COMPETENCY BASED TIME PLAN- 2025-26

Semester: VI
Course: CC–13 (History of India: c. 1857-1964)
Name of the Teacher: Dr. Suparna Ghosh

Unit / Topic	**Competency-Based Learning Outcomes (Knowledge, Skills, Values, Attitudes)**	**Teaching–Learning Strategies**	**Assessment Methods**	**Hours**	**Evaluated Outcome/ Post-Teaching Reflections**
Unit IV: Nationalism and Social Groups – Landlords, Professionals & Middle Classes	Knowledge: Role of social groups in nationalism. Skills: Historical analysis. Values: Social justice. Attitude: Critical awareness.	Lecture, discussion, source analysis	Class test, short notes	1	
Unit IV: Nationalism and Social Groups – Business Groups	Knowledge: Economic nationalism. Skills: Interpretation of data. Values: Ethical understanding. Attitude: Analytical thinking.	Case studies, PPT, discussion	Assignment	1	
Unit V: Communalism – Ideologies & Practices	Knowledge: Communal ideologies. Skills: Critical comparison. Values: Secularism. Attitude: Tolerance.	Lecture, debate	Written test	1	
Unit V: RSS, Hindu Mahasabha, Muslim League	Knowledge: Political organizations. Skills: Comparative analysis. Values: Democratic ethos. Attitude: Objectivity.	Group discussion, readings	Presentation	3	
Unit VI: Independence & Partition – Negotiations	Knowledge: Political processes. Skills: Analytical reasoning. Values: Peace. Attitude: Historical empathy.	Lecture, timeline analysis, peer teachng and project work	Short answers	4	

Unit VI: Popular Movements	Knowledge: Mass participation. Skills: Interpretation. Values: Collective action. Attitude: Democratic spirit.	Narrative method, discussion	Class test	1	
Unit VI: Partition Riots	Knowledge: Causes and impact. Skills: Critical reflection. Values: Humanism. Attitude: Sensitivity.	Case study, visuals, Role play	Reflective assignment	2	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - 6 DEPARTMENT -HISTORY

FACULTY- ANINDITA BANDYOPADHYAY

CLASSES ALLOTTED : 2 PER WEEK

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 **Cultural changes and Social & Religious reform movements** A)Growth of a new intelligentsia: the Press and Public Opinion	**Knowledge:** Explain the link between Western education and the rise of political consciousness. **Skill:** Conduct primary source analysis of 19th-century newspapers (e.g., *Kesari*, *The Hindu*). **Value/Attitude:** Appreciate the press as a tool for social reform and a guardian of public interest.	**Fishbowl**	**PPT**	**4**	
B) Reform and Revival:Brahmo Samaj, Prarthana Samaj &	**Knowledge:** Analyze the socio-religious ideologies of Brahmo, Arya, and Aligarh movements and their impact on Indian modernism.	**Assignment**	**PPT**	**5**	

Ramakrishna & Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh & Singh Sabha movement	**Skill:** Critically evaluate the distinction between reformist (Brahmo) and revivalist (Wahabi/Arya) approaches using primary sources. **Value/Attitude:** Cultivate a pluralistic outlook and appreciate the historical roots of social justice and gender equality.·				
C)Debates around gender D)Making of religious and linguistic identities Caste: Sanskritising and Anti-Brahminical trends	**Knowledge:** Analyze the socio-historical construction of gender, religious and linguistic identities and the tension between Sanskritization and Anti-Brahminical movements. **Skill:** Critique power hierarchies and identity shifts in colonial and post-colonial India **Value/Attitude:** Cultivate an empathetic, inclusive worldview that recognizes social diversity and challenges systemic caste-based discrimination.	**Quiz**	**PPT**	**5**	
Module 3 **Gandhian nationalism after 1919: Ideas and Movements** A)Mahatma Gandhi: his Perspectives and Methods	**Knowledge: c**ritically analyze Gandhian philosophy (), applying his methods of Satyagraha and Ahimsa to resolve contemporary conflicts. **Skill:** Interpret Gandhian beliefs and methods from multiple perspectives. **Value/ Attitude**:They will better understand ethical integrity and cultivate a socially responsible attitude toward sustainable living and inclusive community building.	**Fishbowl**	**PPT**	**3**	

B)Impact of the First World War ii) Rowlatt Satyagraha and Jallianwala Bagh iii) Non-Cooperative and Civil Disobedience iv) Provincial Autonomy , Quit India and INA	**Knowledge:** Analyze the socio-political shift from constitutional agitation to mass mobilization, identifying key triggers like the Rowlatt Act and the First World War. **Skill:** Critically evaluate primary sources to differentiate between the strategies of Non-Cooperation, Civil Disobedience, and the militant nationalism of the INA. **Value & Attitude:** Develop an appreciation for the ethics of *Satyagraha* and communal harmony while fostering a sense of civic responsibility and national identity.	**Assignment**	**PPT**	**4**	
C) Left Wing Movements	**Knowledge:** Students will analyze the rise of socialist and communist ideologies. **Skill:** critically evaluate their impact on the national movement and labor/peasant rights. **Value/ Attitude**: appreciate the pursuit of social justice and egalitarianism in shaping modern India's democratic fabric.	**Peer teaching**	**PPT**	**2**	
D) Princely India: State's Peoples Movements	**Knowledge:** Students will analyze the socio-political impact of Praja Mandals **Skill:** evaluate primary sources to map the integration of Princely States , and **Value/ Attitude:** appreciate the value of grassroots struggle for democratic rights and a commitment to constitutional values and civic engagement	**Peer teaching**	**PPT**		

Module 4 **Nationalism and Social Groups: Interfaces** d)Labour e)Dalits f)Women	**Knowledge:** Analyze the distinct roles, grievances, and mobilizations of Labour, Dalits, and Women within the anti-colonial struggle. **Skill:** Critically evaluate how these groups negotiated their specific identities against the broader nationalist narrative. **Value & Attitude:** Develop an inclusive historical perspective that recognizes social justice as integral to national liberation.	**Fish bowl**	**PPT**	**3**	

2025-26 EVEN SEMESTER

MS. SRIJITA CHAKRAVARTY

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR -2025-2026 SEMESTER -VI DEPARTMENT HISTORY

Paper CC 14 History of World Politics: 1945-1994

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
1.Bipolarism and Debates on the origins of the Cold War –Yalta and Potsdam Conference	Knowledge: The students will be able to understand the world situation in 1945 Value: They will learn the behaviour required to work in teams Skill: The students will be able to deal with problems between 2 groups	**Fishbowl**	**PPT**	**6**	

	attitude. The students will develop an attitude of solving problems instead of escalating them				
2. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO	Knowledge: The students will gather information about Truman Doctrine and Marshall Plan value They will learn the values of thinking about the world	**Quiz**	**PPT**	**4**	
4. Manifestation of Cold War: The Korean Crisis, end of French Colonial rule in Indo-China and the Vietnam War, Cuban Missile Crisis	Knowledge, The students will learn about the wars that took place during the Korean War The students will gain skill on Conflict Resolution Attitude The students will have an anti-war attitude as they will understand that a war just takes lives.	**assignment**	**PPT**	**8**	
7. Impact of the emergence of Peoples' Republic of China on World Politics: Sino-Soviet and Sino –USA relations (1950's-1970's)	Knowledge: The students will gain knowledge of the problems in China They students will gain skills on how to solve economic problems The students will have an attitude of solving problems. Value The students will favour the spirit of democracy and the right of free speech	**assignment**	**PPT**	**4**	
9. West Asian Crisis: Birth of Israel, Arab-Israel conflict(1948-1973)Camp David Accord(1978)	Knowledge: The students will get knowledge of the problems in West Asia AttitudeThe students will understand that all communities have genuine problems and will not judge any community	**Peer teaching**	**PPT**	**5**	

	Value The students will value respect towards each other				
10. Globalisation since 1990s.	Knowledge Ths students will know about the economic problems of the world in the 1980s, skill The students will learn how to solve economic problems, valueThe students will learn that all countries need to work together for economic development attitude The students will develop an attitude of economic democracy	**Fish bowl**	**PPT**	**3**	

Paper CC 15 HISTORY OF MODERN EAST ASIA – I CHINA (C.1840 – 1949)

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**
I c)Agrarian and Popular Movements : Taiping and Yi Ho Tuan d)Attempts at Self-Strengthening (Tzu-Chiang): Reforms of 1860-95; 1898; and 1901-08.	Knowledge, The students will know about the economic problems of China in the early modern age Value, The students will learn the importance of unity skill The students will know how to solve major economic problems attitude The students will develop an attitude towards helping each other	**Quiz**	**PPT**	**8**	
ii A Yuan Shih Kai; War Lordism.	Knowledge The students will get a knowledge on warlordism, value The students will try to help each other and go against groupism, attitude The students	**Fishbowl**	**PPT**	**6**	

b)May Fourth Movement of 1919: Nature and Significance	will understand that factionalism only leads to chaos and one's downfall				
IIA i) Nationalism and Communism in China (1921 – 1937)	Knowledge The students will understand the meaning of communism, skill The students will be able to solve economic problems., attitude The students will develop an attitude of economic democracy	**Assignment**	**PPT**	**8**	
a) Formation of CCP; and the b) The First United Front i)The Communist Movement	Knowledge The students will learn how communism became victorious in china, value The students will value economic progress and equality towards all , attitude The students will develop an attitude of helping the country economically	**Peer teaching**	**PPT**	**5**	
iiThe Jiangxi Period and the rise of Mao Tse Tung	Knowledge The students will learn about Mao Tse Tung, skill, The students will learn how to work for economic progress and be victorious against all odds value The students will learn the value of economic development .	**QUIZ**	**PPT**	**3**	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 3rd Year SEMESTER - 6 (Even Semester 2025-2026) DEPARTMENT - HISTORY

Faculty: Dr. Krishnokoli Hazra **Classes Allotted : 1 (one hour)**

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 **Nationalism: Trends upto 1919** A)Formation of early political organisations	· **Knowledge:** Identify key pre-Congress associations and their objectives. · **Skill:** Analyze the transition from regional interests to national consciousness. · **Value/Attitude:** Appreciate the foundational efforts of early leaders in advocating for civic rights and organized political dialogue.	Quiz	- Class discussion on how organizations evolved from elite clubs to mass movements. - Cause-Effect Mapping: Students must link a specific British policy (e.g., the Vernacular Press Act) to the rise of a specific organization.	**1**	
B)Moderates and Extremists	· **Knowledge:** Students will analyze the divergent ideologies and methods of the Moderates and Extremists, evaluating their impact on the freedom struggle. · **Skill:** They will develop critical thinking skills to assess political strategies. · **Value/Attitude:** They will cultivate a value for inclusive, multi-perspective approaches to achieving national goals.	Assignment comparing goals, core beliefs and strategies	Fishbowl discussion on political strategies and their effectiveness	**2**	
C)Swadeshi Movement	· **Knowledge:** Analyze the socio-economic impact of the 1905 Bengal Partition and the shift from moderate to extremist political strategies.	Written assignment	**PPT**	**2**	

	· **Skill:** Evaluate the effectiveness of boycotts and indigenous industrialization as tools for political resistance. · **Value & Attitude:** Cultivate a sense of self-reliance and appreciate the ethical dimensions of local consumption in a globalized economy.				
D)Revolutionaries	**- Knowledge:** Identify diverse revolutionary groups (HRA, HSRA, Ghadar) and their distinct political ideologies **- Skill:** Critically assess primary sources (manifestos, trial records) to differentiate between "terrorism" as defined by colonial powers vs. revolutionary liberation. **- Value & Attitude:** Cultivate a deep appreciation for courage and equity, translating historical sacrifice into modern civic responsibility.	Quiz	- Discussion critiquing the ideologies of the HSRA (Hindustan Socialist Republican Association) versus mainstream non-violence.	**2**	
Module 4 **Nationalism and Social groups: Interfaces** B) Peasants C) Tribals	**- Knowledge:** Deconstruct the specific socio-economic drivers of rural and forest-based uprisings. - **Skill:** Map the connection between localized resistance and the broader anti-colonial movement. - **Attitude:** Appreciate the diversity of "nationalism" beyond elite political discourse.	Assignment	Fishbowl discussion comparing the strategies adopted by the peasants and the tribal groups and their effectiveness	**1**	
Module 7 **Emergence of a New State** A)Making of the Constitution	**- Knowledge:** Analyze the historical evolution, philosophical foundations, and the Constituent Assembly's role in drafting the document. **- Skill:** Critically evaluate constitutional provisions and participate in debates regarding federalism and fundamental rights.	Quiz	Peer - Teaching through Group Presentations	**2**	

	- Value/Attitude: Demonstrate constitutional morality, civic responsibility, and respect for democratic pluralism in a diverse society.				
B)Integration of the Princely States	**-Knowledge**: Students will analyze the geopolitical challenges of 1947. -**Skill:** evaluate Sardar Patel's diplomatic strategies through primary source mapping -**Value/Attitude:** appreciate the value of national integrity over secessionist tendencies , fostering a committed sense of constitutional citizenship.	Comparison of the diverse strategies used to ensure integration	Peer - Teaching through Group Presentations	**2**	
C)Land Reform and the beginnings of planning	**- Knowledge:** Understand the socio-economic impact of land redistributive policies and the objectives of early Five-Year Plans. **- Skill:** Analyze historical data to evaluate the success of land ceiling acts and tenure reforms. **- Values/Attitude:** Appreciate the role of social justice and equity in national development strategies.	Written assignment	Peer - Teaching through Group Presentations	**2**	
D)The Nehru Years	**- Knowledge**: Analyze the pillars of Nehruvian policy, including Non-Alignment (NAM), planned economy, and secularism. - **Skill**: Evaluate primary sources to critique democratic institution-building and nation-state formation. - **Value & Attitude:** Develop a democratic temperament and appreciate the complexities of maintaining pluralism in a post-colonial state.		**PPT**	**3** **(extra classes required)**	

DR. SUKANYA MITRA

2025-26 EVEN SEMSTER

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR-III SEMESTER-VI--DEPARTMENT OF HISTORY

Paper CC 14: History of World Politics: 1945-1994

No of Classes: 2 per week

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**
III. The USSR in World Politics: Molotov Plan, COMECON and Cominform, Sovietization of Eastern Europe; Berlin Blockade, Warsaw Pact	**Knowledge-**Students will develop an understanding of the history of the USSR and its impact on Eastern Europe **skill**-be able to analyze documents like the Molotov Plan and the Warsaw Pact **Value/Attitude**-Appreciate the importance of the rival bloc to the USA	Discussion Method	PPT	4	
V. Emergence of the Third World and Non-Aligned Movement	**Knowledge-**Understand the significance of the Third World in World Politics and the impact of the Non-Aligned Movement **Skill-**should be able to develop a nuanced understanding of diplomacy and world politics Value/attitude—appreciate the need to overcome biases and see the real picture				

VI. De-stalinization; Thaw in Cold War; Détente and road to the ending of Cold War	**Knowledge-**Students will understand how de-stalinization led to a thaw in the Cold War. Explain détente and how that leads to the ending of the War **Skill**—be able to analyse Cold War related documents **Value/Attitude**—Appreciate the need to end wars and conflict	Quiz	PPT/Film	6	
VIII. Emergence of Independent Nations in Asia and Africa: Algeria, Kenya and Bangladesh	**Knowledge**---students should understand the process of political decolonization **Skill**—be able to critically analyze decolonization in the African and Asian context **Value/Attitude**—Appreciate the importance of political sovereignty	peer-teaching	PPT/Film	6	
X. Disintegration and decline of the Soviet Union—Glasnost and Perestroika—Crisis of socialist regimes in other socialist countries (Reunification of Germany, Velvet Revolution in Czechoslovakia)	**Knowledge**—Explain the disintegration of the Soviet Union and its impact on East European Countries **Skill**-link the decline of the Soviet Union and the response of the USA **Value/Attitude—c**ultivate a critique of soviet era reforms and their impact	assignment	PPT	8	
XI. Protest Politics: Civil Rights Movement and Second Wave Feminist Movement in the U.S.A. End of Anti-Apartheid Movement in South Africa (1994)	**Knowledge—**Gain a keen understanding of different protest movements in the world. **Skill---**be able to link the commonalities between different protest groups **Value/Attitude—**Appreciate the need to protest and question authority and power relations	Fish Bowl method	PPT	6]	