not just at the surface level. According to her, it’s also important to understand mentalities of people in history. She emphasized how Historical analysis should always be cross disciplinary and how fact remains that history teaches us to not take things as face value. She very rightly said that Discipline of history teaches one to grace on the terrain of primary sources and encourages us to ask relevant questions. What made the session lively were these extremely interesting and relatable examples which were also easy to follow. Also her sharing of her own experiences with regards to teaching her students further enriched the session and made it very interactive.

Dr. Sahagal concluded her session on the note, encouraging discussions, debates and interpreting history and drawing individual conclusions. She then answered questions of the participants, one of them regarding history having multiple vantages. Another question is put forward by the moderator, Mr. Jetha who enquired as to how can we teach students to come at one unified ideology. This was answered by Dr. Sahgal very well who emphasized that rather than wanting all students to reach one unified ideology it's essential to provide them with different views and let they themselves draw their own truths.

The session concluded with Dr. Rashmi Jeta proposing the vote of thanks. He described Dr. Sahgal as being a motivating historian and ended the session by thanking her for a very enriching and enlightening talk. The whole session was delightful and extremely well planned and delivered.

Session 2

The second session of day 2 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Dr. Pratyusa Kumar Mandal, Associate Professor, Department of Education in Social Sciences, National Council of Educational Research and Training (NCERT), New Delhi, India. Dr Mandal spoke on the theme, 'Teaching



History with a balanced approach.' The session was moderated by Dr. Rashmi Jeta, Associate Professor (History), Government Post Graduate College, Damoh, Madhya Pradesh.

Moderator Dr. Jeta gave the introduction of Dr. Mandal. Dr. Pratyusa Kumar Mandal started the session with stating the importance of teaching history in a balanced way. He also laid emphasis on students doing their Bachelors in Education Course. He introduced the theme by simply asking two important questions to the participants; they were What kind of history to be taught or learnt? And why are we studying it?

Dr. Mandal spoke about how historical development we experience must be understood by the development happening in other parts as well. While teaching history emphasize should be on the pluralistic society. Textbooks should be an option for students as students must go beyond textbooks. He also mentioned that there are different pasts and they are differently experienced by people and therefore Indian History must not only be taught but it must be understood by the teachers teaching the subject and the students with reference to the development that takes place in other parts of the country as well as the world. In addition to this he also believed that more emphasis must be laid upon the local history of the people as it will be much easier for people to understand their purpose in life. These facts and information can be available through the availability of different sources including literary sources, verbal sources, audio- visual sources, archaeological sources and much more. Along with the availability of different sources various pedagogical tools such as the atlas and timelines can be examined too. However he also mentioned that it is not always wise enough to completely depend upon sources and one must always examine them critically and must take it with a pinch of salt. Students should be allowed to choose books of their own interest or as per their desire so that they develop curiosity in reading it and observe or search for further investigations. History as a subject should be made activity based on local resources that are convenient to explore. Over the past years the subject has become a matter of stress because it was taught with a practical point of view.

Dr. Mandal also pointed out the fact that arranging the syllabus in a way for students to understand the subject well and develop curiosity for further investigation is essential. Also curriculum can help in increasing natural curiosity among the students. Development of cognitive abilities takes place when the learning is effective. Along with the development of cognitive development social and cultural development also takes place. Students can relate and understand the topic well when they experience from the immediate environment. Dr. Mandal also gave an insight on how the historical development is geographically specific is essential to understand Indian history and development. Each period comprises of social, political and economic development. Social, political and economic issues are linked with each other and so one must always understand all these aspects to understand the historical background.

The next point highlighted by Dr. Mandal was that how the historians read the resources to tell the stories of the past. The historians reflect on the resources.

- They create a sense for historical event by keeping a broad mind set.
- They focus on literary evidences that are set in parts to help them construct the story from the past.
- Focus on important case studies, which allow one to link the developing phenomena with the current situation.

Dr. Mangal highlighted that while teaching history it is important to allow the learner to imagine the lives of the people who lived in the past or to think historically. The students must also be made aware of development that takes place in different parts of the world and as the result they would be able to link it to their own country's history and development. The making of modern world consisted of both praiseworthy aspects such as liberty, equality, justice, freedom of speech etc. and it also consisted of shortcomings such as fascism, dictatorship, racism and due to this students must be well aware about both the pros and cons that took place in the making of the modern world. It is also important to have a perspective of their past roots, in this diverse country like India. The learner must situate themselves in the historical matter and link it with the contemporary history. In the process of historical development, we have come to the point where it's difficult to distinguish India from the other countries in terms of its reforms, industrialization and other such aspects that has led to development in India.

Dr. Mandal went on explaining the difference between Scholastic History and Pedagogy History. In scholastic history, historians have a fair space to imagine within a particular time. Whereas, the pedagogy history is restricted and is rigid as fixed amount of information is provided. Dr. Mandal stated that as a student of history one must recognize issues of culture and identity. The learner should also understand and develop a sense of belonging to a common nationality.

Dr. Mandal mentioned that history is a discipline and historians come not only from the discipline of history but also come from other disciplines such as natural sciences, math etc. History is a discipline that critically appreciates and helps one to know one's own past through presentation of important sources and illustrates how historians have their own different understandings. Dr. Mangal spoke about how important it is to allow learners to go for further research and reading. Imbibing new knowledge to the existing information by means of gathering, searching, reading and observing can help the learners to construct the recorded truths of the past.



The three main principles of pedagogy which were shared by Dr. Mandal were:

1. Goal of learning- It's important to search for the meaning pertaining to any facts or ideas.
2. Understanding the whole instead of the isolated facts- It is important to know and understand the entire fact by researching over the individual pieces of information.
3. Emphasizes the evaluation method- This principle helps the learner understand his/her capacity to make assumptions pertaining to the facts. It focuses on the thinking aspect of the learner.

Dr. Mandal then explained the role of a teacher in teaching history with a balanced approach. The teacher's role is like that of a revivalist way of teaching and learning. It's tailored to critical pedagogy, which is reflective teaching. The aspects of history pedagogy teaching are:

- Stereotyping should be avoided.
- Avoid remarks which are questionable and negative to any historical event, person, place, monument, etc.
- Get access to many support material.
- Sensitize learners about the issues of national and local concerns.
- Meet the student's expectations and in order to do so teachers must adopt various methods of teaching to make it more interesting.

Dr. Mandal concluded the session by stating that history is a subject that requires active participation and the subject should be taught in activity based manner. The learner should be encouraged to explore and analyze history. The subject of history can be understood well only when the students explore and read more about the topic for further inquiry of facts.

The participants were asked to put forth the questions. Some of the questions asked by the participants were:

1. Why is history subject not given importance in school?
2. What are the teaching strategies to inculcate constructivist approach?
3. Why career options are not talked about to students and parents? Why always it's science and math subjects?

The moderator Dr. Jeta monitored the question and answer session and Dr.Mandal gave the answers and also clarified some of the queries.

The vote of thanks was proposed by the moderator Dr. Rashmi Jeta, Associate Professor (History), Government Post Graduate College, Damoh, Madhya Pradesh.

Wednesday, 5th August, 2020–Day 3

Session 1

The first session on day 3 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Jin Lee, HWPL Peace Educator, Daegu Gyeongbuk Branch. South Korea on the theme, 'How to Teach Peace Through History.'

The session started with a short run through about day 1 and day 2 given by Ms. Megha Patel Coordinator at KAASH. Dr. Avkash Jadhav then gave a few guidelines regarding the feedback form and its necessity. The moderator for the day was Ms. Kavita Pandey, an editorial member of IJCCD. The moderator gave a brief introduction of Mr. Jin Lee.

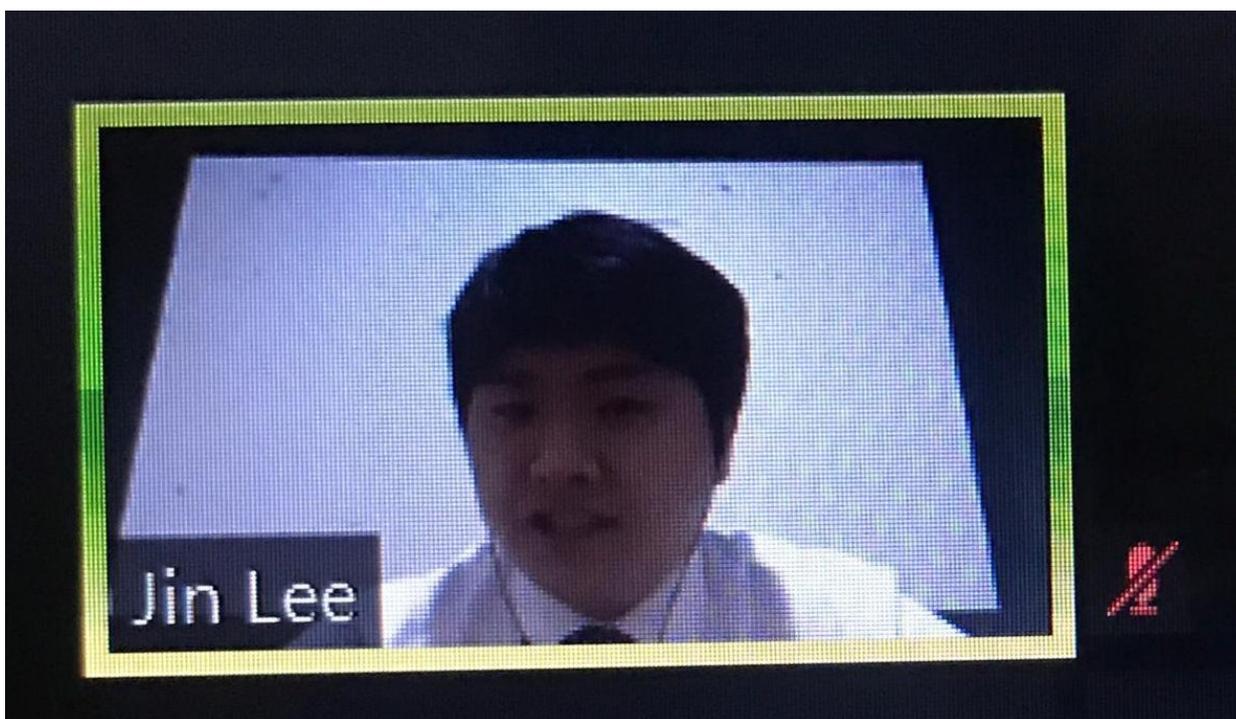
Mr. Jin Lee gave an insight through his session about how an educator is ought to change the History of War to History of Peace. And according to him, it could only be possible when one learns Peace Education. Sharing his personal experience of being a part of military training, Mr. Lee briefed the participants about Korean History. As part of an organization called Heavenly Culture World Peace Restoration of Life (HWPL) and having a consultation status at UNESCO, he spoke of several activities to bring about peace awareness in various parts of the world. Mr. Lee believes Peace needs to be learned to achieve it. The reason why even after WW1, there was WW2, is because enough people are not aware of peace and the necessities to achieve it according to him.

Speaking of his course in HWPL, Mr. Lee highlighted 2 types of Peace. One being Negative peace and the other being Positive peace. He briefed the participants about the meaning of both the terms. Mr. Lee maintained that more "Peace Citizens" will accentuate to more of Peace. He went on to highlight the contents of the course at HWPL Peace Education and gave the participants a few minutes to deliberate over the contents. The participants were also shown a clipping from national geographic about Diatom and

it performs multiple functions to maintain the earth's stability. This led him to relating Nature to Peace. According to Mr. Jin Lee, living creatures live in harmony on earth having their value of existence. This teaches mankind the Social Order. He believed HWPL, provides a solution to peace not only through nature but through History. Historical education according to him should lead to peace. In Mr. Lee's words, "Having a proper sense of History, Self and Heritage Preservation leads to Peace and Harmony." "The most needs legacy for Humanity is - Peace, students of History must become the messenger of peace. Hope that our children learn the history of peace, not war!" – Jin Lee

Further Mr. Lee said that students should inculcate historical values and use these values in their lives. He believes that history students become peace messengers. For learning peace education, teaching various historical events can interest the teaching. Mr. Lee concluded his session by saying, "Our children can study history of peace and not history of war".

The participants then put forth the questions and Mr. Lee gave answers. Some of the questions asked by the participants were as follows:



- 1) We have seen so much human efforts to achieve peace but still we see that these efforts are not seen in our societies, so to want extend we can achieve it through peace education?
- 2) What strategies do we need to take to teach peace education? What activities should be taken to increase peace education?
- 3) What role a teacher can play to promote peace education? If yes then how is it possible?

At the end, the Vote of Thanks was proposed by Ms. Kavita Pandey. She also took the opportunity to give her insights on the session.

Session 2

The second session on day 3 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Mrs. Radha Trivady Middle Years Programme (MYP) Coordinator, Edubridge International School (IB), Mumbai, India. The theme for the session was, 'Inspiring Students through the Learning Of History.' The session started by giving brief introduction about Ms. Trivady by moderator for the session Ms. Kavita Pandey.

Ms. Trivady started off on a very interesting note by showing the participants two clips from the movie Mona Lisa Smile. The story of a non-conformist teacher. Ms. Trivady asked the participants to note the difference that was seen in the two videos and then went ahead to orient the participants on what happens in an inquiry based classroom. Some points highlighted were, students learn through curiosity, or a flipped classroom situation where the teacher isn't the only one doing most of the talking and teaching, but there is group work and discussion and learning through various perspectives. The session was versatile as she showed videos, gave anecdotes and narrated stories from her experience.

Throughout her session, she covered various topics such as understanding concepts from facts using the independence of India as an example, wherein India won her independence in 1947 is a fact, but freedom in itself is a wide extensive concept. She also spoke on concepts and content and explained that while content could be more quantitative, concepts are universal and big.

One of the highlights of this session was exhorting teachers to help students relate what they learn in a classroom to real life situations and incidents. Some examples and instances she provided were getting experts to talk to students, taking them on field trips, teaching through audio visual methods, movies, videos, teaching them how to compare historical issues that are similar in various parts of the world, an example of this being Hitler's racial discrimination and relating it to current situations or an Indian context, like the Black Lives Matter movement or the issue of class and caste discrimination in India.

The biggest takeaway of the session was the emphasis she placed on community service, and how students should be encouraged to reach out in their own ways rather than depend on the Government or other organizations to take action. Students need to be empowered to help out and reach out in service and empathy to others.



Finally, Ms. Trivady spoke about overcoming limitations. She deliberated on how very often the focus is on completing portions, and she gave some ways in which this, and other barriers can be overcome. Based on what she spoke in the first part of her session on inquiry based classrooms and helping students relate their learning in a classroom to the real world, she concluded by encouraging teachers and educators to be creative and find ways to engage students and make the learning of History fun.

Few questions were posed by the participants at the end of the session. Some of the questions posed to her were:

How her students and their parents changed because of the experiences she provided for them with field trips and other opportunities?

The challenges she faces as a teacher with regards to student participation.

She answered these entirely well, by giving examples of some of her teaching strategies in the classroom. Overall, she advised teachers to be humble, open to learn and understanding of the fact that they can err too.

The vote of thanks was proposed by Ms. Megha Patel with a briefing on the resource persons for the 4th day of the International Faculty Development Program for History teachers on the theme Pedagogy of teaching History.

Thursday, 6th August, 2020 – Day 4

Session 1

The first session on day 4 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by the illustrious scholar Dr. Om Jee Upadhyay Director (Research and Administration), Indian Council of Historical Research, New Delhi, India on the theme, 'Reflections On Anomalies And Discrepancies In Teaching History'

Ms Pamela Dhonde Co-ordinator at KAASH Foundation initiated the proceeding of day 4 by giving a brief account of the previous 3days of the FDP. The Moderator for the session was Dr. Kiran Sawant an Assistant Professor, Dept. of History, RD and SH National College. Dr. Sawant is also a committee member of KAASH Foundation and an editorial member of KAASH Foundation's international journal on "Concerns, Complexities and Dialogue".

Dr. Om Jee Upadhyay spoke effectively in fluent Hindi on the "Reflections on anomalies and discrepancies in historiography and history textbooks". He highlighted a few aspects on how history textbooks are written; when it is written by a particular school of thought then it affects the entire course of a generation, it becomes difficult to undo the damage. He provided instances from ancient India to modern India where there is a lot of scope for deconstruction within history. We as citizens of India need to equally take pride in our culture, in our heritage which is an integral component of history.

Dr. Upadhyay explained how foreign invasions cover around 20-35% of the textbooks, how the struggles of the colonized nations are not highlighted in the textbooks while the battles and wars are given more emphasis. Dr. Upadhyay provided instances from the Mauryan empire and how there are many gaps in the timeline, confidential files that historians still need to go through, highlighted the western philosophy "material achievement is the ultimate goal" and compared Indian philosophy "*moksha* is the ultimate goal of life". Also spoke about Kautilya's 'Arthashastra' and how history is not only important from the point of view of the past but how important it is from the contemporary point of view, looking at the future. Dr. Upadhyay also highlighted Darwin's theory and how far humankind has achieved and is yet to conquer. He mentioned aptly about the medieval times as well as the modern era, how the Persians sources have been accepted as the primary sources but several sources are neglected.



Dr. Upadhyay urged every learner of history to ask themselves certain questions regarding history textbooks: How is politics portrayed in the textbook? Are the values, moral compass of certain known personalities in the textbook authentic? Has the colonized mindset of the people changed after reading about their nation's history? How many facts and historical events are left out of the textbook? How authentic are certain records to be included in the textbooks? These questions act as a skeleton to frame the history textbook in the most appropriate manner.

History textbooks play a vital role in historical education. It helps prepare students to acquire historical knowledge and skills necessary to interpret the past with clarity, empathy, imagination and rigour. But history textbook has its limitations too. It can be interpreted in different ways. It can be misunderstood. It may have gaps. When history is written with a particular mindset it gets diluted. As a history teacher, the teacher should make the concepts and facts of history clear. The teachers should have a broad mindset and an open outstretched attitude towards history. The teacher should use innovative ways to teach history.

In EH Carr's words, "History is a continuous process of interaction between the historians and his facts, an unending dialogue between the present and the past." Dr Upadhyay provided an insightful thoughts not only for the ancient period but how there is a difference when a historian makes a mistake. He elaborated with the analogy – when a doctor makes mistake a patient's diagnosis the life of that person is at stake, but when a historian makes a mistake by not authenticating facts, the entire generation suffers learning about a significant event that affects the future.

The question-answer segment began and a participant asked, "How history can be kept alive as there is a lot of impact on the students of schools and colleges? Especially in the 21st century in the world where the pragmatic approach is observed." Dr Upadhyay commented that history is always alive as it is an unending dialogue between the past and the present times. Without history, society does not exist. A society that does not respect its history cannot grow as history acts as a cornerstone to begin our lessons. With new techniques of learning history, the past can be kept alive in the minds of the people.

While concluding the session Dr. Kiran Sawant spoke on how histories are written for the understanding of the past and how history is also presented as the historian experiences it. He supported his words by quoting R. J. Collingwood, "All history is a contemporary history not in the ordinary sense of the word where contemporary history means the comparative recent history of the past, but in the stricter sense the consciousness of one's own activity as one actually performs. Thus history is self-knowledge of the living mind because history contains not only in the books or documents but it lives only as a present interest and pursued in the

minds of historians when he criticizes and interprets those documents and by so doing relives for himself the state of mind into which he enquires.”

Session 2

The second session on day 4 of The International Faculty Development Program (FDP) for history teachers on the theme, ‘Pedagogy of Teaching History’ was delivered by Prof. Dr. Vasant Shinde Vice-Chancellor, Deccan University, Pune, India on the theme, ‘ Multi-Disciplinary Approaches To Reconstruct Authentic History.’

Ms. Pamela Dhonde coordinator at KAASH foundation initiated the 4th day of International Faculty Development Program for History Teacher’s on Pedagogy of Teaching History. After giving brief account of the proceedings by Ms. Pamela moderator Dr. Kiran Sawant gave he brief introduction of a great historian Dr. Shinde.

Dr. Shinde’s session was really a treat for the participants as he gave meaningful and interesting insights about History as a subject with its relevance to the contemporary times. This is what D. Shinde elucidated by further explaining the role that scientific methods of archaeology have to play in the reconstruction of history with the help of scanty data made available to us from historical sites. It is with the help of such multidisciplinary approaches that we can effectively reconstruct authentic history of India. The importance of these scientific methods is indispensable and undisputed in the documentation of history.

The three main highlights of the session were:



- 1) The need to study history.
- 2) Synthesis of textual sources.
- 3) Non-invasive methods of investigations in archaeology.

The speaker related the need to study history with the second and third points. They specified the need to study history with the need to understand and reconstruct the history of commoners often overlooked in the documentation of our history that focuses on emperors and kings and their conquests. The study of early civilization sets the foundation for understanding the modern world. Thus it is absolutely necessary that we understand our roots. One of the major issues in the projecting of true history of the past, Dr. Shinde stressed was the lack of synthesis between literary and archaeological data. The speaker talked about how this need to record authentic history can be achieved through an analytical and scientific approach that aims at synthesis of textual resources with evidences found at archaeological sites. This means the use of very scanty data found at sites which is processed and studied to uncover patterns at a much larger scale depicting life at a certain point of time in the past.

Dr. Shinde further explained some non-invasive methods of investigations undertaken at the archaeological site of Rakhigarhi in Haryana. These include methods like site catchment analysis which provides data about the availability of natural resources in a settlement, the exploitation of said resources due to increased demand creating constraint on their presence, probably leading to its extinction and resultant migration of people and creation of new settlements. Other methods explained by Dr. Shinde include: Total station survey for contour mapping of the site, Electrical Resistivity Imaging survey, geophysical investigations such as the GPR (Ground Penetrating Radar) survey, Systematic surface sampling, etc.

Concluding the talk, moderator Dr. Kiran Sawant quoted Martha Boles, “This world is of a single piece; yet, we invent nets to trap it for our inspection. Then we mistake our nets for the reality of the piece. In these nets we catch the fishes of the intellect but the sea of wholeness forever eludes our grasp. So, we forget our original intent and then mistake the nets for the sea.” Dr. Sawant spoke about how the use of multidisciplinary approaches and scientific methods can help us to begin to construct a comprehensive picture of the past and in a real sense the true picture of history can be made visible to us.

Some of the questions that were posed during the interactive session were:

Do the limitations of literary sources apply to archaeology too? What are the limitations of archaeological sources where they cannot go beyond certain aspects in revealing the past? Responding to the question Dr. Shinde spoke about the need to bring about aspects of natural science, social science and health science in the analysis of historical data so as to reconstruct authentic history. The next question was with

reference to an archaeological site in Afghanistan where historians have managed to excavate sculptures of Buddha and what the speaker thought of whether such a cross border transition dilutes the very essence of archaeology? Dr. Shinde responded by talking about how our approach towards archaeology is not really conducive. We try to remain in our own cocoon and do not dare to venture out of that. The entire history of South Asia is connected. They cannot be separated and studied in isolation from each other. We need to understand the evidences unearthed in different historical site and relate it to the history of other parts of South Asia. There is a lot of symmetry that can be found in the evidences found. Therefore, we need to study history in a wider geographical context.

What are the guidelines one can always keep in mind and follow as not just a teacher but also a lifelong student of history? A lot of effort needs to be taken in light of how much new information there is to be found. Teachers should update their knowledge through constant comprehensive research. They should always try to find new and upcoming information and pass it on to their students in an attempt to develop their curiosity and interest in the subject. Maintain contact with institutions that are doing important work in the field of archaeology and plan and execute field visits and trips to museums, participate in refresher courses for teachers that update them about important discoveries made, scientific research methodologies introduced. It is also necessary to develop the relation between historians and archaeologists. These practices can help us inculcate new ideas which can in turn percolate down to students of history.

Finally, Pamela Dhonde, member of KAASH Foundation delivered the vote of thanks, expressing gratitude towards the speakers of the day for gracing the session with his esteemed presence.

Friday, 7th August, 2020 – Day 5

Session 1

The first session of day 5 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Dr. Arun Bandopadhyay, Historical and Archaeological Secretary, The Asiatic Society, Kolkata and Formerly Nurul Hasan Chair Professor of History, University of Calcutta, India on the theme 'Teaching History For All: Pedagogy Reformulated To Make It Both Incisive And Attractive'

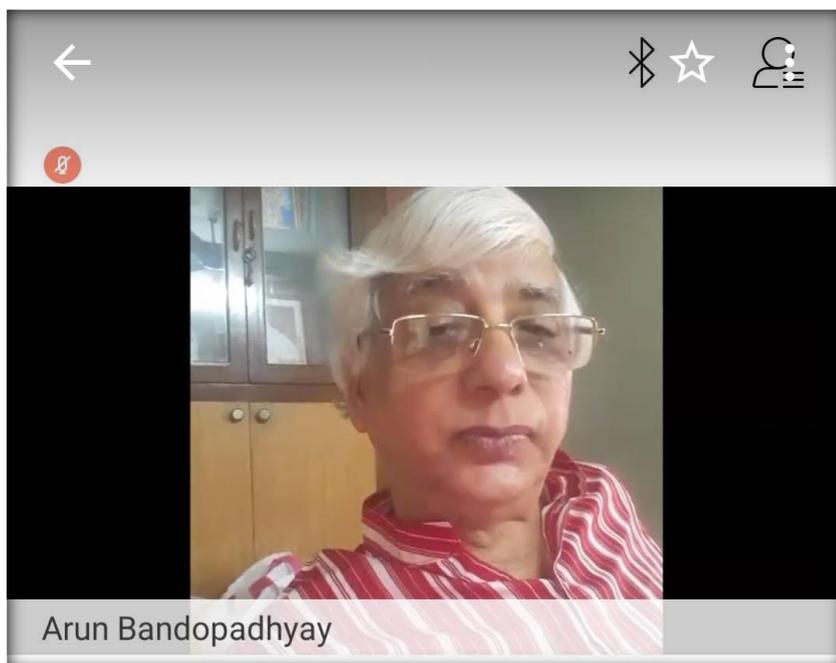
Ms. Siona Salvi, member, KAASH Foundation initiated the proceedings of the day welcoming the participants and giving a quick recap of the previous days sessions. After which Dr. Elvina Pereira, Program Coordinator gave guidelines about the reflective feedback and gave the information about the revised feedback rules to the participants.

Ms. Siona Salvi, then introduced Mr. Mukesh Kumar as the moderator of the session. Mr. Mukesh spoke briefly about the field of history and how history has changed overtime. He then went on to introduce the distinguish scholar and the resource person Dr. Bandopadhyay.

Dr. Arun Bandopadhyay started his session by delivering his thoughts about the teachers of the pedagogy of history. Dr. Bandopadhyay thanked KAASH foundation for giving him an opportunity to present his views on the topic stated above. He then went on to say that history is a part of liberal arts. Also about how we can make changes in learning and teaching history. Some of the changes listed by him were that it should be connected with the new research, it should be learner oriented. Through this he further talked about how can we, as teachers of the pedagogy of history can make learning and teaching of history effective for our students.

Dr. Bandopadhyay also spoke about the three aspects of history teaching which according to him are of great importance. First, the concern for chronology. Second, the concern for space and third, the concern for persons. He also went on further to say that history consists of so many names and if one cannot understand the relationship between them it is of no use. This he justified by giving an example of the Battle of Plassey being followed by the revolt of 1857. He also talked about the chronology being a very important aspect of history and the teaching of history.

Dr. Bandopadhyay further moved on with the topic and gave a very important aspect of history students. He said that if a student of history takes a book, he/she looks at the date of publication of the book along with the title and author. However, this is not the case with an ordinary person. He goes on further to say that the teaching of history cannot be unrelated to what is happening around us. He listed very relevant examples to support his argument. He then liste some points to remember when teaching history to the



students. He said that history is a concrete subject and we cannot understand it without the help of certain ideas. While teaching we should be aware of the facts, their meanings as well as interpretations. However, the interpretation depends upon people to people but we should not go away with the facts.

Dr. Bandopadhyay further spoke about some ways through which some of the concrete subjects handled by the teachers. He also talked about certain postulations regarding the facts which were challenged, giving examples of industrialisation to support his thoughts related to facts, meanings and interpretations. He also talked about the existence of relationship within history itself. For eg. The concept of poverty and economic conditions etc. From this he took it forward by posing an important question which was, under whose agency are the changes in history taking place? Throughout the session, Sir gave references of various books to make the participants understand and make sense about what he is talking about. Which really made participants aware of the said books and a motivation to read the books listed.

During question and answer session Dr. Bandopadhyay very patiently answered all the questions which were posed by the participants. The moderator Mr. Mukesh put forth questions like: 1. Can we at the present time think of interdisciplinary approach which can be further taken for examination? How should a teacher develop the skill of multiple perspective? Dr. Arun Bandopadhyay answered them by talking about facts, meanings and interpretations through the example of Bahadur Shah and the 1857 revolt. He stated that pedagogical, mental and critical thinking exercises can help.

The session ended with vote of thanks proposed by the moderator, Mr. Mukesh

Session 2

The second session of day 5 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Professor Dr. Manjiri Kamat, Department of History and Associate Dean, Faculty of Humanities, University of Mumbai, India on the theme, 'Creative Pasts: Teaching And Learning In A Virtual World.'

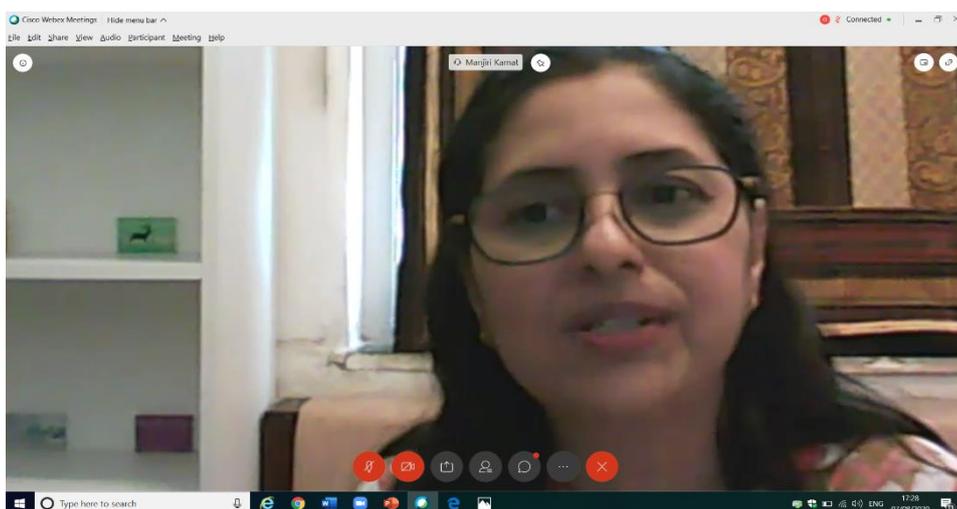
The moderator Mr. Mukesh Kumar introduced the speaker Dr. Kamat to the gathering and gave a brief account of the topic of the session.

Dr. Manjiri's spoke about how we as history teachers can deal with the current context – Covid -19 and the post Covid -19, and what we can do to improve teaching learning. She briefly explained these points saying that today our connection with the world has changed and the boundaries are disappearing, now we no longer have conventional classroom but have virtual classroom, a blended learning or hybrid learning. She emphasized how the process of virtual academic learning is taking place by hand holding. Further she deliberated on the social media is playing a major role in teaching learning process, language is no longer a barrier now. Social media is helping us to reach to much wider areas and has opened newer

and more doors to us. These social media platforms are technology aids and they delimit themselves and this leads to democratization of teaching and learning where its available to any part of the world.

Dr. Kamat further spoke about the New Education Policy, its impact on teaching and why it is important to have an interdisciplinary approach. She added saying what we as teachers of History do at the level of school and junior college. She went on to explain four points that need to be inculcated among the students:

1. To arouse **curiosity** among the students by using different methods like quiz, discussion debate etc. Questions also arouse curiosity and make the students write and think more than what they've studied. Encouraging multiple perspectives in students is always an important aspect. Putting forth questions in ifs and buts arouse the interest and thereby students look at the facts and therefore come to problem solving aspect.



2. Teaching learning should be based on **activity** and problem-solving method. For which she suggested to have virtual tour to visit museums, to interview the experience person etc. Activity based teaching learning should be a continuous process through the school life. The important part of history Pedagogy is activity-based learning where teachers can take the students to sites.
3. To promote **research and innovation** among the students by giving them to write briefly on the newspaper article or about their own family. Family history encourages students to look at photographs and this lets them to write about their history.
4. The **relevance of the subject- history** and how can we make it more meaningful in the contemporary world. Encourage students to read not just to read the book but also read and understand the essays and poems and discuss the takeaways from the poem in their different point of views.

In concluding note Dr.Kamat said, “we as teachers need to keep alive our virtual classroom which is the trend of today. There are lots of challenges and lot to look forward. As history teachers we need to make most of it in days and years to come.”

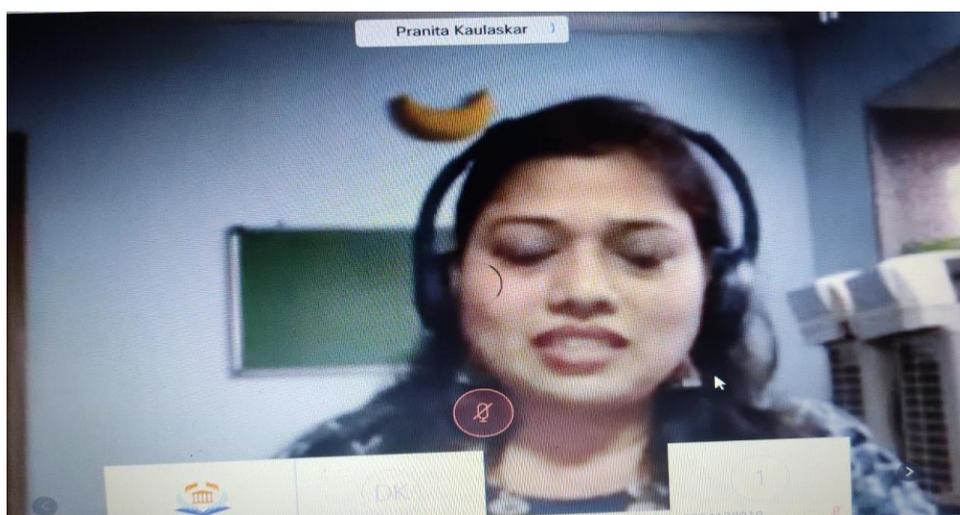
Dr, Kamat’s lecture engaged the participants and evoked a passionate response, leading to a very interactive and vibrant session. Because of the time constrain she was asked only one question which is ‘Can we do away with test, writing, exams etc.?’ For which she replied ‘no’, one cannot actually do away with these things pen and paper is needed even in our contemporary world.

The lecture ended with a formal vote of thanks delivered by the moderator Mr. Mukesh Kumar thanking Dr. Manjiri for the enriching and the insightful session.

Saturday, 8th August, 2020 – Day 6

The first session of day 6 of The International Faculty Development Program (FDP) for history teachers on the theme, ‘Pedagogy of Teaching History’ was delivered by Ms. Pranita Kaulaskar Former Academic Head and Principal, Rishi Gurukulam, Pune, India Ex-Teacher in School at Riyadh on the theme, History – An Insightful Journey. The session was moderated by Ms. Mildred Jose Architect and Urban Designer, Assistant Professor, L.S.R School of Architecture, Editorial Member of (IJCCD) and Committee Member of (CAPD) KAASH Foundation’s international journal called “Concerns, Complexities and Dialogue”.

Ms. Siona Salvi initiated the 6th day of the FDP by welcoming the participants and the resource person. She then requested the moderator to introduce the speaker. The moderator then introduced the speaker Ms. Pranita Kaulaskar.



Ms. Pranita Kaulaskar explained in detail about the concept of history, where history is a multifaceted subject used for fashion, architecture, communication, mathematics, science, etc. History is present in all subjects. She elaborated on various aims of teaching history where an individual may learn for different purposes but have the ultimate goal in the end. There are different challenges that learners face for it to be

an achievable task. Mrs. Kaulaskar discussed the four different styles of learning: Visual, Auditory, Read/write, Kinesthetic. She included some statistics of how human beings remember -10% by reading, 20% listening, 30% visual, discussion 70%, Experiences 80%, Teaching others 90%.

A discussion on the methodology of teaching history followed next. The speaker suggested using timelines and maps for students' better understanding. To show the maps and timelines, involve students marking on the maps, discuss countries- the names of important places of history and events related to them. For instance: Mesopotamia, Mauryan Empire, etc.

Ms. Pranita Kaulaskar said it is the teacher's responsibility as educators in contemporary times to ask stimulating questions, to have a discussion and sharing of ideas, opinions and choices, to acknowledge students' ideas so that it inspires imagination. For students, getting the right answer gives them a feeling of euphoria and that results in a boost of confidence. Reading of lessons by students inculcates the practice of reading and improves vocabulary. The teacher should then ask the students to find answers to the questions which leads to completion of notes. Peer to peer learning is another method for learning. The one who teaches learns better than the learner. It is a time-consuming activity but ensures long term results.

Ms. Pranita Kaulaskar said using mind maps to connect information around the central idea of the lesson provides an organized and systematic way of learning. The diagrams can be drawn in the form of words, pictures and numbers that hold large chunks of information which can be revised regularly. With comparative studies, children can present them with events from a lesson. Learning by "doing" is an innovative way with movement in classrooms through dramatization, speeches, skits, role plays, etc. Visits to historical places and museums can give children a chance to present ideas in the form of projects and activities. Organizing exhibitions is a form of experiential learning.

Ms. Pranita Kaulaskar further explained how asking students to make question papers helps them revise well and boosts their confidence. Students can coordinate activities as team building exercises. Open air learning is a concept where students are taken outdoors which creates the excitement to learn. Using open spaces such as gardens, going on adventure treks and industrial visits can trigger their interest. Use of story books, illustrations and libraries serves as a path for curiosity. Movies and documentaries can be used to teach history. Showing students relevant clips and having discussions engages in critical thinking. For instance: '*Bharat Ek Khoj*' on YouTube or movies such as 'Gandhi', 'Sardar', 'Life is Beautiful', 'Imitation Game' and teaching industrial revolution through Charlie Chaplin's episodes builds interest among students. Planning is the key. A vision and coordinating with like-minded people can produce wonderful things with teamwork.

During the question-answer segment participants asked questions like “Are there any tools to make timelines and maps? If yes, kindly share.” Mrs. Kaulaskar responded saying that even though there are tools online, it is necessary to involve the students in making timelines. Referring to the excessive use of technology by children these days, it is the teacher’s responsibility in the school to be a facilitator and monitor the activities done while learning. For question, “How do we address the language barrier with students from low socio-economic backgrounds?” The reply was that with the new NEP 2020, teachers will be equipped to engage students with free language of their choice. Through narration and storytelling, students will be able to comprehend lessons in multiple languages.

Moderator Ms. Mildred thank Ms. Pranita Kaulaskar for very informative session and ended the session by a quote, “If a child can’t learn the way we teach, maybe we should teach them the way they learn.”

Session 2

The second session of day 6 of The International Faculty Development Program (FDP) for history teachers on the theme, ‘Pedagogy of Teaching History’ was delivered by Dr. Rajendra Yadav Superintendent, Mumbai Circle, Archaeological Survey of India (ASI), India on the theme, ‘The Role Of Interpretation Of Archaeological Material In Teaching History.’

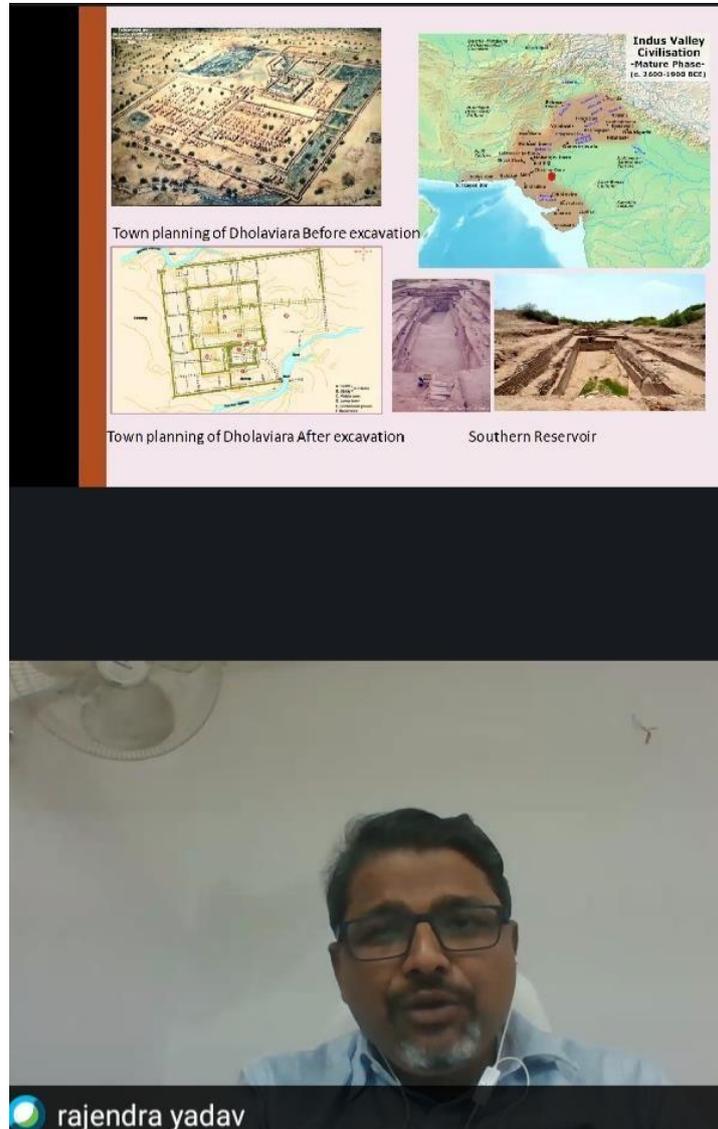
Ms. Mildred Jose, moderator of the session initiated the session by introducing the resource person Dr. Yadav. Dr. Yadav gave very insightful information to the participants. One of the major points of Dr. Rajendra Yadav’s session was the gap between history teaching and archaeology is the development of certain skills. The speaker further elucidated various aspects concerning the role of interpretation of archaeological material in teaching history by showing and quoting various statements and facts and explaining how history can be taught in an interesting manner by including archaeology which will not only improve students critical thinking abilities but also make them thirst for more knowledge and facts. The main highlights of the session included how Dr. Rajendra Yadav explained History as purely an intellectual pursuit which in terms of its outcomes, is more related to the development of skills such as information gathering and presenting one’s viewpoint more rationally.

While elaborating on how “History helps us to know only about the past” is rather a very untrue statement as history not only teaches us of the past its culture and traditions but also inspires, and is significantly awakening. Archaeology presents students a favourable circumstance to use and develop critical thinking skills by promoting observation and help them better at classifying and analysing inferences. Knowledge of archaeology provides information that when put together with interpretation through other literary sources provides a clearer picture of the chronicles of the past. Archaeology offers students an opportunity to use and develop critical thinking skills such as observation, interpretation, deduction, inference and classification. Archaeology is a subject which gives new impetus in the

historical researches and points out the factual evidences of the human past, culture and traditions. It draws great information about the ancient civilizations, their town planning, the architecture and takes us to the age-old dimension of artifacts and livelihood. Archaeological sites have immense community, economic and social value. The conceptualization of these is imparted through archaeological studies. It has the potential to provide new information on the human past which is unwritten. Dr. Yadav explained his views with the various example of excavation of even a small charcoal particle provides immense insight into the life in the past. Archaeology easily lends itself to interactive and investigative teaching. Teacher's understanding of archaeological materials and also encouraging students to do hands-on activities supplements the learning from textbook material. Outdoor engagements such as field trips, museum visits, etc help maximise student engagement. It helps a teacher to reinforce the impression that history is not two-dimensional but can be experienced through hands on experience through activities that supplement the textual knowledge. Images of archaeological evidences and their study will help students develop crucial thinking skills, hone observational and interpretative arenas. This was further elucidated by presenting images of tools of the Stone age/ Palaeolithic age. Through these archaeological evidences from excavations, we get insight into the kind of life that was led at the time. Archaeology lends one an opportunity to provide an interactive and investigating teaching that not only triggers curiosity but also fills the students with awe and insight. The lack of material culture except for tools tell us about life in the past. The tools also give an insight into scientific areas such as the way human mind processed at that time and draws a vivid picture of the magical growth of nature and human mind. Artistic reimagnations render themselves evidences to historical interpretations as a result of extensive researches in archaeology. Another example of these evidences is scales and weighted measures that provide insight into the history of India's long-standing engineering traditions which existed even before the introduction of the metric system. These interpretations of data reveal architectural planning at historical sites. The Archaeological evidences from the Indus Valley civilization how advanced planning was the Dholaviara town planning is a clear evidence of systematic and mindful town planning which is not only wonderful but also striking and a clear example as to how towns are to be built which will lead to sustainable living and smart lifestyle. The architecture and sculptors of Shiva and Parvati playing veena and cymbals from the 5th century are illustrative and unique. Similarly, the pillars at Sanchi reveal architectural traditions of Indian society of the time. It presents to us lives of common people as well as the royalty. It tells us about rituals, culture, traditions, art, etc. Archaeological studies supplement history teaching with scientific evidences. Understanding archaeological potential is indispensable to teaching history. Dr. Rajendra Yadav concluded with a slide followed by a video which took the participants through their heritage which was a mirror of the past glory.

Moderator Dr. Mildred Jose spoke of how fruitful and awakening the session was and how the session has helped the participants to gain insight into the archaeological aspect of history. Some of the questions

posted during the interactive session were: As a school teacher, which websites or journals can I access in order to know about the recent developments in Archaeology? Are there any Virtual Archaeological sites? Can you share some names of the sites? Dr. Rajendra Yadav response to the above two questions was that there are a lot of resources to be found nationally and internationally and he would be glad to share the information he has about it.



Finally, vote of thanks was proposed by member of KAASH Foundation expressing gratitude towards the speaker of the day for gracing the session with his esteemed presence and for enlightening the participants by sharing his valuable knowledge.

Sunday, 9th August, 2020 – Day 7

The first session of day 7 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Dr Avkash Jadhav, the founder director of KAASH Foundation, Mumbai and the director of CAPD. Also the Head of Department of History at St.

Xavier's College, Autonomous, Mumbai on the theme, 'History Beyond the Classroom.' The session was moderated by Ms Pranati Trivedi.

Ms. Pranati Trivedi, a member of KAASH Foundation initiated the 7th day of FDP by introducing the resource person Dr. Jadhav.

Dr Avkash Jadhav began his session by focusing on few aspects on how the system of schooling and education came into existence. In the *gurukula* system which existed in India, the student stayed with the teacher in his ashram and learnt from him. Schools appeared in England as early as 597 A.D. and it is believed that the first school was King's School in Canterbury. He explained about pedagogy and stated that epistemologically it is about different types of interaction that unfolds during the process of learning and can also be seen as the assimilation and acquisition of new knowledge.

Dr. Jadhav explained the four pedagogical approaches- Behaviorism, Constructivism, Social Constructivism, and Liberationist in detail.

According to Behaviourist pedagogical approach, learning is teacher-centered. It advocates the use of direct instruction, and lecture based lessons. In a teaching-learning situation using behaviorist pedagogical approach, a mixture of lecturing, modeling and demonstration, rote learning, and choral repetition will be visible. All of these activities are structured, and are led by the teacher. This approach is considered as the traditional teaching style.

Constructivist pedagogical approach believes that people learn through experiences and reflection. This approach puts the child at the centre of the learning and would incorporate project work, inquiry based learning and is progressive in nature. It would emphasize on being outdoors, and engaging with nature.



The image shows a presentation slide titled "Pedagogical Approaches" with a video feed of Dr. Avkash Jadhav. The slide is divided into two columns: "Behaviourist" and "Constructivism".

- Behaviourist**
 - Teacher Centric
 - Lecture based
- Constructivism**
 - Experiences
 - Reflection
 - Project work
 - Inquiry based learning
 - Hypothetical
 - Self Learning
 - Less teacher talk

The video feed shows Dr. Avkash Jadhav, a man with glasses, wearing a white shirt and a dark vest. The name "Dr Avkash Jadhav" is displayed below the video feed.

Social constructivist pedagogical approach is a blend of teacher-guided and student-centred. Lev Vygotsky, cognitive psychologist developed this approach. The teacher would encourage collaborative-learning, questioning, and a mixture of individual, pair, and whole class.

Liberationist approach of pedagogy is a critical pedagogy developed by the Brazilian educator, Paulo Freire. This approach places the students' voice at the centre, and democracy is introduced in the classroom. Value is placed on having the teacher as a learner, and the class discovering subjects together.

Dr. Jadhav urged the participants that history should be taken beyond the classroom and should be more generally recognized. Formal study should furnish a structure, some information, an awareness of movements, trends, and interpretations, and an abiding interest in history. The learning of history beyond the school would then become a conscious enrichment and expansion of the original study. He explained the significance of history in the eyes of students will be enhanced by a realization of its importance beyond the classroom. If they perceive that the history of their country has potential interest and value for a lifetime, they will regard it with more appreciation.

Dr. Jadhav elucidated the various patterns of pedagogical thinking taking into consideration the approaches. He looked into- scientific pedagogy, humanist pedagogy, liberal pedagogy and critical pedagogy. In Scientific pedagogy, the adult/teacher takes the decision on what the learner should know and involves reinforcement, punishment, manipulation, etc. to achieve various goals. The teacher is considered to be the superior and plays the role of 'sage on stage'. In Humanist pedagogy, the student's needs are given importance and focus is on catering to them. Students are seen as independent individuals with ideas thoughts and emotions and are expected to express themselves. The speaker gave an example how in a class of Human Rights, the students recommended to wear blue coloured clothes to celebrate the Human Rights Day. This creates awareness amongst not just the students of that particular class but also among students from other classes.

In Liberal pedagogy, the students are viewed as individuals and are encouraged to develop holistically by focusing on experiential and social learning. It neither sees the student nor the teacher as the centre of the learning-teaching situation. The speaker gave an instance where the students of History lighted candles in remembrance of the police officers who lost their lives during the 26/11 terrorist attack in Mumbai. Critical pedagogy provides human freedom to the teacher and the student. Here the perspectives of the students' are heard and are encouraged to be diverse.

History comes from the Greek word *historia* which means inquiry. Dr. Jadhav highlighted how the study of history helps in understanding human and natural evolution, evolution of societies and culture and how

various events proved to be major catalyst of change in the society. He quoted, E.H. Carr who explained that history is an unending dialogue between the present and the past and the chief function of historian is to master and understand the past as a key to the understanding of present. The study of history helps in assessing the past happenings and critically evaluates them and avoids them in the future so as to protect the humankind.

Dr. Jadhav deliberated on how the study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to identify and evaluate conflicting interpretations is an essential citizenship skill for which history, as an often-contested laboratory of human experience, provides training.

Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change. It gives us a sense of responsibility towards the past and be proud of the rich culture and heritage. Learning history helps in understanding various views and principles and find role-models from the past. The speaker also spoke about the various skills that an individual develops with the study of history. These skills include analytical, interpretative, argumentative, assessing, evaluation, spirit of enquiry, etc.

Dr. Avkash Jadhav concluded his session by putting forward various roles that the teacher has to play other than teaching. According to him, the roles include facilitator, role- model, information-provider, resource-developer, planner, and assessor. It is necessary that a teacher update his/her knowledge regularly and not continue to teach with the outdated knowledge. Students should be inspired and encouraged to research more and also be guided while doing so. This creates a sense of enquiry and curiosity in them.

Ms. Pranati Trivedi, the moderator of the session thanked Dr. Jadhav for an insightful session.

Valedictory Session

The Valedictory Session of day 7 of The International Faculty Development Program (FDP) for history teachers on the theme, 'Pedagogy of Teaching History' was delivered by Dr. Labrina Gioti Assistant Professor of Adult Education, Faculty of Education, Aristotle University of Thessaloniki, Greece. The theme for the valedictory session was, "Challenging the Habits of Mind and the Teaching Practices."

The session started by giving a brief introduction about Dr. Labrina Gioti and her work. Dr. Gioti spoke about how habits of mind contribute to the development of critical thinking in the classroom. The session was very insightful as participants especially teachers and student teachers got to learn how habits of mind require a composite of many skills, attitudes, cues, past experiences and inclinations.

The Valedictory Session began where Dr. Avkash Jadhav, the founder director of KAASH Foundation, Mumbai and the director of CAPD thanked the collaborators and the participants for their wholehearted participation. The instructions regarding releasing the certificates were communicated to the participants.