

dharoohar



Celebrating
Our
Heritage,
Individuality
&
Experiences



June - July Edition



Introduction



Hey Guys !
I'm here to showcase
captivating stories , cherished
memories and glimpses of the
activities our fellow peers have
experienced!

ITIHAAS at 20

GANDHI MUSEUM

SUMMER HERITAGE PROGRAMME

Certification by ITIHAAS and The National Gandhi Museum

For Grades 4 to 8
21st to 26th May, 2024

Limited seats, on a first come basis

Students will

- Study the life of Gandhi & his relevance today
- Understand dignity of labour
- Learn to think out of the box
- Acquire life skills

For registration, handling charges & more details please check the registration form contact us at 41513763 / 9654401089 or mail us at itihaasw@gmail.com
Instagram #itihaaskibaat# www.itihaas.net

ALI NAQVI JUDICIARY

ALI NAQVI JUDICIARY PROGRAMME

Learn on the Move
At a Police Station, At the Parliament, At the Courts

For Grades 9 to 12
27th to 31st May, 2024

Limited seats, on a first come basis

On this programme students meet a

- Protest Leader
- Parliamentarian
- Police Officer who impacted change

For registration, handling charges & more details please check the registration form contact us at 41513763 / 9654401089 or mail us at itihaasw@gmail.com
Instagram #itihaaskibaat# www.itihaas.net

ITIHAAS at 20

NATIONAL MUSEUM

SUMMER HERITAGE PROGRAMME

Certification by National Museum and ITIHAAS

For Grades 10 to 12
4th to 12th June, 2024

Limited seats, on a first come basis

A museum programme focusing on understanding museology, curating a gallery, caring for artifacts, studying display and putting it all together, to tell a story.

For registration, handling charges & more details please check the registration form contact us at 41513763 / 9654401089 or mail us at itihaasw@gmail.com
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ITIHAAS at 20

SITE MUSEUMS AT THE RED FORT

Certification by ITIHAAS and Partner organisations

For Grades 8 to 11
1st to 7th June, 2024

Limited seats, on a first come basis

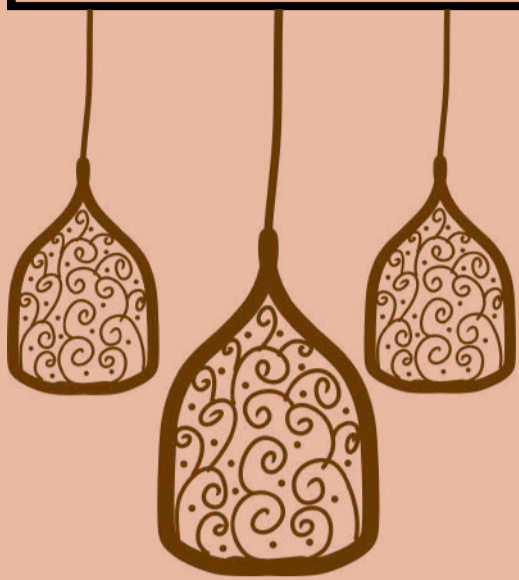
Students will have a rare and first of its kind experience to

- get an over view of 3 different museums in the back drop of the historical Red Fort
- pick one museum for a detailed understanding
- Study objects, weave stories around them and curate galleries

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ITIHAAS had organised several summer heritage programmes for students which included interning at museums , visiting police station and observing working of courts and much more !!!
Let's have a look ...

BEING GANDHI



Ranvir Sharma , Srishti Vashishth and Manya were are a part of BEING GANDHI internship this summer !

Itihaas organized many fun and engaging activities for students to learn about the heritage and culture of different time periods. Through the activities we learnt that history is not only about memorizing the dates and learning about the events but about feeling what must have happened and enjoy the traditions, culture and heritage which has been evolving since the past hundred years. After they walked inside the demonstration hall in the Gandhi museum students developed a completely different perspective about History and Gandhi Ji. The walls of myths and stereotypes started to break as they lived like Gandhi. This report includes all the incidents and events that changed them.

Gandhi was a mediocre student and hardly got through the multiplication tables. He was shy and avoided company and literally ran back from school so that no one spoke to him. ITIHAAS created this programme to let students explore the life of Gandhi.





SITE MUSEUM

Pari Mittal of class SS1D was a member of the site museum intership. Her reason for being a part of this programme was to..

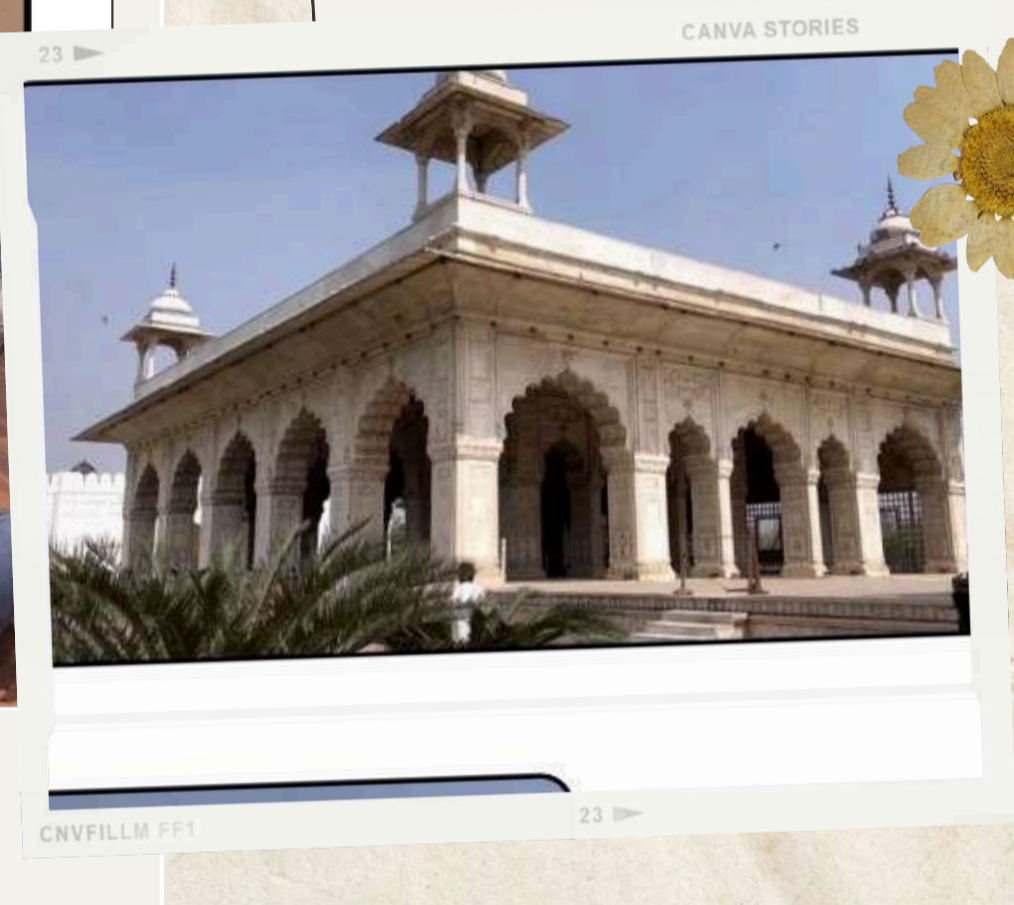
I wanted develop my skills of communication, public speaking and understanding the heritage assets of my country.

I chose the site museums because I always wanted to be a tourist guide and let the people know what all they were missing on!

It was truly a wish come true!

**Doesn't it sound so good!
You guys should definitely opt for
it next year!**





Making memories
to cherish
for life!



ALI NAQVI JUDICIARY PROGRAMME

Shivang Dagar of class SS2D took part in this internship programme. Ali Naqvi was a friend of ITIHAAS. Ali was a lawyer and a responsible citizen.. In 2013 Ali was crossing a busy intersection in South Delhi when a car hit him leaving him with injuries that proved to be fatal . It was a case of hit and run. Even though very soon someone passing by in a car, took him to hospital, it was too late. Ali was in his early 30s when he died. It is after his death that " Indian Tradition And Heritage Society" decided to create a programme that builds awareness and understanding of our legal system as well as our role as individuals in civil society. The programme took us to parliament Street police station, Patiala House courts , Jan Natya Manch , Pradhan Mantri museum and the Parliament .



That's me !

THE FOREST RESEARCH INSTITUTE

The Forest Research Institute (FRI) in Dehradun is a premier institute for forestry research and education in India. My visit there was enlightening, immersing me in the rich history and diverse research provided valuable insights into sustainable forestry practices. I learned various aspects of forestry including tree species, forest management techniques, biodiversity conservations, medicinal techniques and the impact of climate change on our ecosystems. Witnessing the institute's contributions to environmental conservation left me inspired and hopeful for the future. My experience at FRI was enriching, offering a profound appreciation for the crucial role or research in preserving our natural heritage.

Meher Mahajan

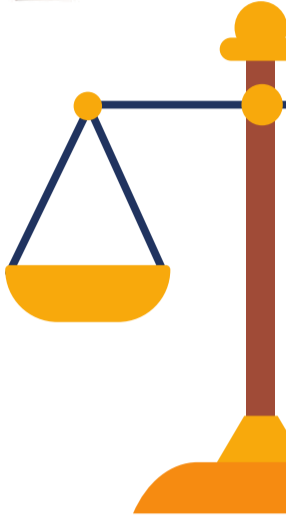




Elections



A mock election activity was conducted on 25th April 2024 for class M1. In this activity students were assigned political parties i.e. BJP, CONGRESS, AAP, BSP, SP or they were given the choice of creating their own political party, wherein they selected a leader and created a manifesto for their respective party (highlighting the goals and objectives they wanted to achieve). A student from the same class was made an election officer who took care of the Ballot box. The leader from each party came in front and spoke about their goals/ social welfare policies, after which the audience was given time to decide which leaders aspirations matched the best with them. Finally the election process was conducted in class (Photos attached), students stood in a line and one after the other cast their vote in the ballot box. After this process the counting of votes was done by the election officer.



Election



WORKSHOP ...

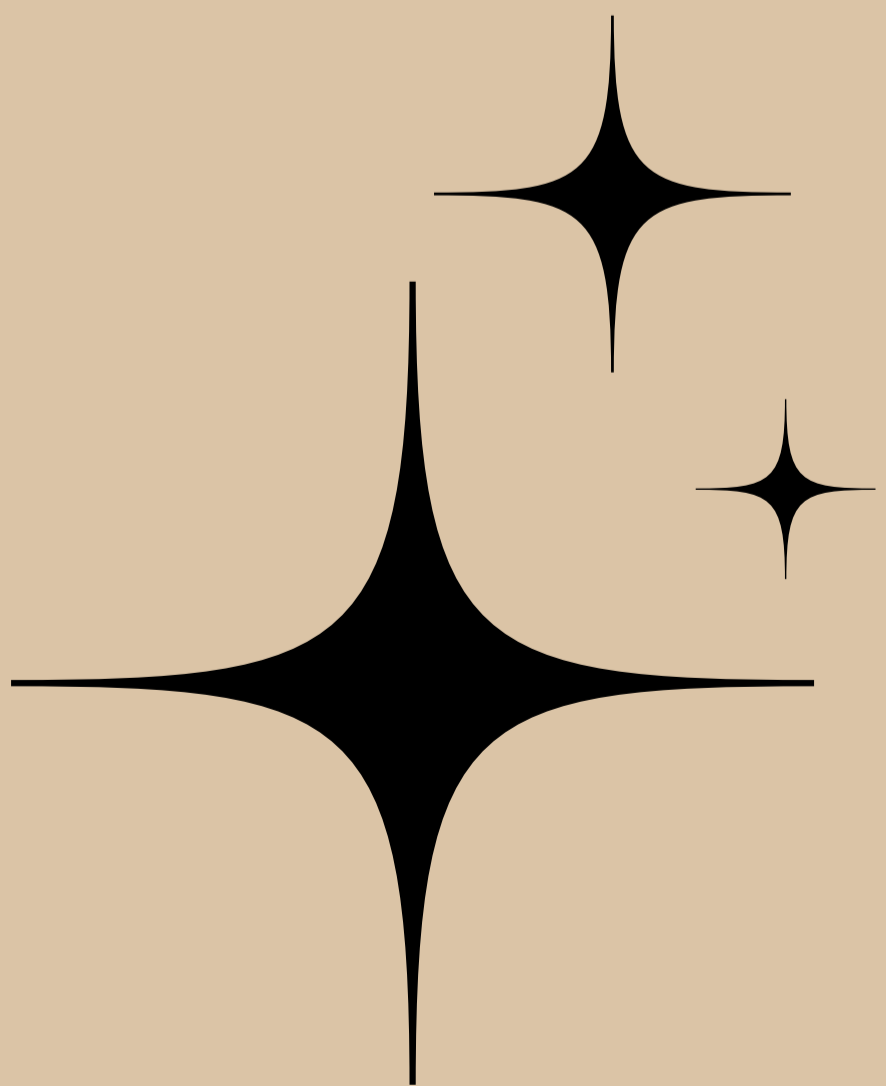
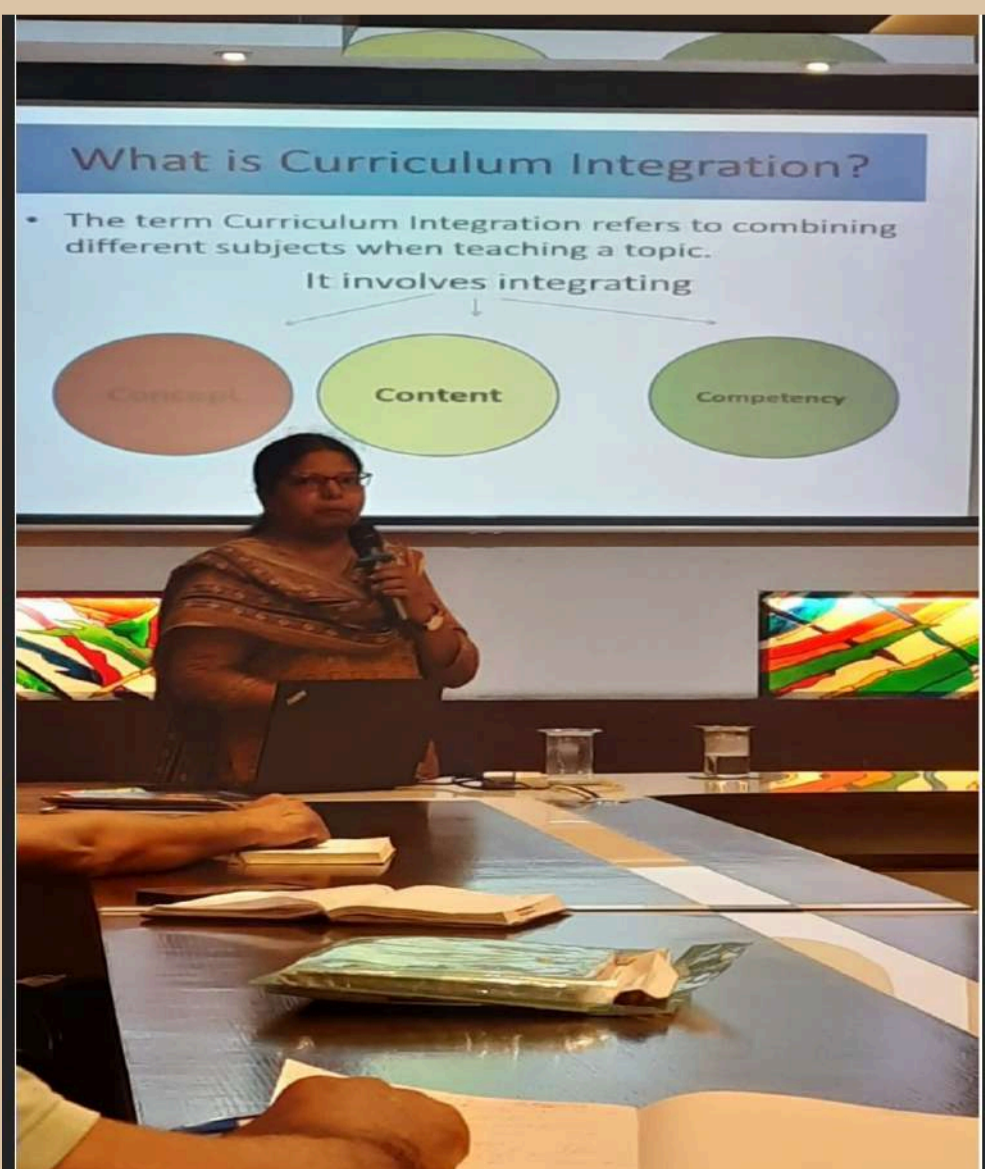


A workshop was conducted by Ms. Roma Doraiswami on 28 June 2024.

The theme of the workshop was 'Curriculum Integration and Art Integration' under the New Education policy 2020. The workshop was attended by teachers from primary, middle and senior school. The workshop began with an ice breaker to enable teachers to think out of the box.

The main highlight of the workshop were:

- To integrate curriculum and bring unity and relevance in the different subjects.
 - Pedagogy must be experiential, integrated, inquiry driven, discovery oriented, discussion and art based.
 - Integration by art in education is for the process and not product.
- The session concluded with an activity where the teachers brainstormed and shared examples of Art Integration in their teaching learning process.





**Hey Sarah! How are you?
How was your summer
break?**

**Hey Shivang! I'm good thanks.
This summer vacation finished
really quickly! I was only able
to complete my holiday home
work. How was your vacation?**



**It was pretty good actually!
I was a part of ITIHAAS summer heritage
programme. I got a chance to
visit some marvellous places. And it was
not just me, our fellow peers actively
participated in a lot of activities.**

**I wish I could be a part of such
programs! Don't forget to invite me
the next time you do such internship
Shivang!**



A CAPACITY BUILDING PROGRAMME (CBP) ON 'COMPETENCY BASED ASSESSMENT' IN SOCIAL SCIENCE

Ms. Roma Doraiswami of Gyan Bharati School attended a CBSE workshop on Competency Based Assessment for Social Science on 10th May 2024. The workshop was organised by Sankalp Sahodaya (South West Delhi) and was held at ITL Public School Dwarka. The Workshop was conducted by CBSE master trainers, Ms. Aishwarya Taneja and Ms. Debjani Mukherjee.

The workshop aimed to equip educators with -

- The knowledge and tools necessary to implement competency-based assessment strategies effectively.
- The principles, methods & techniques of making competency-based test items.
- The highlight of the session was brainstorming, question rating and question framing activities, empowering the educators to create more meaningful learning experiences for their students.
- To align teaching & assessment practices with curricular goals and competencies as envisaged by NEP

2020



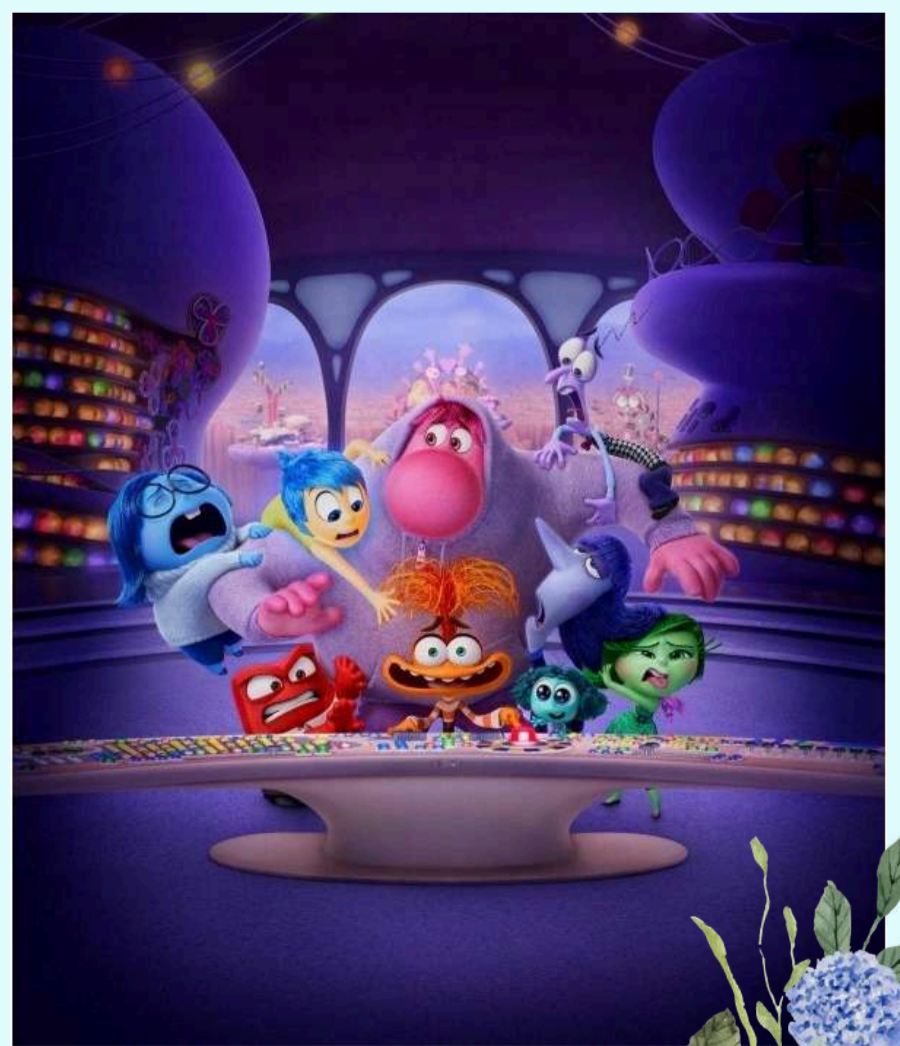
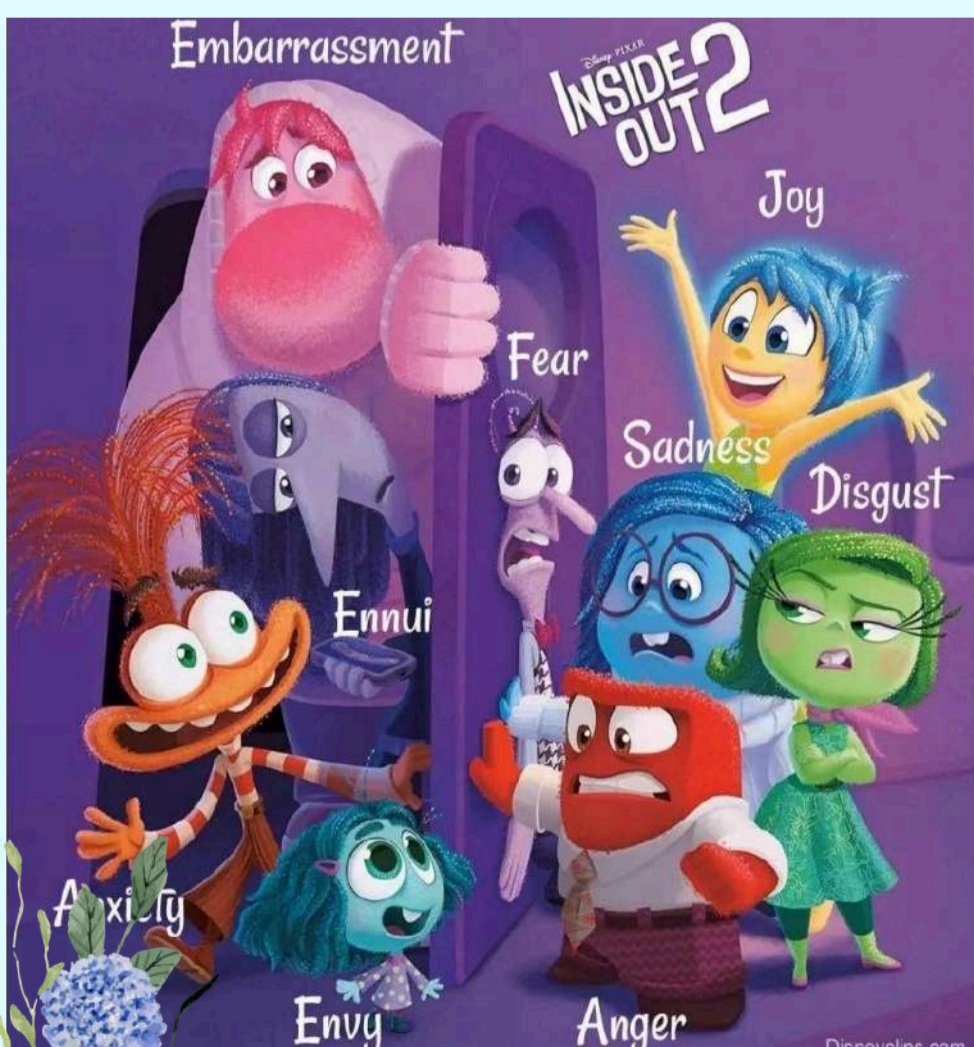
EXCURSION FOR PSYCHOLOGY STUDENTS ...

On Saturday, July 6, 2024, at 12:50 PM, the psychology students of Class 11 and 12 attended a special screening of the movie "Inside Out 2." This event was organized by Ms. Dikshita Taragi (PGT Psychology) to introduce the students to the concept of movie analysis, with a focus on understanding emotions and their impact on adolescents. Before the screening, students were provided with a brief introduction to the process of movie analysis. They were guided on how to critically view the film, paying close attention to the portrayal of emotions and psychological concepts. "Inside Out 2" explores the inner workings of the mind through its main character, Riley, who is now an adolescent. The movie delves into how her emotions—Joy, Sadness, Anger, Fear, anxiety, envy, embarrassment, ennui and Disgust—navigate the complexities of growing up, especially dealing with anxiety.

Key Themes and Observations:-

- 1. Emotional Complexity:** The movie illustrates the increasing complexity of emotions during adolescence. It shows how emotions often blend and create nuanced feelings.
- 2. Coping with Anxiety:** A significant part of the movie focuses on how Riley deals with anxiety. It presents various strategies and coping mechanisms, providing a realistic depiction of the challenges faced by adolescents.
- 3. Interpersonal Relationships:** The film highlights the role of friendships and family support in managing emotions and anxiety.

Students analyzed specific scenes, identified psychological concepts, and discussed how the film's portrayal of emotions related to their own experiences. The screening of "Inside Out 2" was a valuable educational experience for the psychology students.



I wish I had psychology !!!

Beyond The Rainbow



•The LGBTQIA+ acronym encompasses lesbian, gay, bisexual, transgender, queer (or questioning), intersex, asexual, and other sexual identities. It's a Ban umbrella term for those who aren't cisgender and heterosexual.

•Pride Month, observed in June, commemorates the contributions of LGBTQ+ culture and community worldwide. Over the last decade, India's vibrant LGBTQIA+ community has fought for recognition of its legal status.

• They seek rights that should accrue to all citizens, including the right to live together, marry, adopt, and have children through surrogacy. Notable figures like Vikram Seth and Peter Thiel have made significant contributions.

In summary, LGBTQ+ individuals deserve equal rights and respect, and promoting inclusivity is crucial for a fair society

By Dhaani Fotedar, SS2D



PRIDE IS EVERYDAY

HERITAGE WALK – THE INDIAN HANDICRAFTS MUSEUM AND, PRAGATI MAIDAN

The Heritage Club of the school organised a heritage walk for the students to the Indian Handicrafts Museum and Hastkala Academy, Pragati Maidan on the 6th of July /2024. The visit was a very delightful and fascinating experience for the children as they explored the tradition of India in a very different manner. The entry to the museum is free of cost for Indians and gives a detailed insight into the different handicrafts of the Indian society. The museum has been divided into sections for example- The Textile section, The Terracotta material section, Different materials of clothing i.e silk, crepe, cotton, traditional handloom etc.

The students also got a digital experience of finding about the nature of a particular fabric. This was followed by a special Rajasthani Folk Dance. The next section was related to craft and pottery, here each child was given some clay to create a toy (experiential learning) which was followed by a documentary. The learners enjoyed the visit and they were asked to write their reflections (observations) about the visit in their Heritage Club notebook. The total number of students who visited the museum were 27 along with 4 teachers .





The following is the link of reports made by students

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<https://drive.google.com/drive/folders/14100xgj9yNIPXvhLKeWc6FniO9uw0vLh>



THANKYOU

**An initiative by the social science
department...**



**By Shivang Dagar
SS2D**

