

Topic	Objectives	Classes required	Strategy and Methodology	Outcome
<p>CC-14 : History of World Politics (c1945 – 1994)</p> <p>Module – II</p> <p>The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.</p> <p>Module – III</p> <p>The USSR in World Politics: Molotov Plan, COMECON and Cominform; Sovietisation of Eastern Europe; Berlin Blockade; Warsaw Pact.</p>	<p>European politics between the two world war was nothing but episodes of various events of domination aggression and expansion; sometimes economically, at time morally or sometimes through differences of ideologies and principals. My motto was to make the students aware of the two different power blocs and their true ulterior motives.</p>	<p>5</p> <p>10</p>	<p>1) Traditional way of Teaching.</p> <p>2) Interactive classes</p> <p>3) Group – discussion of Topics.</p> <p>4) Map</p> <p>5) Google Class Room</p> <p>6) PowerPoint Presentation</p> <p>7) Assignments and Class Tests.</p> <p>8) Remedial Classes</p>	<p>World history in this time zone is a tapestry of events based on self-protection, domination, aggression and expansion mostly through political ideologies economic and military domination. My students were very excited and they were eager to know more.</p>

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<p><u>CC-13: History of India</u> <u>(c.1857 – 1964)</u></p> <p><u>Module - I</u></p> <p>a) Cultural changes and Social and Religious Reform Movements:</p> <p>b) Growth of a new intelligentsia – the Press and Public Opinion</p> <p>c) Reform and Revival : Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.</p> <p>d) Debates around gender</p> <p>e) Making of religious and linguistic identities</p> <p>f) Caste : Sanskritising and anti Brahminical trends</p>	<p>This is that time zone of Indian politics before freedom movement when Indian society and Indian mentality was enlightening itself from the shackles of age old conservative superstitions and mindset, and identifying themselves as open-minded, cultured individuals who can voice their demands and expectations. My duty was to make these tougher issues “easy to understand” for my students.</p>	<p>4</p> <p>10</p> <p>2</p> <p>2</p> <p>2</p>	<p>1) Traditional way of Teaching.</p> <p>2) Interactive classes</p> <p>3) Group – discussion of Topics.</p> <p>4) Map</p> <p>5) Google Class Room</p> <p>6) PowerPoint Presentation</p> <p>7) Assignments and Class Tests.</p> <p>8) Remedial Classes</p>	<p>The Goosebumps were reciprocal, the thrill of teaching and learning were reciprocal. Students could identify and relate this part of Indian history as that of European Renaissance. My students took great interest in studying this part. And they were interested in collecting more information by visiting Library and various educational sites from the YouTube.</p>

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Paper 6 DSE-B-3 SEM -6 Paper –VI History of Modern East Asia-II : Japan (1868-1945) Module – II Japanese Imperialism a) China b) Manchuria c) Korea	Japan and its ideals of Racial superiority and this mentality of Japan and its want to dominate other countries was the most important topic which was needed to be catered to the students. Then only Japan's imperialistic ideologies could be understood which Korea, China and Manchuria, and that was my prime objective in the class.	5 5 5	1) Traditional way of Teaching. 2) Interactive classes 3) Group – discussion of Topics. 4) Map 5) Google Class Room 6) PowerPoint Presentation 7) Assignments and Class Tests. 8) Remedial Classes	The students took great interest in the class, because this history was new to them. They learnt new things, new politics, new theories and new notions on world politics. At the same time they also knew the history of China, Manchuria and Korea. This history was different from that of India and outcome was the enthusiasm of the students and their satisfaction when they understood the new pages of History

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Paper 2 DSE-A3 History of Bengal (cc.1905 – 1947) Module – III 1) Gandhian nationalism after 1919, Non-Cooperation and Khilafat movement, 2) Swaraj party, Civil Disobedience movement, Revolutionary Nationalists 3) The beginnings of Left politics in the 1920s. 4) Rise of Krishak Praja Party, Muslim League in Bengal politics. Module – VI 1. Subhash Chandra Bose and the Congress, 2. Quit India Movement in Bengal, 3. Post war upsurges in Bengal- Left wing movements.	Gandhar Nationalism, for my students had always been a pan India phenomenon, out microscoping it down to a single area “Bengal” was new for them and challenging for me. The beginning of Left Politics was also something new for them sort of a social revolution within a society was interesting for them. The post war upsurges was a different type of a politics altogether and my objective was to make them understand all.	8 4 4 2 2 4 2 4	1) Traditional way of Teaching. 2) Interactive classes 3) Group – discussion of Topics. 4) Map 5) Google Class Room 6) PowerPoint Presentation 7) Assignments and Class Tests. 8) Remedial Classes	The students keenly attended the lecture and took deep interest all the topics taught. Their questions and their doubt clearing session was satisfying from both sides. I down loaded some research papers on these topic and shared with my students which was of immense help to them. Me and my students enjoyed the session and all the classes were worth-remembering.

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