

NATIONAL EXPOSURE TRIP – BHOPAL

(EKLAVYA FOUNDATION)

25/11/23 (Day 1)

Today was the first day in Bhopal in which there was no scheduled program, due to reaching Bhopal early, we had a lot of time which we utilized well and enjoyed visiting local places.

Visited Birla Mandir on our way to hotel



Manav Sangrahalaya, Bhopal.

Any exploration of India's greatest museum is incomplete without a visit to the Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal.

Our exploration of museum started with the welcome by following magnificent statues -

#Aiyanar:-

It is a guardian deity worshipped predominantly in the Indian state of Tamilnadu and Tamil villages in Srilanka.

Aiyanar is very ancient ancestral worship system linked to nature and fertility.

Kumharpara

An outcome of pottery and terracota workshop organised by IGRMS displayed their skills and made traditional pottery.



Veethi sankul is laid on beautiful dome shaped architecture and an indoor museum. It has 12 Galleries with varying themes of presentation..
We were able to visit 4 Galleries

Gallery no. 1-

Mankind:-

Starting with the basic geological time 4.5 billion old earth gallery depicts bio culture of evolution of human tries to provide human relation link from the early hominid to the modern human. Attraction of the gallery:-

- *Fossilised volcanic footprints
- *The Narmada skulls
- *Human variation
- *Stone age culture of India

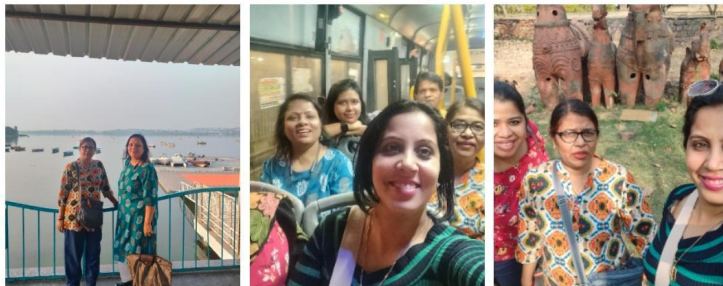
Gallery no 2-

The Tribal folks community living in different ecological settings adopt distinctive livelihood patterns. It illustrates important aspects in the quest for survival.

Attractions:-

- *The hunter gatherer Namad and transhumant community.
- *The pastoral community
- *The pastoral Namad
- *The Nomadic Dewar

*The Himalyan pastorals



Gallery no.3 -

The kamaras are one of the economical backward and materially deprived community of Chhattisgarh. Their folklore rites and rituals show their distinct ethnic status.

The Kamar huts with beautiful execution of decorative markings on wall and yard which represents their auspicious symbols.

Attractions:-

- The koitor yatra
- Lingo yatra festival
- Dormitory life of the Murians in Ghotul.
- jhula
- woodcraft
- objects of ceremonial and festivals



Gallery no -4

• Mandwa Gohri:-

It presents holistic envisage, a major tribal population inhabiting M.P, Gujrat, Rajasthan and Maharashtra. The exhibit shows how they have been able to preserve their culture and tradition over the centuries.

Attractions:-

- Wall relief on Gohri puja
- Mandwa relief work
- pithora painting
- Marriage Mandwa
- Golgadhedo festival
- traditional dress
- musical instrument

BHOJTAAL

Bhojtal, formerly known as Upper Lake is a large lake which lies on the western side of the capital city of Madhya Pradesh, Bhopal, India. It is a major source of drinking water for the residents of the city, serving around 40% of the residents

Bhojtal is a very famous lake ,a prominent tourist spot of Bhopal and a source of income for local population.



Date-26/11/23 (Day 2)

Training programme at Ekvalya foundation

Jatkhedi Rd, Jatkhedi, Bhopal, Madhya Pradesh 462026

The session started at 9:30 am at Eklavya. Facilitator was C.N. Subrmainyam . The session started with general introduction of participants and facilitator. The sequence of events was as follow

1- Ekvalya's approach to teaching social sciences was demonstrated through an activity whereby the facilitator took cognisance of the fact that participants will be visiting Bhimbetka and Sanchi and they were staying at Bhopal also known as city of lakes. This formed the immediate context within which activity was planned. It was emphasized that the context in which learner's live should be used to teach social science.

Participants were divided into 4 groups. 2 groups were asked to differentiate between the geography of Bhopal and Delhi. The other 2 groups were to enquire into both the historical sites. The enquiry was to focus upon 2 things viz. collect information regarding those sites and frame questions which they will focus while visiting those sites.

After the presentation the facilitator emphasized that for any geographical comparison we need to use maps. Thus an early 19th century map of Delhi was taken and geography of Delhi was discussed as to why this place acquired the importance of capital and why lakes are so natural to Bhopal's geography.

The overall focus was that while dealing with geography we must focus upon two concepts in geography i.e. determinism and possibilism. How geography shapes human activity and how human activity shapes the geography of the place. The underlying idea was to keep the objective in mind that geography is about interaction between human activity and place.

In the presentation of history the focus was on causation and how historical enquiry should be contextualized while teaching history.

2- In continuation to previous activity the discussion moved to how Eklavya approached textbooks. It was underlined that the role of textbooks has changed from being an only authentic source of information to one which initiates inquiry. Given the fact that students have information at their fingertips now the textbooks should focus upon cultivating thinking skills. The textbooks were to initiate dialogue and allow learners to complement it. This can only happen if the context of the child is taken into account while deciding content selection.

In this approach the most important factor was to give importance to the teacher's voice. They used teacher feedback to improve textbooks. The basic principle outlined was no matter what we want to teach, if the teacher is not comfortable with textbooks then it will not work. This is the principle they use in making teacher education programmes.

Some key principle for teacher training was also outlined which is to train teachers in a way they are teaching a class. If a teacher starts enjoying the pedagogy then most likely they will use the same pedagogy in class.

3- The next focus of discussion was to clearly outline the objectives of social science teaching. The objectives of geography and history are already outlined in point 1. The political science facilitator elaborated that there were differences between what students experienced and what textbooks taught. For example textbooks only taught election rules whereas students experienced casteism, power , etc in the election process. Thus the shift was made from teaching rules to initiating dialogue to what students experience in social and political life. The same principle was applied to economics.

4- The closure to the session was given by buttressing the fact that social science pedagogy should harbor inclusiveness rather than conflict. Four principles of Buddha was exemplary of this approach. PRAGYA- which is enquiry; SEAL- which is respect for experience and opinion; Maitry- Harmony and samadhi- enlightenment.

An evening session was conducted by coordinator Mr. Nasruddin with participants from 8pm to 11 pm as to what were key takeaways of the session. Participants shared the above learnings in the session.

Date-27/11/23 (Day 3)

As per the itinerary we visited Raja Bhoj temple and Bhimbetka.

A day prior to it we did an exercise @ Eklavya with Mr Subramanian. It was a precursor to the planned visits. We had Googled the historical information as well as geographical significance of the prominent places. It prepared us beforehand with some facts at hand and we were going to analyze the things from a different perspective.

It was raining and the weather was pleasant so the journey began on a high note in the morning. We reached Bhoj temple, observed the surroundings keeping in mind the geographical aspects.

It's a majestic structure with a unique craftsmanship.



Construction of Bhojpur Temple is believed to have started in the 11th century, during the reign of the Paramara king Bhoja. This monument is now under the protection of the Archaeological Survey of India (ASI).

Next, we went to Bhimbetka UNESCO World Heritage Site. It is located around 45 km, southeast of Bhopal.



Each one of us was mesmerized with the beauty of the place. We witnessed the journey of evolution of mankind from an early man to a tribal man, and were moved looking at the paintings and their possible interpretations..



There are evidences of usage of limestone, iron or sulphur etc. in the paintings. They included hand impressions, drawings of mammoth & other animals, hunting scenes, festival moments, cupules etc. Bhimbetka, means “Bhima’s resting place” or Bhima’s lounge, it is a compound word made of Bhima (second brother among the five Pandavas of Mahabharata) and Baithaka (seat or lounge). The rock shelters here are an archaeological site in central India that spans the Paleolithic and Mesolithic periods, as well as the historic period.

It is a UNESCO World Heritage Site that consists of seven hills and over 750 rock shelters distributed over 10 km.

The rock shelters and caves provide evidence of human settlement and the cultural evolution from hunter-gatherers to agriculture.

These cave paintings show themes such as animals, early evidence of dance, and hunting from the Stone Age as well as of warriors on horseback.

Overall it was a learning experience.



Date-28/11/23 (Day 4)

Sanchi & Udayagiri

As we progressed towards Day 4 ,the excitement grows manifolds since we are going to visit the focal point of Buddhist faith in 3rd century BC.

Objectives –

- ☒ Create a culture of collaborative learning together.
- ☒ Encourage risk-taking and experimentation.
- ☒ Promote imaginative thinking.

Sir John Marshall House

Sir John Marshall House, named after the renowned British archaeologist Sir John Marshall, serves as a testament to colonial-era architecture. Located in Madhya Pradesh, India, this historical residence reflects a blend of British design elements and local influences. The house, with its colonial charm, stands as a reminder of Marshall's significant contributions to Indian archaeology, particularly his work at sites like Mohenjo-daro.

While specific details about the house's architecture may vary, it remains an important landmark in the context of India's archaeological heritage.



Sir John Marshall House

The Sanchi Museum, located near the famous Sanchi Stupa in Madhya Pradesh, India, showcases a rich collection of artifacts related to Buddhist art and architecture. The exhibits include ancient sculptures, inscriptions, and artifacts excavated from the Sanchi site. The museum provides valuable insights into the historical and cultural significance of Buddhism in the region, making it a must-visit for history enthusiasts and those interested in Indian heritage.



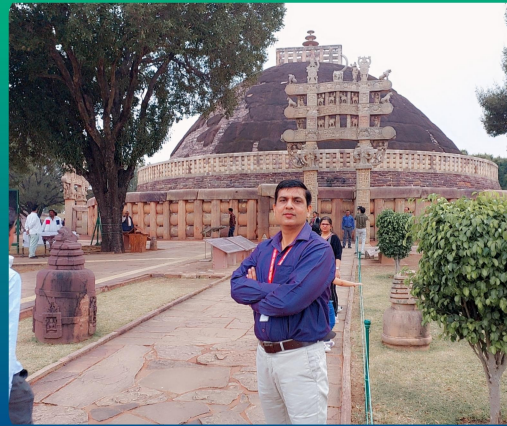
Sanchi Museum, MP



World Heritage site - Sanchi Stupa

Initially, bricks were used in the construction of the Stupa, which expanded over time. It was eventually covered with stones due to the construction of toranas and vedikas (low walls). The design of Stupa's toran and fencing reminds of Bamboo craft.

It is believed that the southern gate of this site was constructed first, and others were added later on.



World Heritage Sanchi Stupa, MP

There is a square railing (Harmika) on the top of the dome (Anda). On the top of the Harmika, there is an umbrella-like structure.

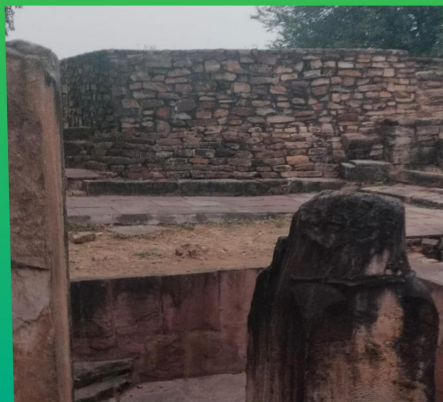
The great Stupa has an upper and lower pradakshina path, a circumambulation path. The upper pradakshina path is unique to this site only. The pradakshina path around the great Stupa is covered with the vedika.

Several historical events are carved with considerable details, like the siege of Kapilavastu and Ashoka's visit to the Ramgrama Stupa.

The Great Stupa (or Stupa-1) is the oldest among the three Stupas. However, the carving of images on the vedika of Stupa-2 is much older.

A Sacred Hilly Cave Landscape: Udayagiri

The Udayagiri caves are situated on a hilly terrain near Vidisha, in Madhya Pradesh. It is trans-literated to 'Sunrise Mountain'. The site is also referred to as 'Visnupadagiri', evidenced from an inscription from the site. The term means the hill at 'the feet of Vishnu'.



Udayagiri Caves, Vidisha, MP

The hill consists of 20 caves inter-related with one another. It was a part of a development undertaken by Chandragupta II & his minister Virasena. The cave development overall, is suggested to have followed 3 core objectives that contributed to its materialization:

1. **Astronomical in Application:** The location of the site and the cave temples are based on the cardinal directions. Most of the topographical changes, physical reorientation or placement of monuments is based on this scheme.
2. **Religious in Nature:** The very essence of the site temple complex experience is religious, integrated with art forms & narratives placing sacred deities accordingly, including the incarnations of Ganga, Yamuna & Shiva. Other than Hinduism, it also includes features from Jainism.

Attraction of the day 28.11.23



Tropic of cancer

Learnings

- ☒ Its connected to the traditions.
- ☒ An Exploration of changes & continuity.
- ☒ Awareness about the rich heritage which shaped our collective identity.
- ☒ A powerful source of understanding history in a better way.

Date-29/11/23 (Day 5)

Eklavya Foundation Institute

Session 1

Here we had knowledgeable session with the facilitator and RP Sh.Shiv Narayan Gaur
He shared about the working, learning and expression culture of the foundation since its start. Main points that came from the session were

#Aim- Shiksha Sabhi tak Pahuche.

#Focus on Whole language learning and practical Maths.

#Working at Primary and Middle level for Ganit and Bhasha

#Children of grade 1 have 3000 words vocabulary so they can easily understand and tell stories.

#They are following storytelling and theater pedagogy as children get connected and engaged with it more.

#Higher order learning skills are focused

#Shared learning,drawing ,music and reading in small groups via Chakmak Clubs

Chakmak clubs have a defined structure of nodal incharges.

#Discussed about work of various people and Prakashan(printed books)

#Collaboration with other states eg

Haryana and Bihar SCERT and have their

assessment partner too. They are collaborating with 5-6 districts in Madhya Pradesh.

#The facilitator shown presentation slides and ended with beautiful video clip

Showing their ground level work,it was a reflective type of the clip where various people and children connected with eklavya gave their positive feedback .

#The participants shared their reflection for the session and queries were addressed by Sh.Shiv Narayan Gaur

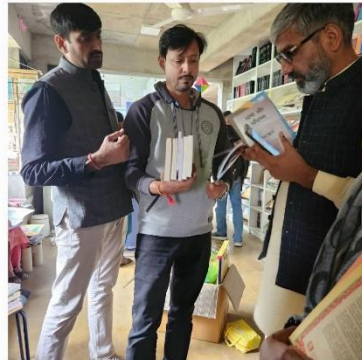


11.30 Tea Break

Session 2- Pitara

All the participants got engrossed in Pitara, the resource pool of the eklavya foundation. The faculty helped us to explore more in a short time. The Pitara included:

- *Science kit
- * Magazines - Sandarbh, Chakmak and Srot (Science and tech)
- *Books for teachers and students.
- *Hovercraft, tangram, place value cards, shape puzzle Nakshatra paheli, geo board, optical tops, balancing girl, joker, jodo gyani, animal wooden set, India map puzzle etc.



Lunch Break

Session 3 Theatre and Musical story Venue- Prathmik Shaala, Jawara Malkhar Madhya Pradesh
Theater and Musical presented by fellows from the organization 'Quest', Maharashtra .



Theatre-Janamdin ka chocolate

Musical Story- Geet ka kamal

The whole theater activity was presented in a mesmerized way with bare minimum resources available .
Drama was followed by open ended questions and hands on of the same Theater activity

**Observable Points:**

#Only three artists performed whole theater activity

#Total students present 150

#Reflection and replaying by students with volunteer efforts.

#Students played characters with confidence in the first go.

#Support by artists as and when required

We all enjoyed the clean and green environment of the place and conversed with the students and staff.

At the end of the day we had a check out meeting for the day and shared reflection and feedback for the itinerary.

Date-30/11/23 (Day 6)

Visit at State Museum Bhopal and Tribal Museum.



*State Museum Bhopal:

This state Museum is located at Shymala Hills Bhopal. It is popular for its design and breadth of its inventory of Arts and cultural Artefacts. The Museum holds a prominent role among the monuments and museum of Bhopal.



*Tribal Museum Bhopal:

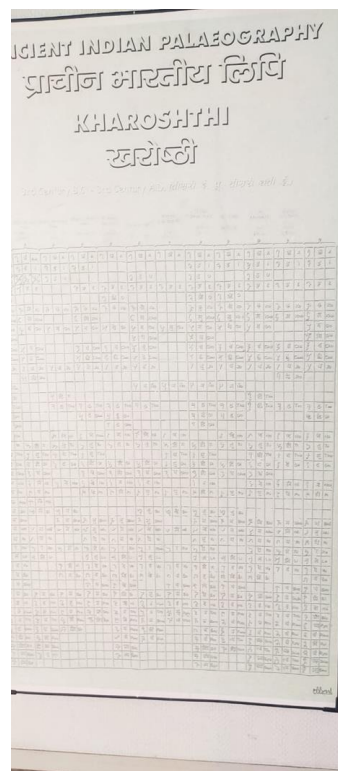
This Tribal Museum situated at Shymala Hills Bhopal. It is one of the best place of Bhopal to visit for enhancing the understanding of the evolution of history. This museum inaugurated by former president Pranav Mukerjee in 2013 and design by Revati Kamat.



The museum is divided the six colorful galleries showcasing the diversity of seven tribes of state which include Gond, Shariya, Bharia ,Kol, Baiga, Korku and Bhil.



The museum displays the Art customs, cultures, paintings, Artifacts and practices of the tribes.



After visited the above two museums we enjoyed the lunch and the Departure from Bhopal to Delhi.

SYNTHESIS

The essence of any National Exposure Tour (NET) is to familiarize oneself with various teaching practices and effective strategies employed across different states, schools, or groups. During our participation in the NET organized by the Eklavya Foundation, we delved into diverse pedagogies for teaching Social Science. Additionally, we explored various historical sites recognized as World Heritage by UNESCO.

Our educational journey extended to gaining insights into the culture, traditions, food, physical features, climate, and history of the capital city of Madhya Pradesh, namely Bhopal. The daily group discussions, featuring participants from diverse academic backgrounds, held in the evenings, not only enriched our learning experiences but also provided the opportunity to view things from different perspectives.

The visit to Bhopal was highly successful, significantly enhancing our understanding of heritage and culture. We are eager to share this enriched experience with our students and peers, expressing pride and honor in preserving and promoting our cultural heritage.

Encountering these concepts firsthand greatly differs from merely reading about them in books. We express our gratitude to Mr. Himanshu Gupta, Director, DoE, Ms. Rita Sharma, Director, SCERT, Dr. Nahar Singh, Joint Director, SCERT, Dr. B.P. Pandey, OST (STF) and we give special thanks to NASRUDDIN Sir that he made the program successful with excellent planning, coordination and completely guided us at the historical places. the planning committee for affording us the opportunity to experience and engage with these aspects in real life. We look forward to encountering similar opportunities in the future, aspiring to continue our journey of growth and learning.