UNDERTAKING FORM

Topic: History and Archaeology Labs to Build Synergies between School and University-level Pedagogy

Title: The Past as Present: Approaches to Pedagogy, History, and Archaeology in India

Collaborating SNF Institutions:
We, Dr Divya Kannan, representing Shiv Nadar Institution of Eminence, Dr Santosh Kumar Jaiswal, representing Vidyagyan Bulandshahr, and Shefali Ahlwat, Shiv Nadar School Noida, hereby acknowledge our collaboration in the submission of this grant proposal.

Principal Investigator (PI) Nomination for Communication:
In the spirit of effective communication and coordination, we nominate the following individual as the Principal Investigator (PI) responsible for primary communication on behalf of the institutions:

Primary PI Nominee:
Dr Divya Kannan
Assistant Professor, Department of History and Archaeology, School of Humanities & Social Sciences, Shiv Nadar Institution of Eminence
divya.kannan@snu.edu.in /
+91 7042273928

Undertaking:
1.   **Communication Responsibility:** The nominated Principal Investigator shall be responsible for all official communications related to the grant proposal, including but not limited to correspondence with the funding, updates, and reporting.

2.   **Collaborative Decision-Making:** Both SNF Institutions commit to collaborative decision-making throughout the project duration. Major decisions, changes, or concerns will be discussed and agreed upon jointly, taking into consideration the best interests of the object and its objectives.

3.   **Regular Updates:** The nominated Principal Investigator will provide regular updates to both institutions including the project review that shall take place every 6 months to assess progress and resolve any challenges, ensuring transparency and inclusivity in the decision-making process. Updates will be shared through agreed-upon communication channels.

4.   **Amendment of PI Nominee:** In the event of unforeseen circumstances that require the amendment of the nominated Principal Investigator, the Principal Investigator of another Institution will by default act as the Primary Investigator for communication. Meanwhile, the Principal Investigator of other institutions can be finalized mutually by both institutions timely and formalize the changes.

Signatures:

Dr Divya Kannan
Principal Investigator 1
Department of History & Archaeology,
Shiv Nadar Institution of Eminence
Date: 24.12.2023

Dr Santosh Kumar Jaiswal
Principal Investigator 2
PGT History, Department of Social Science
Vidyagyan, Bulandshahr
Date: 24.12.2023

Shefali Ahlawat
Principal Investigator 3
Social Sciences, Shiv Nadar School, Noida
Date: 24.12.2023

Topic: History and Archaeology Labs to build synergies between Schools and Universities

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Collaborating Institutions: Shiv Nadar Institution of Eminence, Vidyagyan (Bulandshahr) and Shiv Nadar School (Noida)

Problem Statement

Across the globe, the disciplines of History and Archaeology are facing unprecedented challenges from sectarian politics, popular media, fake news, and deliberate misinformation. Every day, war and conflicts are being waged invoking certain 'pasts', which only escalate humanitarian crises. Questions of ethics and solidarity are pressing issues now. The onslaught of information in this digital age is often overwhelming for children. Educators are trying to address these themes in a variety of ways like producing innovative content, applying new methods of pedagogy, and employing exciting teaching-learning tools in the classroom and beyond. An informed dialogue needs to be initiated among educators, creative artists, researchers, and students to meet the challenges of contemporary times and think about the past with empathy. History and Archaeology are present in multiple dimensions in everyday life through heritage sites, cultural artefacts, museums, family and community histories, legal debates, social media and films, and the cultivation of a 'historical temper' is an important ethic. Beyond generating an awareness of the disciplines of history and archaeology, this project primarily intends to generate the institutional support and resources required for subject-specific research and production of collaborative output for public-facing initiatives such as children's history books, short films, website, along with the establishment and expansion of a History and Archaeology Lab at the participating school institutions- SNS and VG, with the help of faculty at the collaborating institutions, artists, experts, and students themselves.

Background Story

Personal and public histories emanating from diverse cultural and geographical contexts inform the complex, everyday landscape in South Asia. Particularly, in India, these subjects also have a strong emotional dimension as several debates continue to take place over meaning-making and historical events in various spaces. However, these conversations have not always been in dialogue with the professionalisation of history and archaeology and the rich academic scholarship that informs it. While learning resources have multiplied with the introduction of digital technologies and access to new archives and methods, the lack of awareness about the employment opportunities offered by a rigorous study of the humanities and social sciences has also stunted the professional pursuit of the disciplines of history and archaeology, and educational spaces lag in addressing issues of equality, diversity, and inclusion. Researchers

have also observed that classroom teaching at the senior high school level in History and Archaeology still tends to be reductionist and exam-oriented, unable to retain the levels of curiosity generated in students at the primary levels. Despite these concerns, we believe that a concerted collaboration between school and university teachers, and a combination of our pedagogical strengths has immense potential to impart skills necessary for young individuals to address some of the pressing concerns of contemporary society.

Approach and methodology

This joint collaboration intends to focus on widening participation initiatives and increase awareness of the latest pedagogical approaches and creative sources to enhance the professionalisation of History and Archaeology. The data collected through this project will be channelised into strengthening the respective school and university curriculum and improving teaching, learning and assessment for students from classes 6-11.

The participant institutions (Shiv Nadar IoE, Dadri, Shiv Nadar School Noida and Vidyagyan Leadership Academy, Bulandshahr) have identified certain key areas of synergy that leverage our respective capabilities to implement our aims. These are essential if we want students and citizens of tomorrow to navigate the complex world they inhabit, sensitively. In addition, we consider these to be novel, in that they are not usually part of any school or college curriculum. Accordingly, the following themes are outlined as the <u>objectives</u>, along with the broad <u>methodology</u> by which we can implement them:

1.   <u>How to do research?</u>

Social Science and History teachers across participant institutions have expressed a need to train students in research methods with rigour. Thus, the collaboration envisages implementing learning modules consisting of lectures, practical sessions handling artefacts and primary sources, and field visits that will train students to undertake research employing best practices and scientific methods useful for their classroom activities, essays, and independent research in the future in History and Archaeology. This is to also encourage students to consider the skills learnt in these disciplines as effective in diverse fields of employment in the future.

2.   <u>History in the everyday</u>

Students usually learn from history in terms of the impact of broad cultural processes in the past. We believe, however, that history is also about the everyday. Whether it is the legacy of a business family, the geographic index (GI) tag for a traditional food recipe, an heirloom seed in agriculture, or a much-loved work of art, students can learn from recognizing the histories all around them. By doing so they become much more conscious of the knowledge that they are exposed to within their communities and neighbourhoods and its changing uses.
Students will be trained to recognize, learn and document any interesting facet of everyday activity that is:
a. relevant to their school curriculum (for example, histories of a famous monument or place)

b. goes beyond their school curriculum (for example, histories of water management in a particularly productive agricultural zone)

3.   Conflict and Ethics:

A common concern for teachers and academics is that information communicated regarding politics, culture, society, entertainment, and the digital space in general (less regulated than non-digital platforms as it is), all communicate a variety of opinions, some of which are violent and divisive. We aim to foster more sensitive conversations regarding this information, noting that different points of view advocated in a respectful environment are healthy. However, a violent and unethical exposition of information that purports to present itself as accurate or correct, is unacceptable. The project will strive to train students to discern what is proper evidence-based, corroborative information in these disciplines and the potentials and limits of AI technology.

4.   Public Histories and Archaeology

We observe a steady rise in interest among educated and increasingly urbanised Indians, to go for 'heritage walks', combine 'nature' and 'history/architecture' tours, and attend public lectures by scholars on history. The rise of these 'public-facing' activities that involve engagement of the public with archaeology and history requires us to demystify these disciplines and make it easier for members of the public to understand how the past is known and what heritage conservation entails. We think this demystification ought to happen in school and college education. Whether it is political conflicts, legal precedents, or climate crises, an education that adopts a larger public interest perspective to understanding the past, will serve all its citizens better.

We envisage working on the above themes by engaging with SNS Noida, VG Bulandshahr and SNIoE teachers and researchers. The following activities will be conducted to ensure the above themes are being discussed, delivered and evaluated periodically (every six months).

1.   **Workshops:**

The project will organise a minimum of two workshop-style meetings in a semester (4 in a year) on the themes outlined above. Workshop sessions will involve a combination of lectures, hands-on demonstrations (for archaeology, software learning, and craft), and training in visual and audio documentation. Along with the participant teachers and faculty, appropriate resource persons will also be invited to facilitate the learning. The workshops will be designed keeping in mind the different age groups of students (Grades 6-11). All three institutions shall host the workshops to encourage students and teachers to interact in different physical settings. In particular, we aim to provide the space of SNIoE as a common meeting ground for students to interact with wider academia and understand interdisciplinary research through Weekend Camps and Meet the Faculty sessions.

2.   **Site-visits:**

To understand histories of the everyday and what may be of public interest, students must visit areas of such interest and understand the processes of documentation. These may be archaeological sites, places which have an older urban history, museums, or monuments, or an area of unique agricultural operations. These visits will be supervised by resource persons and teachers and students will learn how to document histories through oral narratives, unofficial written narratives, visual materials such as photographs (following ethical standards) and the like. These will be integrated with developing the resources to be hosted in the schools' respective History and Archaeology Labs.

Objectives

The aims of this collaboration are in keeping with the 'problem' as stated above. The current efforts of the collaborators will receive a boost when the above-stated methods are implemented over a 2-year frame. We are cautiously optimistic that we can carry out all our intended tasks. Our methods will be guided and evaluated periodically with the following learning outcomes expected:

1)   Inculcating critical analytical and writing skills for students from Grades 6-11.
2)   Creating a larger awareness of History and Archaeology beyond the school curriculum
3)   Developing research skills in students towards pursuing diverse career fields drawing from these disciplines in media, creative arts, academia, and entrepreneurship.
4)   Facilitating long-term dialogue between University and school educators to develop innovative pedagogies and jointly design educational materials.

Output:

1.   Setting up a dedicated room/lab:

We intend for the project to culminate in the establishment of a "History and Archaeology Lab" in SNS (Noida) and VG (Bulandshahr) with pedagogic tools and equipment. The proposed Lab will help the students to go beyond their textbooks and learn about research methodology, ethics, and sources of history and archaeology.

The Lab will have computers with free Geographic Information Systems software applications (QGIS) and cabinets showcasing the replicas and models for archaeological studies, excavation tools, and archaeology lab instruments such as a long-arm magnifying lens, hand lenses, Vernier callipers and a digital weighing scale. The room will also provide the students with the opportunity to engage in exciting learning activities by participating in interactive video games prepared for inculcating historical research methods. The idea is to set up a dedicated space with tools, equipment, models, projector, screen, and speakers to disseminate how historical and archaeological research is carried out.

2.   Preparing a 'dig-site' at Vidyagyan, Bulandshahr

The primary aim of this 'dig site' in the VG school campus is for demonstration and training in archaeological practice. Students will learn to find, document, analyse and interpret material remains. The 'dig site' will be curated as a safe and fun learning environment for students of multiple age groups. These curated experiences will simulate real-world archaeological practice, involving a time-bound 'stay' in the field. In conjunction with the Archaeology Lab, the experience gained in excavations will help students better appreciate knowledge regarding the past. SNS, Noida and SNIoE teachers and students will participate in these 'digs'. It is hoped that, after the initial period of training, students and teachers at VG Bulandshahr will invite interested members of the public to experience the dig site for themselves, thereby showcasing archaeology in the public domain.

3.   Producing Content for Public-facing Initiatives

Many of the short-term research projects undertaken by students along with faculty and experts will be published in a popular format to enable wider dissemination.
These include:
a. Designing interactive games for students. The format will roughly follow the pattern of a multiple-choice question-based game which would talk about ethics and research methodology in history and archaeology.
b. Publishing short history and archaeology books targeting young readers, (with illustrations) based on the research done by the students, with active guidance from the external experts, resource persons, and the faculty members of SNS, VG, and SNIoE. This could be in the form of fiction, non-fiction, or journalistic pieces.
c. Producing short student-led documentary videos on themes related to local histories to be used in classrooms and wider exhibitions.
d. Organising History and Archaeology Day celebrations in all partner institutions annually to showcase creative output
e. School Newsletters to encourage student writing and journalist skills to share their creative and research work related to the projects undertaken.

Fund Utilisation Plan/ Budget (Two Years)

Components	Description	Budget (INR)
Manpower	**1. Honorarium for external experts:** 6 experts per workshop; 8 workshops in two years (4 per school); each expert will receive INR 10000 **2. Remuneration of 1 Programme Co-ordinator:** INR 25000 per month for two years (24 months)	1. 10000X6X8 = 4,80,000 2. 25000X24 = 6,00,000 **Total: 10,80,000**
Consumables	**1. Workshop expenditure:** *1.1. Food*: lunch for 50 people per workshop (INR 500 per plate) *1.2. Accommodation:* for 6 experts per workshop over 2 nights (INR 4000 per night inclusive of food) *1.3. Travel:* 48 experts (6 experts per workshop) flights and cabs (INR 15,000 per person) **2. Stationery items:** INR 75,000 (including stationery for all workshops) **3. Publication costs (children's history books, newsletters):** INR 1,00,000	1.1 (50X500X8 = 2,00,000) + 1.2 (6X2X8X4000 = 3,84,000) + 1.3 (48X15000 = 7,20,000) = 13,04,000 2. 75,000 3. 1,00,000 **Total: 14,79,000**

Minor Equipment	Each item for more than one institution: 1. Replicas and models for archaeological studies: INR 48,000 (for 3 institutions) 2. Excavation tools: INR 90,000 (for 3 institutions)[1] 3. Archaeology lab instruments (for SNS and VG): INR 48,000[2] 4. Modelling clay, sun boards etc.: INR 30,000 5. Projector and screen (for 3 institutions): INR 60,000 6. Speakers (for 3 institutions): INR 45,000 7. Camera (for 3 institutions): INR 1,50,000 8. Recorder (for 3 institutions): INR 15,000 9. Furniture: INR 75,000	Total: 5,61,000
Travel for Research	Field visits to the institutions, local historical sites and other events (students, teachers, and faculty concerned)	Total: 5,00,000
Total		36,20,000 INR

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[1] These tools will include long-handle shovels/spades, pick axes, trowels, buckets, brushes, dust pans, measuring tapes, etc.

[2] These instruments will include a long arm magnifying lens with light, Jeweller's loupe, OSM Topographic maps from the Survey of India, Digital Weighing scale, Vernier callipers, etc.

Collaborating Institutions' Role

The project will simultaneously run in both the participating school institutions-VG and SNS, in coordination with the concerned faculty at SNIoE every semester. The proposed workshops shall be hosted by all the institutions twice a semester apart from heritage site visits. Additionally, SNIoE will host student camps and joint sessions on the campus to bring all stakeholders together.

SNS will also be providing the necessary space required on their campus to establish the History and Archaeology Labs. VG school already has a lab and will be focused on expanding and organizing it along the lines deliberated upon by the team. VG will be offering space for the Archaeology Dig-site and coordinating joint activities. Apart from the overall coordination, SNIoE faculty shall be making the arrangements for the procurement of replicas, lab instruments, models, and field tools, and the organization of skill-enhancing workshops with external consultants/participants on all three campuses.

SNF Institution 1 - Shiv Nadar Institution of Eminence, Greater Noida

No.	Name	Email ID	Phone No	Role
1	Divya Kannan	divya.kannan@snu.edu.in	7042273928	Principal Investigator/ Coordinator
2	Hemanth Kadambi	hemanth.kadambi@snu.edu.in	9844064500	Co-PI
3	Iman Mitra	iman.mitra@snu.edu.in	7044646827	Co-PI
4	Kaustubh Mani Sengupta	kaustubh.sengupta@snu.edu.in	9163773947	Co-PI

SNF Institution 2 -Vidyagyan School, Bulandshahr

No.	Name	Email ID	Phone No.	Role
1	Dr Santosh Kumar Jaiswal	Santosh.Jaiswal@vidyagyan.in	9897317229	Principal Investigator
2	Animesh Singh	Animesh.Singh@vidyagyan.in	8299005820	Member
3	Kamakshi Mittal	Kamakshi.Mittal@vidyagyan.in	9015108496	Member
4	Kabir Ahmed	Kabir.Ahmed@vidyagyan.in	8617645832	Member
5	Mridul Chakraborty	Mridul.Chakraborty@vidyagyan.in	8057072770	Member

SNF Institution 3 - Shiv Nadar School, Noida

No	Name	Email ID	Phone No.	Role
1	Shefali Ahlawat	Shefali.ahlawat@sns.edu.in	9873435483	Principal Investigator
2	Arveen Chadha	Arveen@sns.edu.in	9999951326	Member
3	Zartaz Yasmin	Zartaz.yasmin@sns.edu.in	7464086827	Member
4	Shounak Morris	Shounak.Morris@sns.edu.in	8377974396	Member

Timeline:

	2024	2025
Late January		Collecting and collating the findings from the second round of workshops
February	Beginning of preparation of the dig sites and workshop. Work on the individual labs in the schools starts.	Work at the labs and the dig sites resume.
March	First field trip and demonstration at the dig sites	Third field trip and preparation for arranging the findings start/ Weekend student camp at SNIoE
April	The first round of workshops in VG and SNS	The third round of workshops in VG and SNS
May-July	Collecting and collating the findings from the first round of workshops at SNIoE joint sessions	Bringing together the findings from all the rounds of workshops for publication. Work begins on the student's creative outputs from the field works.
August	Work at the dig sites starts.	Work at the labs and the dig site resumes.
September	Preparation for the second round of workshops	Preparation for the last round (4th) of workshops and exhibition of the student's creative output
October	Second field trip/ Weekend student camp at SNIoE	Last round of meetings for stocktaking and arranging the findings
November-December	Second round of workshops in the schools	Demonstration of the findings in the last round of workshops, exhibition of the output by the students, publication of the findings in various forms