

Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<p><u>CC-8 : Rise of the Modern West – II</u></p> <p><u>Module –II</u></p> <p>b.) Its economic, social and political dimensions</p> <p><u>Module –V</u></p> <p>a.) Mercantilism and European economics b.) Preludes to the Industrial Revolution</p>	<p>World history is a remarkable journey through the history of the human race. In Europe, the revolutionary transformation of the ruling systems and state structures began with a bang. The smooth transition from the Middle Ages to the Modern Age is conventionally fixed on such events as the reformation and the discovery of the ‘New world’. My objective as a teacher in class was to open these chests for my students.</p>	<p>2</p> <p>5</p>	<p>1) Traditional way of teaching (Board and Chalk)</p> <p>2) Map pointing</p> <p>3) Interaction</p> <p>4) Quiz</p> <p>5) Debate on special topic</p> <p>6) Class tests</p>	<p>These topics were so new and interesting to the students that they took part in the interactive sessions with great energy and zest.</p>

Signature of the Teacher :

Year : 2022

PRINCIPAL:

Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<p><u>CC-9 :</u></p> <p><u>History of India</u></p> <p><u>(c 1526 – 1605)</u></p> <p><u>Module –IV</u></p> <p>Expansion and Integration:</p> <p>c) Conquest of Bengal</p> <p><u>Module –V</u></p> <p>Rural Society and Economy:</p> <p>a) Land rights and revenue system; Zamindars and Peasants; rural tensions</p> <p>b)Extension of agriculture; agricultural production; crop patterns</p> <p>c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat.</p>	<p>The Indian Mughal Empire had existed since 1526, blossoming under Akbar’s rule beginning in 1556. After the death of Aurangjeb, the empire declined both politically and culturally, while the European trading companies that had established themselves on the coasts of India since 1500 increasingly influenced political affairs. The initially most powerful Portuguese raised pride by Dutch and British. My objective as a teacher was to open the best to my students.</p>	<p>2</p> <p>3</p> <p>2</p> <p>3</p>	<p>1) Traditional way of teaching (Board and Chalk)</p> <p>2) Map pointing</p> <p>3) Interaction</p> <p>4) Quiz</p> <p>5) Debate on special topic</p> <p>6) Class tests</p>	<p>These topics were so new and interesting to the students that they took part in the interactive sessions and quiz with great interest.</p>

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Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<p><u>CC- 10 :</u></p> <p><u>History of India</u></p> <p><u>(c 1605 – 1750)</u></p> <p><u>Module –III</u></p> <p>Mughal Empire under Aurangzeb</p> <p>a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions</p> <p>b)Conquests and limits of expansion</p> <p>c)Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts.</p>	<p>During Aurangzeb's reign, the empire gained political strength once more, but his religious conservatism and intolerance undermined the stability of society. His successors became mere decadent shadow rulers.</p>	<p>3</p> <p>2</p> <p>3</p>	<p>1) Traditional way of teaching (Board and Chalk)</p> <p>2) Map pointing</p> <p>3) Interaction</p> <p>4) Quiz</p> <p>5) Debate on special topic</p> <p>6) Class tests</p>	<p>Students became curious to know more about the splendour and luxury for which the Mughals are famed developed under Akbar's successors and about the Aurangzeb. Examinations are also conducted on the topic to assess their progress.</p>

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Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<p><u>SEC –B (2):</u> <u>Art Appreciation: an Introduction to Indian Art</u></p> <p><u>Module –I</u> Prehistoric and protohistoric art: _Rock art; Harappan arts and crafts</p>	<p>During most of this period, covering about four hundred years, there was a revival of Buddhist art in what is now Bihar (ancient Magadha) West Bengal and Bangladesh under the patronization of a series of Buddhist Kings who gave this region a political stability unknown before.</p> <p>As a centre of worship the temple is mainly a creation as well as the medium of the Puranic tradition. The temple does not accomplish its purpose by being built, but the Art increases its importance and it becomes a holy site. My object is to aware the students to the architecture of stupas and temples.</p>	<p>2</p> <p>2</p> <p>3</p>	<p>1) Traditional way of teaching (Board and Chalk)</p> <p>2) Map pointing</p> <p>3) Interaction</p> <p>4) Quiz</p> <p>5) Debate on special topic</p> <p>6) Class tests</p>	<p>These topics are so new and interesting to the students that they prepared different models on this relevant subject on their own and they took part in the interaction sections with great energy and zest.</p>

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