

Topic	Objectives	Classes required	Strategy or Methodology	Outcome
World Politics in the 20th Century from 1919 to C2000 Module 2 (UNIT-I) 2.3 European Dictatorships: Origin of Fascism in Italy and Nazism in Germany –Impact on world politics Module 3 3.1 Responsibility of Hitler for the outbreak of 2 nd World War Diplomatic background of the Second World War – 3.2 Policy of Appeasement – the Munich Pact – Nazi-Soviet Non Aggression Pact. 3.3 The Spanish Civil War. Module 4 4.1 Background of the foundation of UNO 4.2 Debate on the origins and nature of the Cold War. 4.3 Cold War and the emergence of Soviet and American economic and military alliances: NATO, WTO, IMF, World Bank, Warsaw, COMECON Module 5 5.1 USSR's relation with the East European countries (1945-64) The US foreign policy in the Post war period: 5.2 Truman Doctrine and Marshall Plan Module 1 (UNIT-II) 1.1 Bi-polarism and regional conflicts: War in Korea – Crisis in Cuba – Conflict in the Middle East (Arab – Israel wars of 1948-49, 67, 1973 – Activities of P.L.O- Intifadah – Gulf War of 1990-91) 1.2 Disintegration of European Empires and the emergence of the Third World 1.3 The Non-Aligned Movement 1.4 The politics of Détente.	The way we have perceived world politics today is nothing but the outcome of the its turmoil and changes in the 20 th C from 1919to C 2000without knowing this history no one can understand European politics of today and also tomorrow. My objective was to give my students the crystal clear picture of the Europe of the past to understand the present.	<div>4</div> <div>10</div> <div>12</div> <div>4</div> <div>12</div>	1) Traditional way of teaching 2) Interactive classes. 3) Group discussion. 4) Map 5) Assignments and class tests. 6) Revision classes and doubt clearing sessions.	Students have a vulnerable mindset which is given right information comes up with great ideas and theories, which intake ling run can reflect in their dissertation and researches with frequent debates in my class, the students enjoy to learn new theories and indept study made them innovative and inquisitive to know more satisfaction was from both sides.

Signature of the Teacher :

PRINCIPAL:

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<p align="center"><u>UNIT-II:</u></p> <p><u>WORLD 1945 – 1991</u></p> <p><u>Module-1</u> Debate on the origins of the cold war.</p> <p><u>Module-2</u></p> <p>2.1 Cold war and the emergence of the U.S and Soviet military and economic alliances – NATO ,IMF , WARSAW , WTO .</p> <p>2.2 U.S. Foreign policy in the post-war period; Truman Doctrine and Marshall Plan .</p>	<p>The way we have perceived world politics today is nothing but the outcome of the its turmoil and changes in the 20th C from 1919 to C2000 without knowing this history no one can understand European politics of today and also tomorrow. My objective was to give my students the crystal clear picture of the Europe of the past to understand the present.</p>	<p align="center">5</p> <p align="center">10</p> <p align="center">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) Assignments and class tests.</p> <p>6) Revision classes and doubt clearing sessions.</p>	<p>Students have a vulnerable mindset which is given right information comes up with great ideas and theories, which intake ling run can reflect in their dissertation and researches with frequent debates in my class, the students enjoy to learn new theories and in depth study made them innovative and inquisitive to know more satisfaction was from both sides.</p>

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<p align="center"><u>Unit-2</u></p> <p>Module -1 1.1 Colonial economy: Land revenue settlements - Bengal, North India, South and west India. 1.2 Drain of wealth. 1.3 De-industrialization.</p> <p>Module -2 2.1 English education in Bengal up to 1857. Indian response to westernization: 2.2 Raja Ram Mohan Roy – Young Bengal, Vidyasagar - Prarthana Samaj - Arya Samaj . 2.3 Aligarh movement and the modernization of Islam.</p> <p>Module -3 3.1 Early resistance to colonial rule: Wahabi and Faraizi movements – Santal rebellion. 3.2 The revolt of 1857. 3.3 Growth of National Consciousness: Politics of Association - The Birth of Indian National Congress.</p> <p>Module -4 4.1 The nature of early Congress under moderate leadership. 4.2 Ideology and programme of militant nationalists. 4.3 The Swadeshi movement. 4.4 The birth of All India Muslim League. 4.5 Revolutionary terrorism in Bengal and Punjab. 4.6 Impact of the First World War on Indian economy, society and polity.</p> <p>Module -5 5.1 Gandhi and Indian National Movement: Rise of Gandhi - Rowlatt Satyagraha - Khilafat – Non- Cooperation - Civil Disobedience and Quit India Movement. Nationalist Revolutionary Movements. 5.2 Subhas Chandra Bose, the Indian National Army and the Indian Freedom Movement. 5.3 Post war upsurge and the different strands of protest politics. 5.4 Communal Politics culminating in the partition and transfer of power.</p>	<p>The way we perceive Indian politics today is nothing but the outcome of its slow but steady changes from 1556 to 1974 till its independence. Proud to an Indian the forte and the vastness of Indian history and its ripples thrills me and this feeling us truly contagious, because my students feel the same and i can see that in their eyes.</p>	<p align="center">6</p> <p align="center">8</p> <p align="center">10</p> <p align="center">10</p> <p align="center">12</p>	<p>1) Traditional way of teaching</p> <p>2) Interactive classes.</p> <p>3) Group discussion.</p> <p>4) Map</p> <p>5) Assignments and class tests.</p> <p>6) Revision classes and doubt clearing sessions.</p>	<p>Students have a vulnerable mindset which is given right information comes up with great ideas and theories, which intake ling run can reflect in their dissertation and researches with frequent debates in my class, the students enjoy to learn new theories and in-depth study made them innovative and inquisitive to know more satisfaction was from both sides.</p>

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