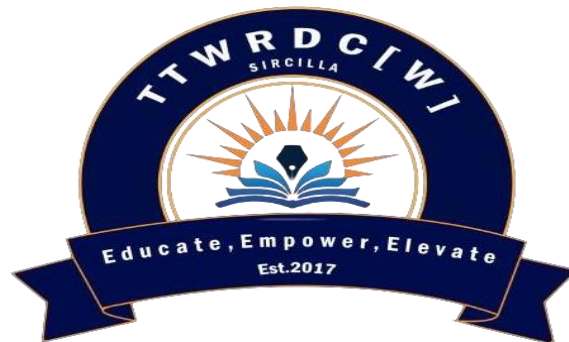




TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE
COLLEGE FOR WOMEN, SIRICILLA

DEPARTMENT OF HISTORY



2022-23

Teaching Learning Practices



Educational Tour to Lakshmi Narasimha Temple, Thangallapally

Date: 07/11/2022

Learning Methodologies:

1. Observation and Reflection:

- Encourage students to observe the temple environment keenly, paying attention to details such as architectural motifs, religious rituals, and cultural practices.
- Allocate time for reflection sessions after the tour, where students can share their observations, insights, and emotional responses.

2. Research and Documentation:

- Assign projects that require students to research various aspects of the temple, such as its historical background, architectural style, religious significance, and community impact.
- Guide students in documenting their findings through written reports and presentations.

3. Cross-Curricular Integration:

- Integrate learning from the temple tour into various subjects, such as history, art, architecture, religion, and sociology.
- Encourage interdisciplinary discussions to explore connections between different academic disciplines and real-world experiences.

4. Cultural Immersion:

- Foster cultural sensitivity and empathy by encouraging students to interact with local communities, learn about their traditions, and respect their beliefs.
- Organize cultural exchange activities where students can share their own cultural backgrounds while learning from others.

By incorporating these learning methodologies, the educational tour to the Lakshmi Narasimha Temple in Thangallapally can provide a rich and transformative learning experience for students, fostering not only academic knowledge but also cultural understanding and appreciation.



Student Seminar on French Revolution

Date: 10/11/2022

Teaching Methodologies:

1. Seminar Preparation:

- Provide background lectures or readings on the French Revolution, covering key events, causes, and consequences.
- Conduct discussions to explore different interpretations and historical perspectives related to the Revolution.

2. Research Guidance:

- Offer guidance on effective research strategies, including how to find and evaluate primary and secondary sources relevant to the topic.
- Help students identify specific aspects of the French Revolution to focus on for their seminar presentations.

3. Presentation Skills:

- Provide opportunities for practice presentations and peer feedback sessions to improve speaking abilities.

Learning Methodologies:

1. Independent Research:

- Assign individual analysis on specific topics related to the French Revolution, allowing students to delve deeper into areas of interest.
- Encourage students to explore a diverse range of sources, including primary documents, academic articles, and historical analyses.

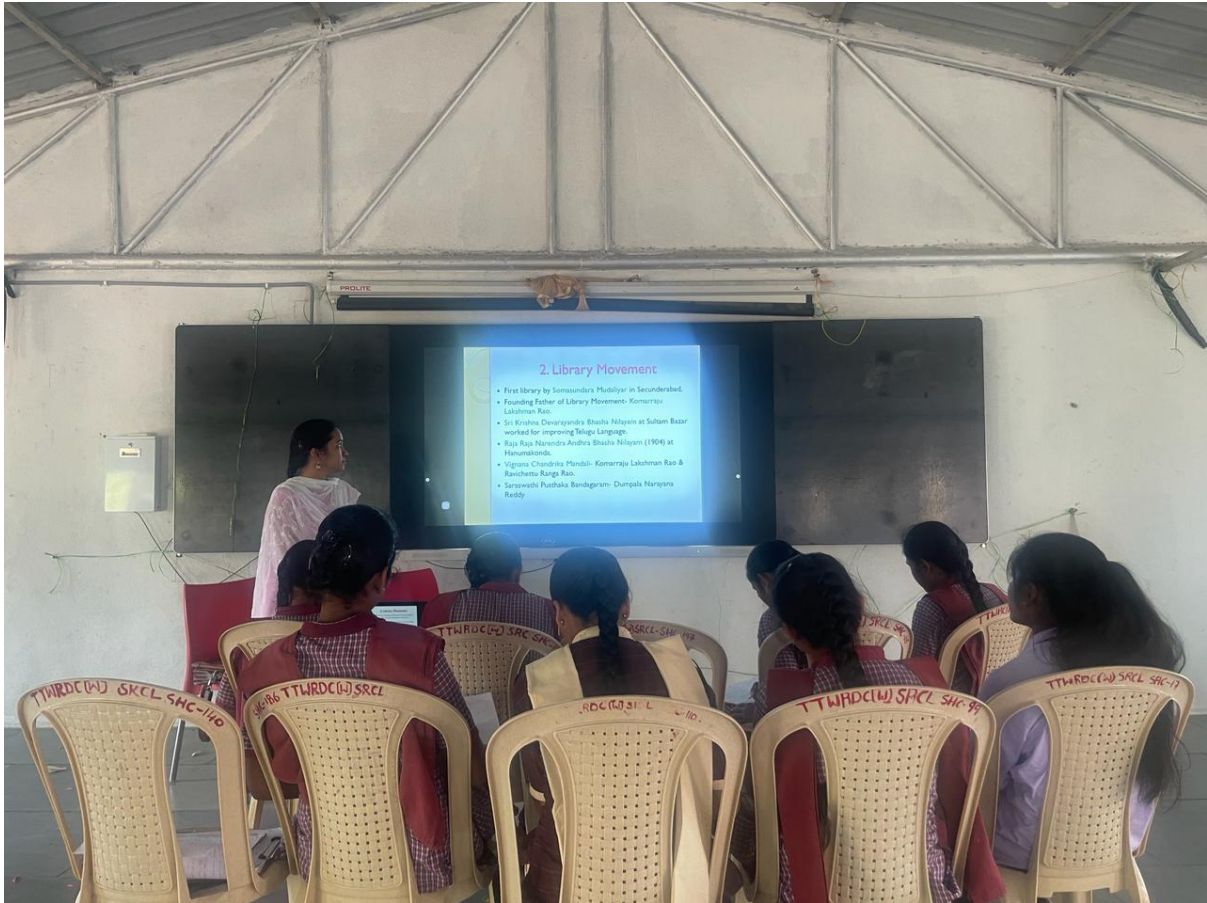
2. Seminar Participation:

- Require students to actively participate in seminar discussions, either as presenters or audience members.
- Emphasize the importance of asking insightful questions, providing constructive feedback, and engaging in scholarly debate.

3. Reflection and Synthesis:

- Encourage students to reflect on their learning experiences throughout the seminar process, considering how their understanding of the French Revolution has evolved.
- Guide students in synthesizing information from multiple sources into a coherent and persuasive seminar report, highlighting key insights and findings.

By integrating these teaching and learning methodologies, students participating in the seminar on the French Revolution led by S. Bhavani can develop a deeper understanding of this pivotal historical event while honing their research, presentation, and writing skills.



PPT Class on Socio Political Awakening in Telangana

17/11/2022

Teaching Methodologies:

1. Lecture and Discussion:

- Start with an introductory lecture on the socio-political context of Telangana, including historical background, cultural factors, and key events leading to the awakening.
- Facilitate class discussions to explore different perspectives on the socio-political issues faced by Telangana and the factors contributing to its awakening.

2. Case Studies and Examples:

- Use case studies and real-life examples to illustrate the socio-political changes in Telangana, highlighting key movements, leaders, and their impact on society and politics.
- Encourage students to analyze these case studies critically, considering the strategies employed and the outcomes achieved.

3. Visual Materials:

- Supplement lectures with visual materials like maps and photographs to enhance students' understanding of Telangana's socio-political landscape.
- Showcasing significant events or personalities related to the awakening.

Learning Methodologies:

1. Research and Analysis:

- Asking them to investigate specific aspects of Telangana's socio-political awakening, such as the role of grassroots movements, caste dynamics, or the influence of regional identity.
- Guide students in critically analyzing primary and secondary sources, synthesizing information, and identifying key themes and trends.

2. Presentation Skills Development:

- Provide guidance on effective presentation techniques, including how to structure PowerPoint slides, design visually appealing presentations, and deliver engaging oral presentations.

3. Report Writing:

- Outline clear expectations for the structure and content of the PowerPoint presentation reports, including sections such as introduction, background, analysis, conclusions, and references.

By integrating these teaching and learning methodologies, students can gain a comprehensive understanding of the socio-political awakening in Telangana and develop essential research, presentation, and report writing skills in the process.



EDUCATIONAL TOUR TO TRIKUTA TEMPLE

Date: 05/01/2023

Teaching and Learning Methods:

1. Pre-Visit Preparation:

- **Introduction to Trikuta Temple:** Provide background information about the temple's history, significance, architecture, and cultural context through lectures.
- **Objective Setting:** Clarify the learning objectives for the field visit, such as understanding the temple's architecture, religious practices, cultural significance, and community impact.
- **Preparation Activities:** Engage students in activities like creating mind maps, brainstorming questions, or conducting virtual tours to generate curiosity and prepare them for the visit.

2. Field Visit:

- **Interactive Sessions:** Incorporate interactive sessions where students can participate in rituals, interact with locals, and ask questions to deepen their understanding and engagement.
- **Documentation:** Encourage students to take notes, sketches, photographs, or recordings to document their observations, thoughts, and experiences during the visit.

3. **Post-Visit Activities:**

- **Debriefing Session:** Facilitate a debriefing session to allow students to share their experiences, insights, and questions from the field visit. Encourage peer discussion and reflection.
- **Data Analysis:** Engage students in analyzing the data collected during the visit, such as comparing architectural features, interpreting symbolic elements, or reflecting on the cultural significance of observed practices.

Assessment:

- Assess students based on their active participation during the field visit, the depth of their observations, the quality of their analysis and reflections in the report, and their ability to communicate effectively.

By incorporating these teaching and learning methods, students can engage in a holistic learning experience during their field visit to Trikuta Temple at Thangallapally and effectively communicate their insights and findings through their reports.

Student Project:

A CASE STUDY ON TRIKUTA TEMPLE

31/01/2023

Conducting a student project titled "A Case Study on Trikuta Temple at Thangallapally" provides an excellent opportunity to explore the historical, cultural, and architectural aspects of the temple while engaging students in various educational methodologies. Here are effective teaching and learning methods for guiding this project:

1. Preparation and Planning

- **Learning Objectives:**

- Understand the historical and architectural significance of the Trikuta Temple.
- Explore the cultural, religious, and socio-economic impact of the temple on the local community.
- Develop skills in research, critical analysis, and presentation among students.

- **Project Outline:**

- Define the scope of the study, including historical background, architectural features, religious importance, and current status.
- Create a timeline with milestones for each phase of the project.

2. Research Methodologies

- **Literature Review:**

- Guide students in conducting a comprehensive literature review on the Trikuta Temple.
- Provide access to books, scholarly articles, and credible online sources.

- **Field Research:**

- Encourage students to visit the Trikuta Temple, if possible, to conduct firsthand observations.
- Teach qualitative research methods such as participant observation and interviews with local historians and devotees.

3. Collaborative Learning

- **Group Work:**

- This project work is given to two students of History, each focusing on different aspects of the Trikuta Temple (e.g., historical background, architectural features, cultural significance).
- Encourage collaboration and regular sharing of findings within and between groups.

4. Data Collection and Analysis

- Teach students to design and conduct surveys to gather information through interviews.
- Use historical methodology to analyze the data collected.
- Train students in coding and thematic analysis for historical and archaeological data obtained from interviews and observations.

5. Presentation and Synthesis

- **Report Writing:**

- Guide students in writing a comprehensive research report, including an introduction, literature review, methodology, cultural heritage and conclusion.

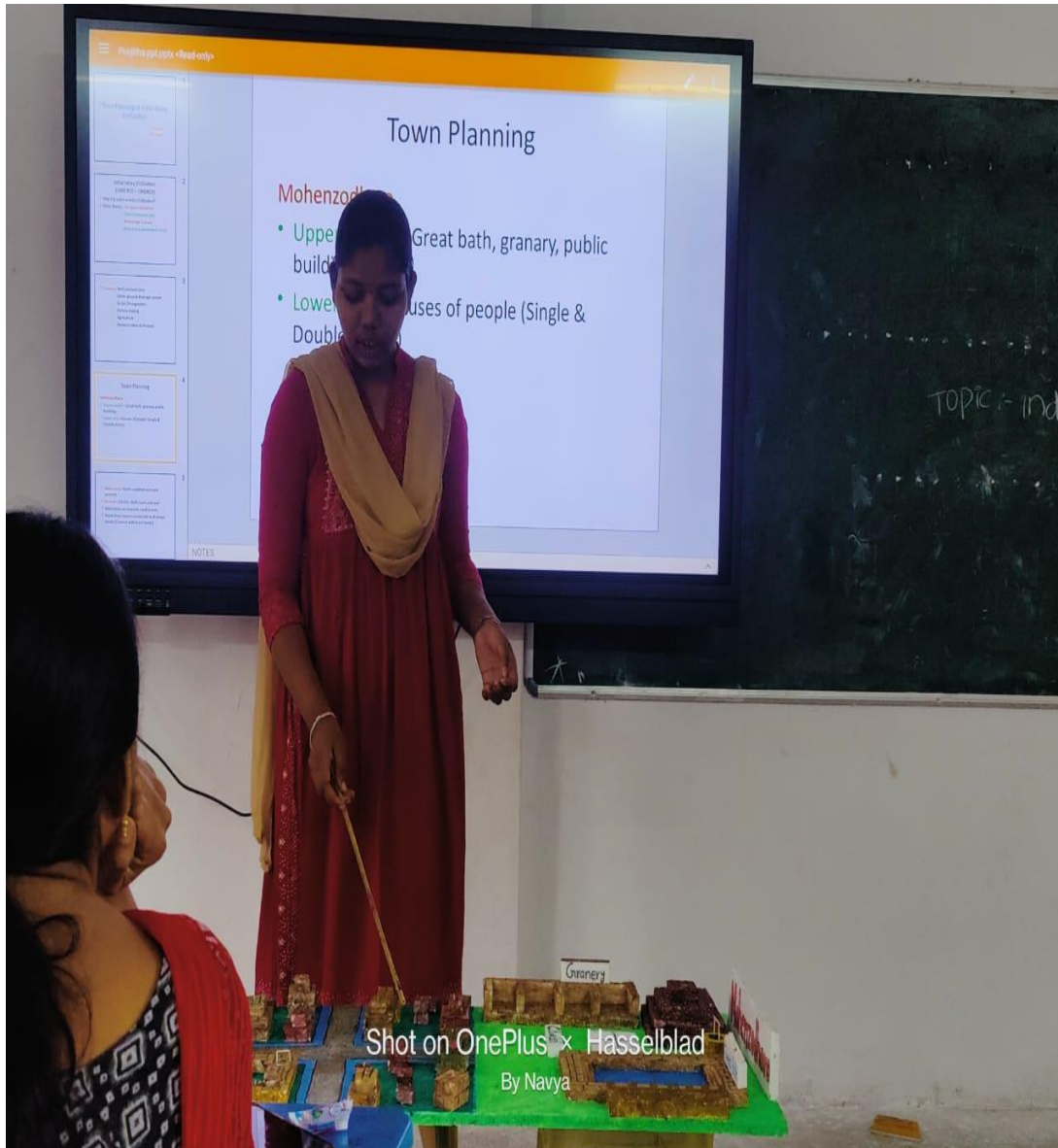
- **Visual Aids:**

- Collected images framed in proper way.

The collected data framed systematically

By employing these methods, BA HEP students G.Sujatha and M.Mamatha can ensure that students gain a deep understanding of the Trikuta Temple at Thangallapally while developing valuable research and presentation skills. This project will also foster appreciation for cultural heritage and historical preservation.

[https://ttwrdfs.ac.in/Siricilla/pdf/875473265A%20Case%20Study%20on%20Trikuta%20Temple%20\(1\).pdf](https://ttwrdfs.ac.in/Siricilla/pdf/875473265A%20Case%20Study%20on%20Trikuta%20Temple%20(1).pdf)



STUDENT PPT AND MODEL PRESENTATION FOR MASTER STUDENT COMPETITION

Date: 01/02/2023

1. Research and Study:

- **Literature Review:** BA HEP student Poojitha in conducting a comprehensive literature review on town planning in the Indus Valley Civilization. This should include scholarly articles and archaeological reports.
- **Archaeological Site Analysis:** Engage Poojitha in analyzing the layout, architecture, and infrastructure of major Indus Valley sites like Mohenjo-Daro and Harappa to understand their urban planning principles.

2. Conceptual Understanding:

- **Lectures and Discussions:** Conduct lectures and discussions to impart knowledge about the key features of Indus Valley town planning, such as grid layout, standardized brick sizes, drainage systems, and public amenities.

3. Research and Presentation Preparation:

- **Research Skills:** Train Poojitha in research methodologies, data analysis, and academic writing to conduct her own research on a specific aspect of Indus Valley town planning.
- **Presentation Skills:** Provide guidance on effective presentation techniques, including slide design, storytelling, and public speaking.

PPT and Model Presentation:

1. PPT Presentation

Poojitha prepared power point presentation with slides which includes title, Introduction, features, town planning and summery

2. Model Presentation:

- Poojitha prepared Showcase a physical model of an Indus Valley city layout, highlighting its key features and urban design principles.
- Explain the significance of the model in understanding the spatial organization and functionality of Indus Valley settlements.

By following these teaching and learning methods and structuring the PPT and model presentation effectively, students of history can understand about creation of a compelling and informative presentation for the master student competition on town planning of the Indus Valley Civilization.



Student Seminar on Vedic Literature

Date: 22/02/2023

Teaching and Learning Methods:

1. Pre-Seminar Preparation:

- **Reading Assignments:** Assign readings from Vedic texts or scholarly articles related to Vedic literature to familiarize students with the material.
- **Pre-Seminar Discussions:** Facilitate pre-seminar discussions where students can share their initial thoughts, questions, and insights on the assigned readings.

2. Lecture and Discussion:

- **Student Lecture:** Begin the seminar with student lecture by BA HEP student G. Sujatha on the historical background, significance, and themes of Vedic literature.
- **Interactive Discussion:** Encourage active participation from students through open-ended questions and discussions to deepen their understanding of the topics.

3. **Critical Analysis:**

- **Comparative Studies:** Facilitate comparative studies where students compare Vedic texts with other religious or philosophical traditions to identify similarities, differences, and influences..

By incorporating these teaching and learning methods into the student seminar on Vedic literature led by Sujatha, participants can engage in a dynamic and enriching exploration of this ancient textual tradition.



- **POSTER PRESENTATION ON ANCIENT INDIAN COINAGE**

Date: 18/03/2023

For a student poster presentation on ancient Indian coinage, several teaching and learning methods can be employed to ensure effective communication of information and engagement with the audience.

Teaching and Learning Methods:

1. Preparation of visual aids:

- Provide background information about the history, significance, and evolution of coinage in ancient India through lectures, readings, or multimedia resources.
- Train students in research methodologies, data collection, and analysis techniques to gather relevant information about ancient Indian coins from diverse sources.
- **Poster Design preparation:** provide information to students about poster design principles, including layout, colour schemes, typography, and visual hierarchy, to help students create visually appealing and informative posters.

2. Content Development:

- **Literature Review:** Guide students in conducting a literature review on ancient Indian coinage, exploring scholarly articles, archaeological reports, numismatic catalogs, and primary sources.
- **Data Compilation:** Assist students in compiling data on different aspects of ancient Indian coins, such as types, inscriptions, symbols, and historical contexts.
- **Visual Material Collection:** Encourage students to collect high-quality images, illustrations, and diagrams of ancient Indian coins to include in their posters.

3. Poster Creation:

- **Research Poster Guidelines:** Provide students with guidelines for creating research posters, including size specifications, content organization, and formatting requirements.
- **Peer feedback:** Facilitate peer feedback sessions where students can give and receive feedback on their posters, helping them refine their content and design elements.

4. Poster Presentation:

- **Poster Session Setup:** Organize a poster session event where students can present their posters to peers, faculty members, and other attendees.
- **Interactive Discussions:** Encourage interactive discussions between presenters and audience members, allowing for questions, comments, and exchange of ideas.

By incorporating these teaching and learning methods into the student poster presentation on ancient Indian coinage, participants can effectively communicate their research findings, engage with their peers, and contribute to the dissemination of knowledge about this fascinating aspect of Indian history and culture.

Student Project:

“A DECISIVE STUDY ON YERUKALA TRIBE”

25/04/2023

Conducting a student project titled "A Decisive Study on the Yerukala Tribe" offers a valuable opportunity for students to engage deeply with anthropological, sociological, and historical research. Here are some effective teaching and learning methods to guide the project:

1. Preparation and Planning

- **Learning Objectives:**

- Understand the cultural, social, and economic aspects of the Yerukala tribe.
- Develop research skills, including qualitative and quantitative methods.
- Enhance critical thinking and presentation skills.

- **Project Outline:**

- Define the scope of the study, including specific areas such as history, culture, social structure, economy, and current issues faced by the Yerukala tribe.
- Create a timeline with milestones for each phase of the project.

2. Research Methodologies

- **Literature Review:**

- Guide students in conducting a comprehensive literature review on the Yerukala tribe.
- Provide access to books, scholarly articles, and credible online sources.

- **Field Research:**

- Encourage students to conduct field visits, if possible, to Yerukala communities.
- Teach qualitative research methods such as ethnographic studies, participant observation, and interviews.

3. Collaborative Learning

- Two students assigned to this project, each focusing on different aspects of the Yerukala tribe (e.g., history, cultural practices, socio-economic conditions).

- Encourage collaboration and regular sharing of findings within and between groups.

4. Interactive and Experiential Learning

- **Cultural Immersion:**
 - Organize activities that help students immerse themselves in Yerukala culture, such as traditional crafts, music, dance, or food.

5. Critical Analysis and Discussion

- **Analytical Framework:**
 - Introduce students to analytical frameworks for studying indigenous communities, such as structural-functionalism, cultural relativism, and postcolonial theory.
 - Encourage students to critically analyze the impact of external factors on the Yerukala tribe.

6. Data Collection and Analysis

- Teach students to design and conduct surveys to gather information through interviews.
- Use historical methodology to analyze the data collected.
- Train students in coding and thematic analysis for historical data obtained from interviews and observations.

7. Presentation and Synthesis

- **Report Writing:**
 - Guide students in writing a comprehensive research report, including an introduction, literature review, methodology, cultural heritage and conclusion.
- **Visual Aids:**
 - Collected images framed in proper way.

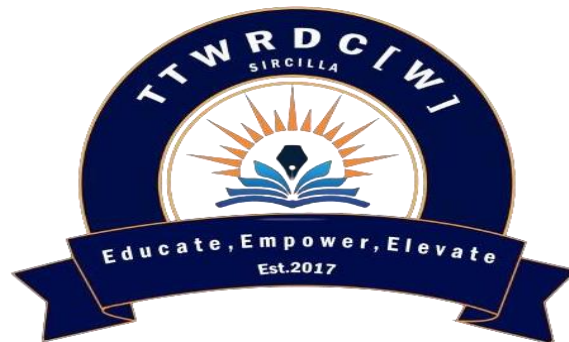
By employing these methods, S.Divya and D.Vinni made their efforts into a report of the Yerukala tribe. This project will also foster empathy and respect for indigenous communities and their cultural heritage.

<https://ttwrdds.ac.in/Siricilla/pdf/386232160A%20Decisive%20Study%20on%20Yerukala%20Tribe.pdf>



TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE
COLLEGE FOR WOMEN, SIRICILLA

DEPARTMENT OF HISTORY



2021-22

Teaching Learning Practices



EDUCATIONAL TOUR TO TRIKUTA TEMPLE

Date: 25/02/2022

Teaching and Learning Methods:

5. Pre-Visit Preparation:

- **Introduction to Trikuta Temple:** Provide background information about the temple's history, significance, architecture, and cultural context through lectures.
- **Objective Setting:** Clarify the learning objectives for the field visit, such as understanding the temple's architecture, religious practices, cultural significance, and community impact.
- **Preparation Activities:** Engage students in activities like creating mind maps, brainstorming questions, or conducting virtual tours to generate curiosity and prepare them for the visit.

6. Field Visit:

- **Interactive Sessions:** Incorporate interactive sessions where students can participate in rituals, interact with locals, and ask questions to deepen their understanding and engagement.

- **Documentation:** Encourage students to take notes, sketches, photographs, or recordings to document their observations, thoughts, and experiences during the visit.

7. **Post-Visit Activities:**

- **Debriefing Session:** Facilitate a debriefing session to allow students to share their experiences, insights, and questions from the field visit. Encourage peer discussion and reflection.
- **Data Analysis:** Engage students in analyzing the data collected during the visit, such as comparing architectural features, interpreting symbolic elements, or reflecting on the cultural significance of observed practices.

Assessment:

- Assess students based on their active participation during the field visit, the depth of their observations, the quality of their analysis and reflections in the report, and their ability to communicate effectively.

By incorporating these teaching and learning methods, students can engage in a holistic learning experience during their field visit to Trikuta Temple at Thangallapally and effectively communicate their insights and findings through their reports.



Ramappa Temple model presentation

DATE: 28/02/2022

For BA HEP students making of Ramappa Temple model preparation and presentation, a combination of research, practical application, and presentation skills will be beneficial. Here are teaching and learning methods tailored for this task:

Teaching and Learning Methods:

1. Historical Context and Research:

- **Lecture Series:** Conduct lectures on the historical significance of Ramappa Temple, its architectural features, cultural context, and its importance in the Kakatiya dynasty.
- **Research Assignments:** Assign students to conduct research on different aspects of the temple, such as its architectural style, sculptural details, historical background, and religious significance.

2. Model Preparation:

- Guiding students to learn about architectural modelling techniques, materials, and tools required for creating a scale model of Ramappa Temple.
- **Group Projects:** Form groups of students to collaborate on different sections of the model, such as the main temple structure and intricate carvings etc.
- **Guided Supervision:** Provide guidance and supervision during the model preparation process, offering feedback and suggestions to ensure accuracy and attention to detail.

3. Presentation Skills Development:

- **Presentation Workshops:** Conduct workshops on effective presentation skills, including public speaking, slide design, and storytelling techniques.
- **Mock Presentations:** Organize mock presentation sessions where students can practice presenting their findings and model to their peers, receiving constructive feedback for improvement.
- **Visual Communication:** Teach students how to effectively use visuals, such as images, diagrams, and charts, to enhance their presentations and convey complex information.

4. Feedback and Iteration:

- **Peer Review Sessions:** Arrange peer review sessions where students can provide feedback on each other's presentation, offering suggestions for improvement in content, presentation style, and accuracy.
- **Iterative Process:** Emphasize the iterative nature of report preparation and presentation, encouraging students to revise and refine their work based on feedback and reflection.

By employing these teaching and learning methods, BA HEP students prepared Ramappa Temple model preparation and presentation, integrating historical, economic, and political perspectives into their analysis.



STUDENTS WITH MODEL OF HISTORY OF EARTH AND HUMAN EVOLUTION

Date: 28/02/2022

Teaching and learning methodology for students in the model preparation of the history of Earth and human evolution should aim to engage students actively, promote critical thinking, and facilitate a comprehensive understanding of geological and biological concepts. Here's a structured approach:

Teaching and Learning Methodology:

1. Preparation and Background Research:

Introduction to Geological and Biological Concepts: Begin with lectures or interactive sessions to introduce students to fundamental concepts of history of earth and human evolution.

Research Assignments: Assign students specific topics related to Earth's history and human evolution to research, encouraging them to explore primary sources, scholarly articles, and multimedia resources.

2. **Model Design and Construction:**

- **Brainstorming Sessions:** Conduct brainstorming sessions where students collaborate to generate ideas for the design and construction of the model, considering key events and milestones in Earth's history and human evolution.
- **Model Making:** teach students modelling techniques using materials, ensuring they have the necessary skills to bring their ideas to life. They showcased different stages in human evolution with thermocol models.

3. **Presentation and Interpretation:**

- **Model Showcase:** Organize a model showcase in science fare at TTWRDC(W), Rajanna sircilla where students present their creations to students and teachers, explaining the significance of each element and its connection to the overarching narrative of Earth's history and human evolution.

By incorporating these teaching and learning methods, students can engage in a hands-on exploration of Earth's history and human evolution, fostering a deeper appreciation for the interconnectedness of geological and biological processes and their impact on shaping the world we inhabit today.



Student Seminar on Indian National Army

Date: 16/03/2022

Teaching and learning methods involved in a student seminar on the Indian National Army (INA) can encompass various approaches to engage students actively and deepen their understanding of this historical topic. Here's a structured approach:

Teaching and Learning Methods:

- **Sources Analysis:** Assign students to analyze primary sources related to the INA, such as speeches, letters, and official documents, to understand the perspectives and motivations of its leaders and members.
- **Secondary Source Review:** Encourage students to review scholarly articles, books, and documentaries on the INA, providing a deeper understanding of its historical context and impact.

Presentation method:

BA HEP student G. Sindhuja presented specific aspects of the INA, such as its military campaigns, organizational structure, and its efforts in Indian Independence movement.

Discussions:

- **Debate Sessions:** Organize debates on controversial topics related to the INA, such as its collaboration with Axis powers or its ideological differences with the Indian National Congress.

By incorporating these teaching and learning methods, students can actively engage with the history of the Indian National Army, critically analyze its impact, and appreciate its role in India's struggle for independence.

Student Project:

“CHENCHU TRIBE”

20/042022

Conducting a student project titled "Chenchu Tribe" offers a valuable opportunity for students to engage deeply with anthropological, sociological, and historical research. Here are some effective teaching and learning methods to guide the project:

1. Preparation and Planning

- **Learning Objectives:**

- Understand the cultural, social, and economic aspects of the Chenchu tribe.
- Develop research skills, including historical methods.
- Enhance critical thinking and presentation skills.

- **Project Outline:**

- Define the scope of the study, including specific areas such as history, culture, social structure, economy, and current issues faced by the Chenchu tribe.
- Create a timeline with milestones for each phase of the project.

2. Research Methodologies

- **Literature Review:**

- Guide students in conducting a comprehensive literature review on the Chenchu tribe.
- Provide access to books, scholarly articles, and credible online sources.

- **Field Research:**

- Encourage students to conduct field visits, if possible, to Chenchu communities.
- Teach qualitative research methods such as ethnographic studies, participant observation, and interviews.

3. Collaborative Learning

- Two students assigned to this project, each focusing on different aspects of the Chenchu tribe (e.g., history, cultural practices, socio-economic conditions).
- Encourage collaboration and regular sharing of findings within and between groups.

4. Interactive and Experiential Learning

- **Cultural Immersion:**

- Organize activities that help students immerse themselves in Chenchu culture, such as traditional crafts, music, dance, or food.

5. Critical Analysis and Discussion

- **Analytical Framework:**

- Introduce students to analytical frameworks for studying indigenous communities, such as structural-functionalism, cultural relativism, and postcolonial theory.
- Encourage students to critically analyze the impact of external factors on the Chenchu tribe.

6. Data Collection and Analysis

- Teach students to design and conduct surveys to gather information through interviews.
- Use statistical tools to analyze the data collected.
- Train students in coding and thematic analysis for qualitative data obtained from interviews and observations.

7. Presentation and Synthesis

- **Report Writing:**

- Guide students in writing a comprehensive research report, including an introduction, literature review, methodology, cultural heritage and conclusion.

- **Visual Aids:**

- Collected images framed in proper way.

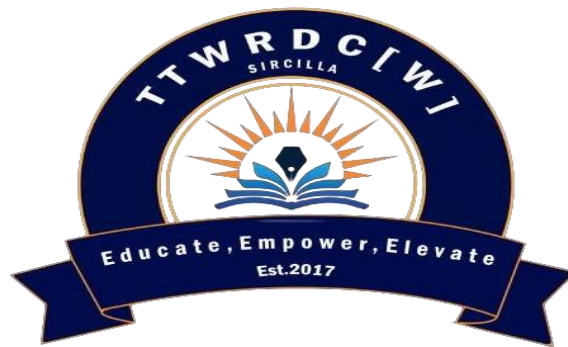
By employing these methods, P.Mounika and A.Kalpana made their efforts into a report of the Chenchu tribe. This project will also foster empathy and respect for indigenous communities and their cultural heritage.

<https://ttwrdfs.ac.in/Siricilla/pdf/866618250Chenchu%20Tribe.pdf>



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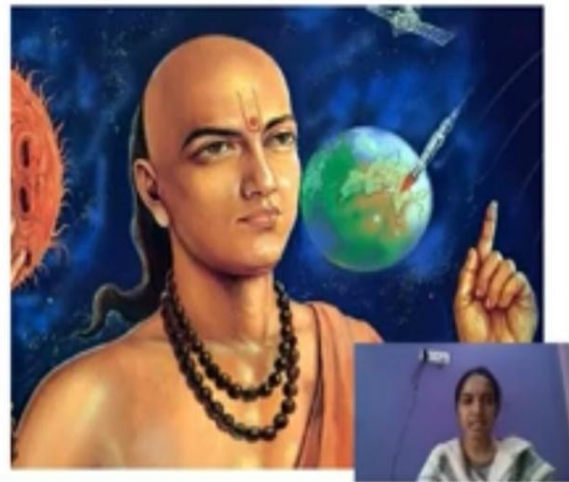


2020-21

Teaching Learning Practices

Aryabhata

- Book- Aryabhattiya (4 Volumes)
 1. Decimal System
 2. Geometry, Trigonometry & Bijaganith
 - 3 & 4 Astronomy
- Aryabhata Satellite
19th march 1975



YouTube class on Science and Technology of Ancient India

10/05/2021

Youtube Link:

<https://youtu.be/KtpGsJINDzg?si=T-cYITd-mUDNRhP1>

Teaching and learning methodology for a YouTube class on the Science and Technology of Ancient India by history lecturer B. Nagajyothi should leverage the multimedia platform to engage students actively and facilitate a deeper understanding of the subject matter. Here's a structured approach:

Teaching and Learning Methodology:

Video Lectures:

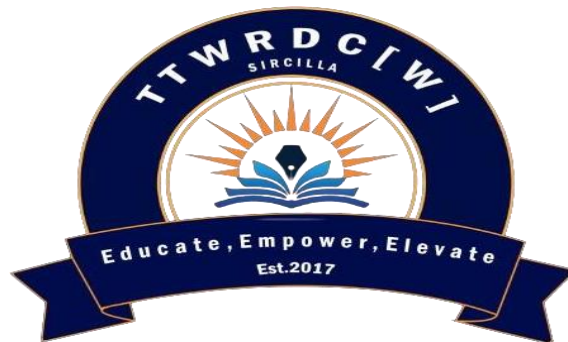
- **Engaging Content:** Create video lectures that cover various aspects of the science and technology of ancient India, including achievements in mathematics, astronomy, medicine, metallurgy, and architecture.
- **Visual Aids:** Use animations, graphics, and archival images to illustrate key concepts, historical monuments, and scientific achievements, enhancing comprehension and retention.

By implementing these teaching and learning methodologies in the YouTube class on the Science and Technology of Ancient India by history lecturer B. Nagajyothi, students can engage with the subject matter in a dynamic and interactive way, gaining a deeper appreciation for the scientific advancements and technological innovations of ancient Indian civilization.



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2019-20

Teaching Learning Practices



- **ATM making in the part of Science fair**

Date: 28/02/2019

Creating a cardboard ATM as a classroom project displayed in science fair is an excellent way to integrate hands-on learning with various educational objectives. This project can help students understand concepts related to design, technology, mathematics, and economics. Here are some teaching and learning methods to effectively guide students through this activity:

1. Planning and Designing

- **Brainstorming Session:**
 - Conduct a brainstorming session to discuss the features of an ATM.
 - Encourage students to draw sketches or blueprints of their cardboard ATM

2. Collaborative Learning

- **Group Work:**

- Divide students into small groups.
- Assign roles within in group to make this project successful.
- **Research and Exploration:**
- Have students research how ATMs work, focusing on both the physical components and the software aspects.
- Encourage them to explore different design ideas and functionalities.

3. Hands-On Construction

- **Step-by-Step Instructions:**
- Provide step-by-step guidance for constructing the ATM.
- Demonstrate cutting and assembling the cardboard structure.

4. Presentation and Reflection

- **Group Presentations:**
- Have each member of group present their completed ATM to the audience.
- Explain their design process, challenges faced, and how they overcame them.
- **Peer Feedback:**
- Encourage students to give constructive feedback to each other.
- **Feedback:**
- Provide feedback on both the process and the final product.
- Highlight strengths and suggest areas for improvement.

By utilizing these methods, students engaged in a comprehensive learning experience that combines creativity, technical skills, and practical knowledge. This project not only makes learning enjoyable but also fosters important skills such as collaboration, problem-solving, and critical thinking.



- **Live lecture of History student Pratyusha in T SAT**

Date: 07/03/2019

Youtube link:

<https://youtu.be/TQ4UkmNL8F8?si=v-sWbr8u2fv0lxP9>

When teaching and learning history in a live lecture setting, particularly through a platform like T-SAT, various methodologies can be employed to make the session engaging and effective. Below is a structured approach that History student Pratyusha used:

1. Preparation and Planning

- **Learning Objectives:** Define clear learning objectives for the lecture.
- **Content Organization:** Structure the lecture into clear segments, each focusing on a particular aspect or time period of history.
- **Materials Preparation:** Prepare visual aids, such as models and slides for power point presentation.

2. Interactive Lecture Techniques

- **Introduction:**

- Start with a brief overview of the topic.
- Present a compelling question or a historical mystery to pique interest.
- State the learning objectives for the session.

- **Presentation:**

- Use a mix of storytelling and factual information to present historical events.
- Use visual aids such as models and PPT.

3. Reflection and Review

- **Post-Lecture Review:**

- Summarize key points at the end of the lecture.
- Provide additional resources for further study.

- **Student Reflection:**

- Encourage students to reflect on what they have learned and how it applies to broader historical contexts.

By employing these methodologies, H. Pratyusha created a dynamic and engaging learning environment for history students on T-SAT.



STUDENT SEMINAR ON SHER SHAH AND HIS ADMINISTRATION

Date: 16/09/2019

Conducting a student seminar on Sher Shah Suri and his administration can be an enriching experience, allowing students to delve deeply into historical analysis and presentation skills. Here are some teaching and learning methods Ashwini used to ensure the seminar is educational, engaging, and comprehensive:

1. Preparation and Planning

- **Learning Objectives:**

- Understand the historical context and significance of Sher Shah Suri.
- Analyze his administrative reforms and their impact on later Mughal administration.
- Develop research, critical thinking, and presentation skills.

2. Research and Content Development

- **Guided Research:**

- Provide a list of recommended resources, including books, articles, and credible online sources.
- Teach students how to evaluate the credibility of sources and extract relevant information.

- **Note-Taking and Organization:**

- Encourage students to take detailed notes and organize them into key points and sub points.

3. Interactive Presentation Techniques

- Encourage audience participation by posing questions and inviting comments.

4. Critical Analysis and Discussion

- **Analytical Approach:**

- Teach students to critically analyze Sher Shah's policies and their long-term effects.
- Discuss the historiographical debates surrounding his reign and administration.

- **Debate and Discussion:**

- Organize a debate on controversial aspects of Sher Shah's administration, such as his land revenue system or his military campaigns.
- Facilitate a discussion on how his reforms influenced subsequent Mughal policies.

- **Feedback:**

- Provide detailed feedback on both the research process and the presentation.
- Highlight strengths and offer suggestions for improvement.

By using these methods, BA HEP student Ashwini facilitated a comprehensive and interactive seminar that enhances students' understanding of Sher Shah Suri's administration while developing their research and presentation skills.