 

CHRIST (Deemed to be University)

Faculty of Engineering, Bangalore – 560074.

Department of Computer Science and Engineering

**History Maker**

by

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7BTCS-C, 7BTCS-B

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**Faculty In-Charge Head of Department**

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Formats:

Font Name: Times New Roman

Font Size: **HEADING – 16 with Bold**

**Sub-Heading – 14 with Bold**

**Second Sub Heading – 12 with Bold**

Remaining Content – 12

Line spacing – 1.5

Justify Alignment.

Use common Bullets/numbering throughout the report.

Margin: Left 1.25, Right 0.75

Top and Bottom – 1

Header: Project Name (Left aligned)

Footer: Department of Computer Science and Engineering (Left aligned) Page No (Right Alignment)

**Abstract**

Historical thinking is a set of critical literacy skills for evaluating and analyzing primary source documents to construct a meaningful account of the past. Sometimes called historical reasoning skills, historical thinking skills are frequently described in contrast to history content such as names, dates, and places. This dichotomous presentation is often misinterpreted as a claim for the superiority of one form of knowing over the other. In fact, the distinction is generally made to underscore the importance of developing thinking skills that can be applied when individuals encounter any history content. Most educators agree that together, history content—or facts about the past—and historical thinking skills enable students to interpret, analyze and use information about past events. In doing so, students will realize the complexity of history with all of the pieces and perspectives that cannot be captured through one narrative. Furthermore, as described by Dr. T. Mills Kelly, characteristics of historical thinking develop sourcing skills, the ability to construct and support an argument, and, "the ability to present the past in clear ways, whether in writing or in other media, saying what can be said and not saying what cannot."

The project is designed by Mr. Vikram Vincent who is currently pursuing his Ph.D. in IIT, Mumbai. The project aims to helps history students to visualize, understand and analyze historical events and come up with their own conclusion. It uses historical notations to help visualize the events. It is a browser-based tool which means it can be accessed from anywhere as long as the user has internet connection. It uses JointJs which is a library to create diagrams and display on the canvas element of the html document. The user can save the diagram in JSON format and can share between the peers and can also continue to work even after a gap of long duration.

1. **Introduction**
   1. **Background**

Historical thinking is defined by many education resources as a set of reasoning skills that students of history should learn as a result of studying history. Sometimes called historical reasoning skills, historical thinking skills are frequently described in contrast to history content such as names, dates, and places. This dichotomous presentation is often misinterpreted as a claim for superiority of one form of knowing over the other. In fact, the distinction is generally made to underscore the importance of developing thinking skills that can be applied when individuals encounter any history content. Most educators agree that together, history content--or facts about the past--and historical thinking skills enable students to interpret, analyze and use information about past events.

* 1. **Problem Statement**
  2. **Objectives**

The objectives for the project were:

1. Enhance the UI/UX of the front end of the web application.

2. Remove all the major bugs from the front-end:

* Fix text wrapping for the historical notations.
* Fix the UI by separating the Question/Answer panel.
* Add dynamic expansion of the canvas.
* Remove redundant post method to save to database.

3. Host the application on a server with domain “planethackers.in”.

1. **Literature Survey**
2. **Methodology**
   1. **Architecture/flow diagram**
   2. **Components**
   3. **Software and Hardware Requirements**
   4. **Description**
   5. **Results and Screenshots**
3. **Conclusion**
   1. **Learning Outcome**
   2. **Limitations/Challenges**
   3. **Future Scope**

**References**

**Appendix**

**A: Community Profile**

**B: Relevant documents of meeting and interaction**