

केन्द्रीय विद्यालय संगठन
KENDRIYA VIDYALAYA SANGATHAN



स्नातकोत्तर शिक्षक इतिहास के लिए अवधारणात्मक स्पष्टता
को सुदृढ़ करने हेतु कार्यशाला

WORKSHOP ON STRENGTHENING CONCEPTUAL CLARITY FOR
PGT HISTORY

03/08/2026 TO 05/08/2026

Zonal Institute of Education & Training (ZIET) Mysuru

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DIRECTOR'S MESSAGE



The teaching of History at the senior secondary level calls for more than the transmission of information; it calls for the nurturing of historical thinking. This workshop on strengthening conceptual clarity for PGT History was designed to encourage teachers to look beyond the coverage of chapters and focus on how students understand time, causation, continuity, change, power, economy, culture and identity. By examining the cognitive challenges involved in learning History and exploring meaningful ways of explaining abstract ideas, the workshop sought to make historical learning deeper, more connected and intellectually engaging.

An important strength of this workshop was its emphasis on classroom practice. Through guided questioning, structured explanation, analogy, comparison, contemporary connections and the sharing of best classroom practices, participants enjoyed opportunities to reflect upon and enrich their existing pedagogical approaches. The workshop also foregrounded the changing nature of assessment, particularly competency-based, case-based and source-based questions..

I am confident that the professional conversations and collaborative learning during these three days will translate into thoughtful changes in classroom practice. A conceptually strong History classroom can enable students not merely to know what happened in the past, but to ask why it happened, how change unfolded and what the past can help us understand about the present. I hope this workshop served as a space for reflection, experimentation and professional growth, and that every participant returns to the classroom with renewed confidence, fresh ideas and a deeper commitment to making History meaningful for every learner.

With warm regards,

Mr. P.I.T Raja

Director

ZIET Mysuru

PREFACE

Primary Objective:

The primary objective of the three-day workshop was to strengthen the conceptual clarity and pedagogical understanding of PGT History teachers at the senior secondary level. The workshop focused on helping teachers move beyond the transmission and recall of historical information towards developing students' analytical and conceptual understanding. It addressed the cognitive challenges involved in learning History, particularly those related to time, scale and abstraction, and explored effective approaches such as analogy, comparison, contemporary connections, guided questioning and structured explanation. The workshop also examined core historical concepts—including time, causation, continuity, change, power, economy, culture and identity—and their interconnectedness across Classes XI and XII.

Expected Learning Outcomes:

By the end of the workshop, participants were expected to develop greater conceptual clarity and apply more effective strategies for facilitating historical understanding in their classrooms. They would be able to identify and address students' cognitive challenges, scaffold learning through purposeful questioning and explanation, and use comparisons, analogies and contemporary links to make abstract historical concepts accessible. Participants would also strengthen their understanding of recurring historical concepts across the senior secondary curriculum and draw upon shared classroom practices to enrich their own teaching. In addition, they would gain greater familiarity with competency-based, case-based and source-based assessment and develop the ability to design concept-based questions and lesson plans that effectively align content, pedagogy and assessment.

ACKNOWLEDGEMENT

The successful completion of the three-day workshop on *Strengthening Conceptual Clarity for PGT History* would not have been possible without the guidance, support and encouragement of the Director of Zonal Institute of Education and Training, Mysuru. We express our sincere gratitude to **Sri P. I. T. Raja, Deputy Commissioner, KVS**, who also served as the Course Director of the programme. His guidance, thoughtful direction and constant encouragement provided the foundation for the smooth and meaningful conduct of the workshop. His commitment to strengthening the professional capacities of teachers and enriching classroom practices was reflected throughout the programme and contributed significantly to its success.

We place on record our heartfelt appreciation for the valuable contribution of our resource persons, **Sri T. Tatikonda Narasimham** and **Sri Komma Rama Rao**, whose expertise, insights and engaging facilitation enriched the learning experience of the participants. Their sessions encouraged teachers to look at History teaching through a conceptual and analytical lens, while drawing meaningful connections between curriculum, pedagogy, classroom practice and assessment. Through their thoughtful presentations, discussions and interactions, they provided participants with opportunities to reflect upon existing practices, explore new approaches and deepen their understanding of the teaching-learning processes involved in History at the senior secondary level. Their contribution has added considerable value to the workshop and to this learning resource.

We also extend our sincere appreciation to all the **PGT History participants** whose enthusiastic participation, professional engagement and willingness to share their experiences made the workshop a truly collaborative learning experience. Their active involvement in discussions, reflections and the sharing of classroom practices brought diverse perspectives into the programme and enriched the collective learning of the group.

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TRAINING TEAM AND PARTICIPANTS

S.NO	NAME	SCHOOL	REGION
RP	MR. TATIKONDA NARASIMHAM	ASC & CENTRE	BENGALURU
RP	KOMMA RAMA RAO	NO.1 GOLCONDA	HYDERABAD
1	SANTOSH KUMAR	NO.1 BELAGAVI (AFS SAMBRA)	BENGALURU
2	REKHA DALL	AFS YELAHANKA	BENGALURU
3	SANJEEV KUMAR	NO.1 AFA DUNDIGAL	HYDERABAD
4	PRAVEEN KUMAR DWIVEDI	BOLARUM	HYDERABAD
5	RACHNA PRAVIN SHARMA	PICKET	HYDERABAD
6	RAM KISHAN	MALKAPURAM	HYDERABAD
7	SWAPNIL M KAMBLE	ONGOLE	HYDERABAD
8	ABHISHEK BUNDELA	PM SHRI KV NO.I CALICUT	ERNAKULAM
9	MAHENDRA PRATAP SINGH CHAUHAN	PM SHRI KV THRISSUR	ERNAKULAM
10	MR GOREKHA SAHU	DHARMAPURI	CHENNAI
11	MR. MANMOHAN SINGH	NO.1 PORT BLAIR	CHENNAI
12	MR.NARENDRA KUMAR KANWAT	NO.2 TRICHY	CHENNAI

KENDRIYA VIDYALAYA SANGATHAN
ZONAL INSTITUTE OF EDUCATION AND TRAINING MYSURU
3 -day workshop on" STRENGTHENING CONCEPTUAL CLARITY FOR PGT HISTORY
TIME TABLE

DAY	9.00AM – 9.30AM	9.30AM - 11.00AM	11.00A M – 11.15A M	11.15AM - 1.00PM	1.00P M- 2.00P M	2.00PM - 3.30PM	3.30P M – 3.45P M	3.45PM - 5.30PM
03/08/26	Inauguration	Reframing History Teaching at Senior Secondary Level-What shifts from middle to senior secondary. Preparing students for analytical thinking MR. T NARASIMHAM	TEA BREAK	How Students Learn History- Cognitive challenges: time, scale, abstraction MR. RAMA RAO	LUNCH BREAK	Teaching abstract ideas in History- through analogy, comparison, and contemporary links MR. T NARASIMHAM	TEA BREAK	Scaffolding Historical Understanding - Guided questioning and structured explanation MR. RAMA RAO
04/08/26	Prayer	Core Historical Concepts Across Classes XI–XII- Time, causation, continuity, change Power, economy, culture, identity --How these run across all chapters MR. T NARASIMHAM		Core Historical Concepts Across Classes XI–XII- Time, causation, continuity, change Power, economy, culture, identity --How these run across all chapters MR. T NARASIMHAM		Sharing of best classroom practices BY PARTICIPANTS		Sharing of best classroom practices BY PARTICIPANTS
05/08/26	Prayer	Understanding the Shift in CBSE Assessment-Competency-based questions. Case-based and source-based formats. Designing Concept-Based Questions K RAMA RAO		Understanding the Shift in CBSE Assessment-Competency-based questions. Case-based and source-based formats. Designing Concept-Based Questions K RAMA RAO		Designing a Conceptually Strong Lesson plan-Aligning content, pedagogy, and assessment. MR. T NARASIMHAM		FEEDBACK ,ASSESSMENT AND VALEDICTORY FUNCTION

REPORT OF DAY 1

The workshop commenced under the guidance of Sri P. I. T. Raja, Course Director and Deputy Commissioner, ZIET Mysore. Ms. Vineetha N. C., Training Associate (English), coordinated the sessions. The programme focused on strengthening conceptual clarity in History through innovative pedagogy, competency-based assessment and classroom practices.



Session I (Mr. K. Rama Rao, PGT History, KV Golconda)

The session explained in detail how to learn facts and dates using timelines, maps, flowcharts and visual learning. The importance of History and Humanities, cognitive challenges in learning history, conceptual understanding, chronological order, and building mental timelines were discussed.



Session II (Mr. T. Narasimham, PGT History)

The resource person explained an action plan for gifted and bright children.

During this session, participant Mr. Mahendra Pratap Singh demonstrated the use of Google Earth for virtual tours of historical places, introduced useful cuneiform script resources, and showed how AI tools can quickly convert content into PowerPoint presentations.



Session III (Mr. T. Narasimham)

After lunch, CBSE guidelines for Class XII History project work were explained, including topic selection and preparation. Participant Mr. Sanjeev Kumar, PGT History, PM SHRI KV No.1 Air Force Academy Dundigal, presented effective remedial strategies for low achievers through

focused practice, competency-based questions and structured support.

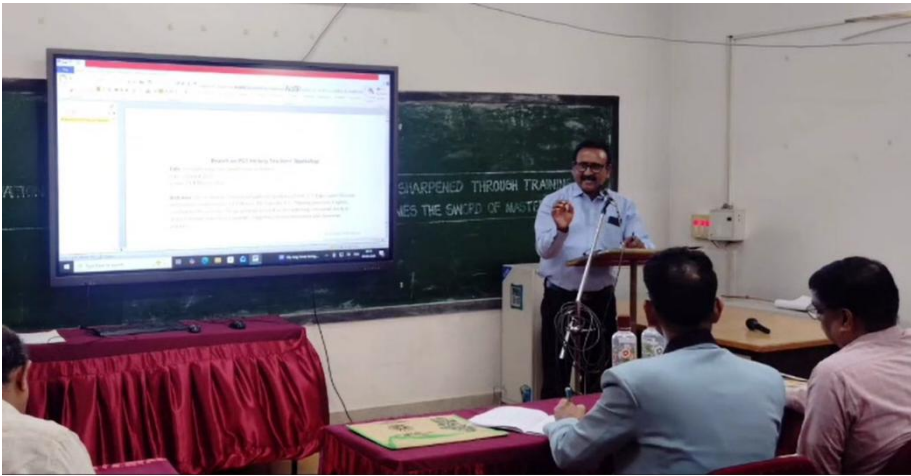
Session IV (Mr. K. Rama Rao)

The final session covered scaffolding historical understanding, historical events at micro, meso and macro levels, building conceptual clarity through timelines, anchor events, questioning techniques, structured explanation, comparison methods and visual learning to enhance meaningful understanding.

The workshop concluded with valuable insights that will strengthen classroom practices and improve students' conceptual understanding of History.

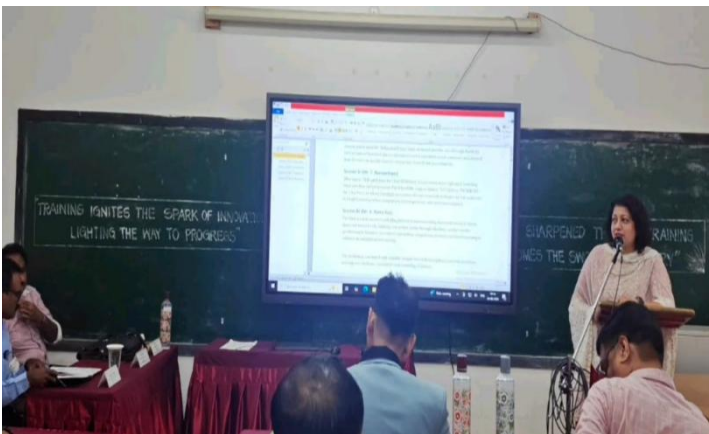
REPORT OF DAY 2

The 2nd day training programme began with the morning assembly, conducted by Group 1, which created a positive and enthusiastic learning environment.



Following the assembly, the Deputy Commissioner and Course Director Sri P.I.T Raja addressed the participants and emphasized the importance of error analysis, chapter-wise question banks, and effective answer-writing skills. His practical

suggestions motivated all participants to implement these strategies in their schools.



Ms. Vineetha , the course coordinator also addressed the participants and shared valuable insights on professional ethics, innovative teaching practices, and learner-centred education. After that, the teaching sessions started by the PGT History participants.

Teaching Sessions by participants

Mr.MAHENDRA PRATAP SINGH CHAUHAN demonstrated the effective use of ICT tools in History teaching and explained how digital resources can make learning more engaging and learner-centred.

Mr.SANTOSH KUMAR explained how History teaching can be made more interesting through visual presentations and effective use of visuals.



Ms.REKHA DALL showcased Art Integration in History through creative classroom activities and shared videos of her students' work.

Mr. PRAVEEN KUMAR DWIVEDI introduced the Brainstorming Technique to encourage critical thinking and active student participation.



Ms. RACHNA PRAVIN SHARMA demonstrated how History can be connected with students' daily life through simple and relatable examples.

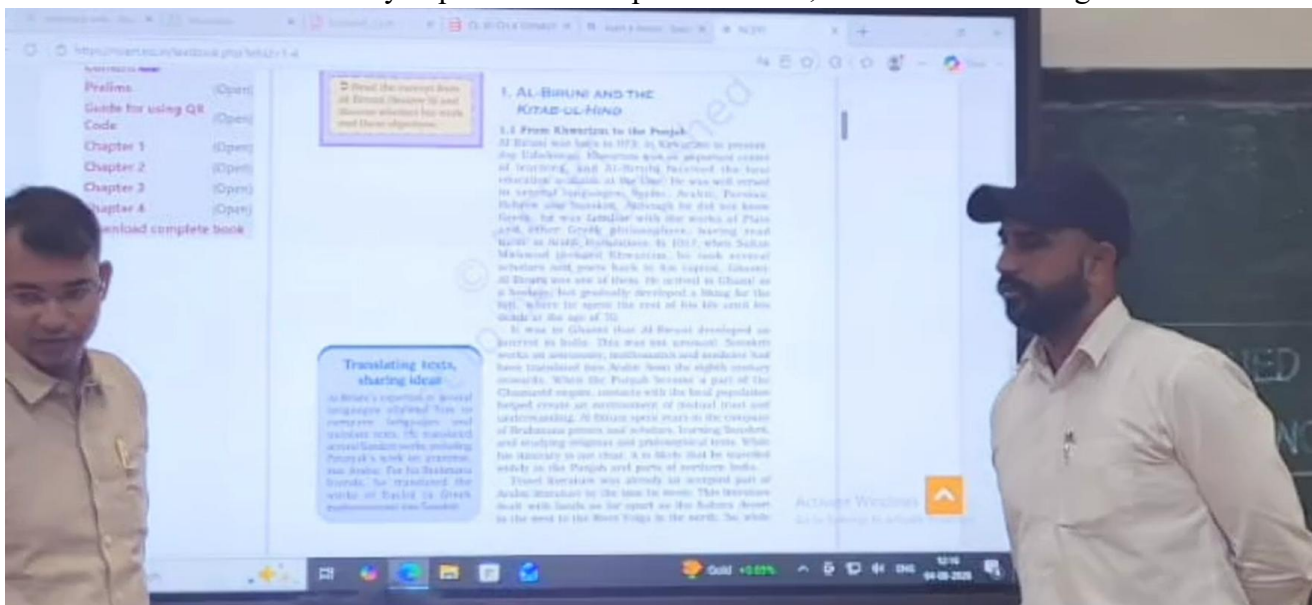


Mr. ABHISHEK BUNDELA explained the Comparative Study Method and showed how comparison helps students develop analytical thinking.

Mr. SWAPNIL KAMBLE demonstrated how to teach the chapter 'Through the Eyes of Travellers' using engaging teaching strategies.

Mr. GOREKHA SAHU focused on improving students' answer-writing skills with practical techniques.

Mr. RAM KISHAN beautifully explained the chapter 'Thinkers, Beliefs and Buildings'.

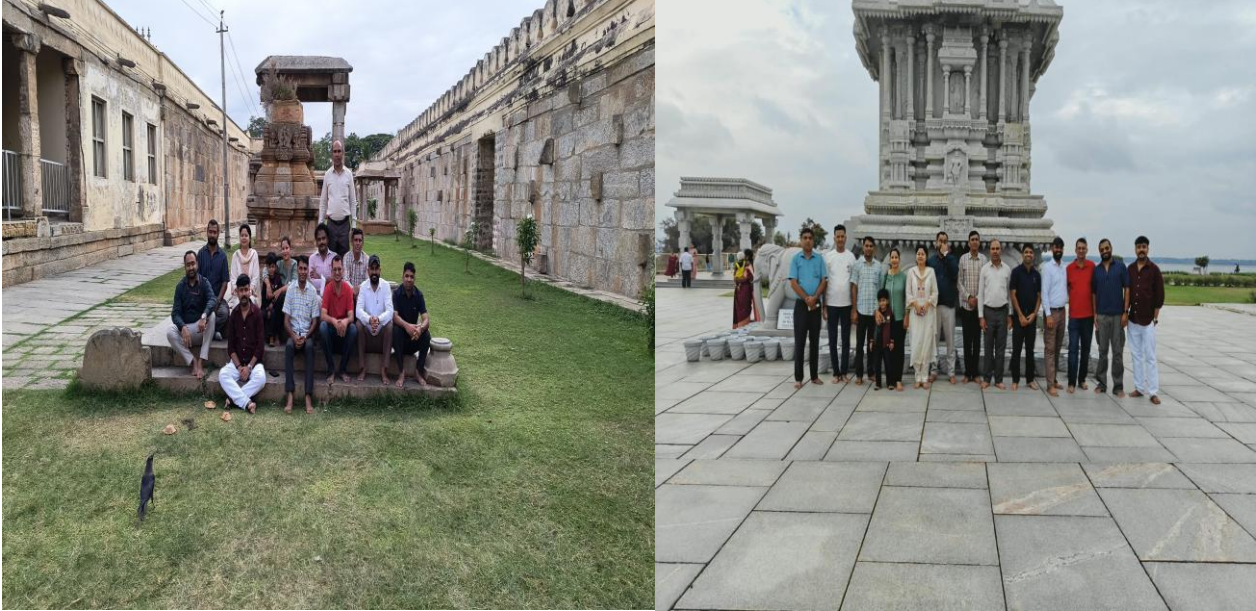


Mr. NARENDRA KUMAR KANWAT and Mr. MANMOHAN SINGH demonstrated effective map-pointing techniques and the importance of map practice.

Mr.SANJEEV KUMAR

explained how teachers can bring about positive behavioural changes in students through effective teaching practices and motivate them towards learning.

Educational Excursion



After the teaching sessions, we went on an educational excursion. We visited the Venugopalaswami Temple, built during the Hoysala Dynasty, and admired its magnificent architecture. We also visited Srirangapatnam, the Sriranga Temple, and Brindavan Gardens.

REPORT OF DAY 3

The third and concluding day of the workshop focused on strengthening teachers' understanding of the changing nature of CBSE assessment. The session on competency-based assessment explored case-based and source-based question formats and the designing of concept-based questions.



The discussions enabled participants to reflect on assessment practices that encourage students to apply historical understanding, interpret sources and engage with

concepts rather than depend solely on recall. The session provided a meaningful opportunity to connect conceptual clarity with assessment practices and to consider ways of framing questions that promote analytical thinking and deeper engagement with historical content.

The final academic session focused on designing a conceptually strong lesson plan by aligning content, pedagogy and assessment. Participants were encouraged to consider how these three elements can work together to create purposeful and coherent learning experiences in the History classroom. The day concluded with feedback, assessment and the valedictory function, providing an opportunity to reflect on the learning and experiences gained during the three-day workshop. The concluding session brought together the major themes of the programme and marked the completion of a collaborative and professionally enriching learning experience for the participating PGT History teachers.

A WRITE UP ON THE SESSIONS TAKEN BY MR.KOMMA RAMA RAO, RESOURCE PERSON

Sri Komma Rama Rao conducted his first session on the topic *How Students Learn History – Cognitive Challenges: Time, Scale and Abstraction*. He approached the topic from the learner's perspective, drawing attention to the difficulties students face while making sense of historical time, scale and abstract ideas. He encouraged participants to reflect on how students process historical information and why certain concepts may remain difficult despite classroom explanation. His presentation connected these cognitive challenges with classroom teaching, enabling teachers to consider ways of making complex historical ideas more accessible. His learner-centred approach encouraged participants to rethink how History is presented and understood in the classroom.



While conducting the session on *Scaffolding Historical Understanding – Guided Questioning and Structured Explanation*, Sri Komma Rama Rao focused on the teacher's role in helping learners gradually develop deeper historical understanding. He explained how purposeful questioning can guide students from initial comprehension towards interpretation and analysis, while structured explanations can provide

the necessary support at different stages of learning. His approach encouraged participants to examine the sequence and clarity of their own classroom explanations and the questions they use to engage learners. The session thus connected pedagogical understanding with practical classroom needs and highlighted the importance of thoughtfully guided learning.

In the session on *Understanding the Shift in CBSE Assessment*, Sri Komma Rama Rao guided participants through the emerging emphasis on competency-based assessment, with specific attention to case-based and source-based formats and the designing of concept-based questions. He helped teachers view assessment as an extension of learning rather than merely a means of testing recall. Through his presentation and discussion, participants were encouraged to consider how questions can assess understanding, application, interpretation and conceptual thinking. His treatment of the topic helped teachers connect assessment with the broader objectives of History teaching and recognise the importance of aligning classroom learning, questioning and assessment with conceptual understanding.

A WRITE UP ON THE SESSIONS TAKEN BY MR. TATIKONDA NARSIMHAM, RESOURCE PERSON

Sri Tatikonda Narasimham encouraged participants to examine the shift in expectations as learners move from the middle school level to senior secondary History in his first session on *Reframing History Teaching at Senior Secondary Level*. He focused on the need to move beyond the reproduction of information and create opportunities for students to develop analytical thinking. His presentation prompted teachers to reflect on how the nature of classroom transactions needs to change at the senior secondary level, with greater emphasis on questioning, interpretation and conceptual understanding.



In the session on *Teaching Abstract Ideas in History*, **Sri Tatikonda Narasimham** explored ways of making complex and abstract historical ideas more accessible to learners. He highlighted the pedagogical value of using analogy, comparison and contemporary links to help students connect unfamiliar historical concepts with ideas and experiences that are more readily understood. His approach encouraged participants to look beyond textbook explanations and consider how carefully chosen connections can facilitate deeper comprehension.

The two-part session on *Core Historical Concepts Across Classes XI–XII* conducted by **Sri Tatikonda Narasimham** focused on the recurring conceptual threads that underpin the senior secondary History curriculum. He explored concepts such as time, causation, continuity, change, power, economy, culture and identity, drawing attention to how these ideas

operate across different chapters rather than remaining confined to individual topics. His presentation encouraged participants to view the curriculum through a conceptual lens and recognise connections between seemingly different historical themes. The session helped teachers consider how making these underlying concepts explicit can support greater coherence and depth in students' understanding of History.

In his concluding academic session on *Designing a Conceptually Strong Lesson Plan – Aligning Content, Pedagogy and Assessment*, **Sri Tatikonda Narasimham** brought together the major strands of the workshop and focused on their application to lesson planning. He guided participants to consider how content selection, pedagogical strategies and assessment practices need to complement one another in order to achieve meaningful learning. His approach encouraged teachers to plan with clear conceptual purposes rather than treating content, classroom methodology and assessment as separate components. The session provided a fitting culmination to the workshop by connecting conceptual clarity with purposeful planning and effective classroom practice and equipped participants with knowledge and skills relevant to contemporary commerce education.



GROUP PHOTO

CHIEF TAKEAWAYS FROM THE WORKSHOP

- The participants developed a clearer understanding of how History teaching at the senior secondary level needs to move beyond recall, with greater emphasis on analytical thinking, interpretation and conceptual understanding.
- They gained insight into the cognitive challenges involved in learning History, particularly in helping students understand time, scale and abstraction, and reflected on how classroom practices can address these challenges.
- Participants explored effective ways of teaching abstract historical ideas using analogy, comparison and contemporary connections to make complex concepts more accessible and meaningful to learners.
- They recognised the importance of viewing the History curriculum through a conceptual lens, identifying connections among time, causation, continuity, change, power, economy, culture and identity across Classes XI and XII.
- The workshop enabled participants to strengthen their approach to lesson planning, particularly by understanding the need to align content, pedagogy and assessment for more purposeful and conceptually strong learning experiences.
- Through the sharing of best classroom practices, participants reflected on their own teaching approaches and learned from the experiences of their peers, reinforcing the value of collaboration and professional exchange in improving History teaching.

LINK TO PPTS:

https://drive.google.com/drive/folders/1ugaPKVyHyk5hWoHyBQncSsh8b919kZya?usp=drive_link

