

Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<b><u>CC-11: History of Modern Europe (c.1780 – 1939)</u></b>  <b><u>Module - V</u></b> <b>Imperialism, War and Crisis: c.1880 – 1918</b> a) Theories and mechanisms of imperialism; b) Growth of Militarism; c) Power blocks and alliances; d) Expansion of European empires e) War of 1914 - 1918  <b><u>Module – VI</u></b> f) Origins and course of 2 <sup>nd</sup> World War	The terms like “Imperialism”, “Militarisms”, “Power-blocks” and “Alliances” are crude and capricious to the innocent minds but the modern European history of the world wars revolves around these “words”. The two world wars also changed the path of contemporary history which are catered with through research and deep study.	2  2  1  2  4  4	1) Traditional way of teaching 2) Interactive classes 3) Group discussion 4) Map 5) Google Class-room 6) PowerPoint presentation 7) Assignments and class tests	Students have a vulnerable mindset which if given right knowledge inferences can come up with great ideas and theories, which in the long run can reflect in their dissertations and researches.  With frequent debates in my class, the students enjoy to learn new theories and in depth study makes them innovative and inquisitive to know more.

Signature of the Teacher : .....

Academic Year : 2022

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<p><b><u>CC-11: History of India</u></b>  <b><u>(c.1750 – 1857)</u></b></p> <p><b><u>Module - VI</u></b></p> <p><b>Popular Resistance</b>  a) Santhal uprising (1857)  b) Indigo Rebellion (1860)  c) Pabna Agrarian Leagues(1873);  d) Deccan riots (1875)  e) Uprising of 1857</p>	<p>The objective of these movements were centred almost wholly on economic issues rather than ending the exploitation of the peasants. The leadership of these revolts were from the peasantry itself. The territorial reach was limited to a particular local region. Colonialism was not the target of these movements and they were mostly short term phenomenon.</p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>5</p>	<p>1) Traditional way of teaching</p> <p>2) Interactive classes</p> <p>3) Group discussion</p> <p>4) Map</p> <p>5) Google Class-room</p> <p>6) PowerPoint presentation</p> <p>7) Assignments and class tests</p>	<p>Though short term, the significance of these peasant movements were tremendous and a thud-creator. They created an awareness of oneness among the Indians, developments of their legal rights, most importantly the notion of unity gave birth to Nationalism and encouraged post-Independence reforms and objection of zamindari. The students were interested in knowing about these topics in depth which enhanced their knowledge.</p>

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<p><b>Generic Elective (Interdisciplinary) Paper -V</b></p> <p><b>History of Bengal (c.1757-1905)</b></p> <p><b>Module – 6</b></p> <p><b>Protest movements and insurgencies against the Raj:</b></p> <p>a) The Fakir and Sannyasi revolts</p> <p>b) Indigo Revolt (1859-1860),</p> <p>c) Pabna Peasant Uprisings (1873-76)</p> <p><b>Module – 7</b></p> <p><b>Partition of Bengal 1905:</b></p> <p>Curzon and the administrative blueprint.</p>	<p>Bengal peasants were adversely affected by British exploitation and in order to retaliate they fought against the Britishers in a larger context. As time changed the type of resistance also changed its pattern they started to fight for their demands and injustice done to them. Their behaviour become more powerful and active after 1858.</p> <p>Partition of Bengal is the tragic part of Indian history that took its shape as the partition of India.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>1) Traditional way of teaching</p> <p>2) Interactive classes</p> <p>3) Group discussion</p> <p>4) Map</p> <p>5) Google Class-room</p> <p>6) PowerPoint presentation</p> <p>7) Assignments and class tests</p> <p>---do---</p>	<p>A peasant movement is a social movement involved with the agricultural policy, which in turn claimed peasant its rights, voicing for one's self esteem always creates a deep interest among the students to understand the sociological and psychological aspects of the movements.</p> <p>The blueprint of the partition of Bengal makes the students understand the ulterior motives of the British which ultimately matured as portion of India.</p>

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Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<b>Discipline Specific Elective</b>  <b>DSE-B1</b>  <b>History of Modern East Asia</b> <b>- China (cc.1840 – 1949)</b>  <b>History of China</b> <b>(cc.1919 – 1949)</b>  <b>Module – 2B</b> <b>The United Front</b> 1) The communist movement 2) The Jiangxi Period and the rise of Mao Tse Tung	<p>China uses “United Front” work to co-opt and neutralise sources of potential opposition to the polielinics and authority of its ruling changes communist party.</p> <p>A detailed study of the Jiangxi Period and the various reforms of Mao Tse Tung would help to open new avenues for the students</p>	<p>5</p> <p>5</p> <p>5</p>	<p>1) Traditional way of teaching</p> <p>2) Interactive classes</p> <p>3) Group discussion</p> <p>4) Map</p> <p>5) Google Class-room</p> <p>6) PowerPoint presentation</p> <p>7) Assignments and class tests</p>	<p>Chinese history was so me what new for my students and the part I teach is not only importance but also helps in shaping the future and current politics of China.</p> <p>Students find great interest in knowing this “unknown” part of History and their curiosity helped me to explore the topics more which in the long run helped my students a lot.</p>

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