

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 3 hours per week

CC7 HISTORY OF INDIA (C. 1206-1526)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Module 1 Interpreting the Delhi Sultanate Survey of Sources: Persian Tarikh Tradition; Vernacular histories; epigraphy	Knowledge: The students will gain knowledge about the diverse sources of the period. Skill : Learn how to critically and contextually assess sources. Value/Attitude: Appreciate the historical value of different sources	Quiz	Fishbowl discussion	6	
Module 2 Sultanate Political Structures a. Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur’s invasion; Rise and Fall of Syed dynasty; The Lodis; Conquests of Bahlul and Sikandar; Ibrahim Lodi and the Battle of Panipat b. Theories of kingship; Ruling elites, Sufis, Ulema and the Political authority; imperial monuments and coinage	Knowledge: Understand the multiple dimensions of the political narratives of the Delhi Sultanate Skill : Identify the different ways and methods in which political authority was created, reinforced and sustained. Value/Attitude: Appreciate the intricate relationship between political authority and religion	Class assignments	PPT	19	

<p>Module 3 Society and Economy a. Iqta and Revenue-free grants b. Agricultural production; technology c. Changes in rural society; revenue systems d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean Trade</p>	<p>Knowledge: Understand the working of the different sectors of the Sultanate economy. Skill :Link cause and effect with reference to economic changes. Value/Attitude: Understand how changing imperial economic policies affected the lives of the common people during the period.</p>	<p>Quiz</p>	<p>PPT</p>	<p>12</p>	
<p>Module 4 Religion and Culture a.Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices and social roles b. Bhakti movements and monotheistic traditions in South and North India; Women bhaktas; Nathpanthis; Kabir Nanak and the Sant Tradition c. Sufi literature; Malfuzat; Premakhyan</p>	<p>Knowledge: Gain knowledge about the different religious movements during the period. Skill :Identify the political-social-economic factors which give rise to liberal, syncretic religious movements. Value/Attitude:Understand the philosophy of the Bhakti and Sufi religious movements</p>	<p>Peer Teaching</p>	<p>group presentations using PPT</p>	<p>5</p>	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 1 hour per week

CC8 HISTORY OF EUROPE (C.1650-1780)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Module 1 1.1. Printing Revolution Revolution in War techniques	Knowledge: Identify the major reasons behind the revolutionary changes. Skill : Drawing comparisons with present day situation in dissemination of knowledge and in military conflicts Value/Attitude: Understand the changing perceptions of war and conflicting contemporary attitudes towards it.	Quiz	PPT	5	
Module 4 4.1 Scientific Revolution 4.2 Emergence of Scientific Academies 4.3 Origins of Enlightenment	Knowledge: Students will learn about the different aspects of the Scientific Revolution- factors, dimensions, spread and impact. Skill: Interpret the overlapping yet distinct arenas of science, religion, alchemy and magic. Value/Attitude: Understand that intellectual movements have multiple dimensions and interpretations	Class assignment	Class discussion on the role of western science from diverse perspectives	11	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 MDC C2 (Even Semester 2025-2026) DEPARTMENT -HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 2 hours per week

HISTORY OF INDIA (C. 1206-1526)

Topic/Unit	Competency-Based Expected Learning Outcome(Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies,Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Module 2 Sultanate Political Structures a.Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur’s invasion; Rise and Fall of Syed dynasty; The Lodis; Conquests of Bahlul and Sikandar; Ibrahim Lodi and the Battle of Panipat b. Theories of kingship; Ruling elites, Sufis, Ulema and the Political authority; imperial monuments and coinage	Knowledge: Understand the multiple dimensions of the political narratives of the Delhi Sultanate Skill : Identify the different ways and methods in which political authority was created, reinforced and sustained. Value/Attitude: Appreciate the intricate relationship between political authority and religion	Assignment		15	
Module 3 Society and Economy a. Iqta and Revenue-free grants b. Agricultural production; technology c. Changes in rural society; revenue systems	Knowledge: Understand the working of the different sectors of the Sultanate economy. Skill : Link cause and effect with reference to economic changes. Value/Attitude: Understand how changing imperial economic policies affected the lives of the common people during the period.	Quiz		10	
Module 4 Religion and Culture c. Sufi literature; Malfuzat; Premakhyans	Knowledge: Gain knowledge about Sufi literature. Skill : Identify the characteristic features of Sufi writing. Value/Attitude: Appreciate Sufi philosophy			3	

