Department of History

Semester I Combined Teaching Plans 2026-2027

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - I DEPARTMENT -HISTORY

Dr Anindita Bandyopadhyay

Paper: DSCC 1: History of India from the earliest times to C300 BCE

Classes allotted: 1 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**
Unit III Harappan civilization: origins; settlement patterns and town planning; agrarian base ; craft productions and trade; social and political organization ;religious beliefs and practices; art; the problem of urban	**Knowledge** -Distinguishing between the Early, Mature, and Late/Post-Urban Harappan phases -Understanding the advanced urbanism & rich material culture **Skills** -Learn how to read an un-deciphered culture by cross-referencing material artifacts - be able to critique ideological and modern interventions	Assignments, presentations	Peer Teaching Presentations Class discussion	15	

decline and the late /post- Harappan traditions	-Understanding how modern scientific methods—such as radiocarbon dating and archaeobotanical sourcing—are used to reconstruct ancient life. **Values** -Appreciation for Indigenous Innovation -Developing an awareness of the delicate relationship between human civilizations and their environments -Internalizing the importance of public archaeology, heritage management, and protecting archaeological sites				

Paper: MHIS MN 1 History of India from the earliest times to C300 BCE

Classes allotted: 1 per week

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organization ;religious beliefs and practices; art; the problem of urban decline and the late /post- Harappan traditions	-Understanding how modern scientific methods—such as radiocarbon dating and archaeobotanical sourcing—are used to reconstruct ancient life. **Values** -Appreciation for Indigenous Innovation -Developing an awareness of the delicate relationship between human civilizations and their environments -Internalizing the importance of public archaeology, heritage management, and protecting archaeological sites				

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YEAR - 2026-27 SEMESTER - I DEPARTMENT - HISTORY

Ms Srijita Chakravarty

Paper: DSCC 1: History of India from the earliest times to C300 BCE

Classes allotted: 1 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
Unit II. Hunter-gatherers and the advent of food products a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments**.** b) Mesolithic cultures – regional and	**Knowledge** **Familiarise themselves with the idea of pre history and protohistory** Understand the how symbolic and cultural expressions developed in the period Know how humankind evolved through the different eras **Skill** Students will be able to analyse how to distinguish between the different kinds of tools and weapons used by early man Students will be able to grasp how climate changes can affect the lifestyle of human beings Understand the different non verbal communication methods **Value**	Assignment, peer-teaching, quiz	Powerpoint, images,	**15**	

chronological distribution; new developments in technology and economy; rock art. c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern	-Appreciate how development can take place through perseverance and instinct. Students can understand that it is better to work in groups rather than for the self only Attitudes- Will develop less of an individualistic mentality and work towards altruism and philanthropism. Will appreciate and respect others who have different ways of development and thereby become more inclusive				

Paper : HISM SEC-1: Museum and Archives

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**
II. Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and	**Knowledged** definition, types and Movements related to Museum . learn the different preservation techniques **Skill** Assess the technique of collection and conservation of objects in Museums Examine Archives as a repository of History from close quarters	Tutorial/ peer teaching	PPT and Discussion	10	

procedures of Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others.	Analyze archive management, including appraisal, retention, conservation, and preservation of record **Attitude** Understand the importance of museums in the modern world **Values** Contribute effectively in course-specific interaction.				
III. Preservation: curatorial care, preventive conservation, chemical preservation and restoration **Museum Presentation Exhibition: Exhibition policy**	K**nowledge** Students will learn Definition of Museology, significance,Types of Museums-Digital, Virtual, Crafts,Media Museum Movement in India **Skills**Students will understand Methods of Collection and Conservation of Objects in MuseumsPreservation and Techniques**Value** Students will learn the importance of preserving the heritage **Attitude**- Students will appreciate the rich heritage of India and the importance of preservation	Assignment, Quix	Peer Review	20	

Paper: MHIS MN 1 History of India from the earliest times to C300 BCE

Classes allotted: 1 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
Unit I **I. Reconstructing Ancient Indian History: a) Early Indian notions of history and the idea of Bharat b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions)**	**Knowledge** The students will learn Sources of Ancient Indian History (Archaeological, Literary, and Foreign Accounts). Geographical setting and its influence on historical developments. Acquire, coherent knowledge of the different historians Will learn about the different concepts of ancient Indian History **SkillI** Identify and evaluate different categories of historical sources Understand to distinguish between authentic sources and prejudice Will be able to interpret the historical sources **Values** Will be able to develop some kind of objectivity and lessen their bias **Attitude** Will try to rectify social stratification	presentations	Peer Teaching Presentations Class discussion	**15**	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - I DEPARTMENT -HISTORY

Dr Krishnokoli Hazra

Paper: DSCC 1: History of India from the earliest times to C300 BCE

Classes allotted: 1 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
Unit I Reconstructing Ancient Indian History a) Early Indian notions of history and the idea of Bharat b) Sources and tools of historical reconstruction c) Historical interpretations (with special reference to gender, environment,	**Knowledge** -Understand concepts like *Itihasa-Purana* traditions and the geographical/ philosophical idea of evolution of *Bharatavarsha* -Identify diverse sources, including archaeology, epigraphy (inscriptions), numismatics (coins), and literary texts. -Grasp how ancient lives varied across regional geographies, technological shifts, and gender roles. **Skill** - Analyze ancient texts critically to distinguish between myth, allegory, and historical reality. -Learn how material evidence and literary records are used to corroborate historical timelines and facts. -Evaluate history through marginalized perspectives, assessing ecological impacts and regional socio-economic dynamics. **Value/Attitude** -Appreciate diverse cultural perspectives and historical consciousness in ancient Indian society.	Assignments, presentations	Peer Teaching Presentations Class discussion	15	

technology and regions)	-Respect scientific objectivity, heritage preservation, and the meticulous nature of historical truth-seeking. -Foster inclusivity, environmental empathy, and awareness of systemic inequalities across historical eras.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - I DEPARTMENT : HISTORY

Dr Sukanya Mitra

Paper : HISM DSCC 1

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
	IV. Cultures in Transition (c 1500BCE-600BCE) Settlement patterns, technological and economic developments, social	Presentation	Discussion and PPT	30	

	stratification, political relations, religion and philosophy, the Aryan problem North India (1500-300 BCE) Central India and the Deccan (1000-300 BCE) Tamilakam (c.300BCE-300 CE)				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - I DEPARTMENT : HISTORY

Dr Sukanya Mitra

Paper : HISM SEC-1: Museum and Archives

No of Classes =1 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

I. Definition and history of development (with special reference to India)	**Knowledge**: The students will learn about the history of museum development in India **Skill:** They will be ble to differentiate between different types of Museums **lue/Attitude:** Students will appreciate the need for ving museums and the work that they do	Tutorial	PPT and Discussion	5	
II. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning	**Knowledge**: The students will learn about the documentation process followed in Indian museums **Skill**:Students will acquire the basic skill to document museum objects **Value/Attitude** e more vigilant and careful about documenting artefacts	Hands on documentation activity	Discussion	10	
IV. Museums, Archives and Society:	**Knowledge**: The students Will learn about The role played	Field visit	Field Report	5	

Education and communication	By museums and archives In education and Communication **Skill:** They will be able To directly use museum bjects as resources in their Academic work **lue/Attitude:** Students will realize that museums and Archives are a very Important source for ucation and communication				