Department of History

Semester VII Combined Teaching Plans 2026-2027

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - VII DEPARTMENT - History

Dr Suparna Ghosh

Paper- HISM-DSCC-17, History of Bengal 1757-1905

Classes allotted- 1

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-IV a). Protest movements and insurgencies against the Raj: b). The Fakir and Sannyasi revolts c). Indigo Revolt (1859-1860)	Explain the socio-economic and political causes of the Fakir- Sannyasi Revolts, Indigo Revolt and Pabna Uprising (Knowledge) Analyse British colonial agrarian policies and their impact on peasants and rural society in Bengal (Knowledge) Analyse historical sources such as official records, peasants, and literary works like Nil Darpan (Skill)	Map making exercises, quiz on peasant movements in Bengal, classroom discussions and presentations	Interactive lecture using historical narratives,historiography-based discussion using interpretations of Ranajit Guha, Sumit Sarkar and R C Dutt; power point presentations, educational videos, films, role play or simulation (peasants, indigo planters, British officials), timeline charts and historical maps of affected regions of Bengal	**6**	

d). Pabna Peasant Uprisings (1873-76)	Recognise the value of collective action against oppression by the Raj in Bengal (Value) Develop empathy towards communities affected by colonial exploitation in Bengal (Attitude)				
Unit-V Partition of Bengal 1905: Curzon and the administrative blueprint	Explain the historical background leading to the Partition of Bengal in 1905 (Knowledge) Describe Lord Curzon's administrative rationale for the partition (Knowledge) Analyse maps showing Bengal before and after 1905 (Skill) Recognise the importance of historical evidence in interpreting controversial events related to partition of Bengal in 1905 (Value) An objective and critical attitude towards colonial policies related to partition of Bengal in 1905 (Attitude)	Classroom discussions, oral questioning, participation in debates on Curzon's administrative blueprint,, group presentations, class tests, map-making exercises showing partitioned provinces	Interactive lecture, with historical context, discussion and problem solving method, group discussion on administrative necessity or Divide and Rule; power point presentations,timeline construction activity (1903-1911), documentary films on Swadeshi movement	4	

Paper- HISM-DSCC-18, History of Bengal 1905-1947

Classes allotted- 1

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 a). Communal Politics: 1906-1930 Birth of Muslim League and the Hindu response	Explain the concept of communal politics in Bengal from 1906 to 1947 (Knowledge) Identify the role of Muslim League and Hindu Mahasabha in shaping communal politics (knowledge) Develop chronological timelines linking political developments from 1906 to 1947 (Skill) Interpret maps, political cartoons, speeches, and archival documents from 1906 to 1947 (Skill) Understand the human cost of communal violence and the significance of promoting social harmony (Value) Develop empathy towards communities affected by communal conflicts and partition in Bengal (Attitude)	Discussion, assignments, presentations	Lecture + debate, timeline charts, map of Indian subcontinent before independence and partition, group discussion, power point presentations, documentary clips and photographs of communal politics in Bengal (1906-1947)	4	
Unit-V	Analyze the causes, nature and consequences of communal riots before and during Partition (Knowledge)	Regular class tutorials assignments class participation	Interactive Lecture using maps, timelines and historical documents, activity and discussion method, digital	Unit-V	

Independence and Partition: Communal Riots, Hindu Mahasabha, Muslim League, Independence and Partition, Birth of West Bengal and East Pakistan	Explain the process leading to the creation of West Bengal and East Pakistan and the drawing of the Radcliffe Boundary (Knowledge) Interpret historical maps, census data, photographs, memoirs, oral histories and official documents concerning Partition and Independence (Skill) Recognize the value of religious tolerance, peaceful coexistence and mutual respect among different communities (Value) Respect diverse historical memories and acknowledge the complexity of India's transition to independence (Attitude)	group presentation and seminars	timelines, maps, documentary films, selected archival footage, Questioning and written assessment	Independence and Partition: Communal Riots, Hindu Mahasabha, Muslim League, Independence and Partition, Birth of West Bengal and East Pakistan	

HISM-DSCC-20, Historical Tourism in India

Classes allotted- 1

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 Evolution of Historical Tourism: a broad overview- Pilgrimage since Ashokan time to Heritage Circuits in the early 21st Century	Explain the concept of historical tourism and distinguish it from pilgrimage, cultural tourism and heritage tourism (Knowledge) Identify important heritage circuits such as the Buddhist Circuit, Krishna Circuit, Sufi Circuits, UNESCO World Heritage Sites (Knowledge) Prepare timelines showing the evolution of tourism across different historical periods (Skill) Appreciate India's rich cultural and historical heritage (Value) Sensitivity towards preservation of monuments and archaeological sites (Attitude)	Map making exercises, quiz on pilgrimage centres and heritage circuits, classroom discussions and presentations	Interactive lecture using historical narratives, project based learning on local heritage sites; power point presentations, educational videos, films, virtual museum platforms, timeline charts and historical maps of pilgrimage routes and heritage circuits	4	
Unit-V Use of Digital platforms as tools	Describe the different aspects of intangible and tangible heritage (Knowledge)	Classroom discussions, oral questioning, participation in	Interactive lecture, discussion and problem solving method, group discussion on the transition from pilgrimage to	Unit-V Use of Digital	

of Historical Tourism to promote knowledge about tourist hotspots on Indian on Indian tangible and intangible heritage, generate employment and protect environment for Sustainable Tourism	Discuss the transformation of sacred travel into organized heritage tourism in Modern India and understand the role of ASI, UNESCO, Ministry of Tourism and state governments in heritage conservation and tourism promotion (Knowledge) Evaluate tourism policies using historical and contemporary evidence (Skill) Apply digital tools such as Google arts and Culture, GIS maps and virtual museum platforms for historical learning (Skill) Promote responsible and sustainable tourism practices and generate employability (Value) A responsible attitude towards tourists, local communities and the environment (Attitude)	debates on sustainable tourism, group presentations, class tests	heritage tourism and sustainability; power point presentations, AI assisted activities for creating heritage maps, timelines and digital exhibitions	platforms as tools of Historical Tourism to promote knowledge about tourist hotspots on Indian on Indian tangible and intangible heritage, generate employment and protect environment for Sustainable Tourism	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - VII DEPARTMENT -History

Dr Anindita Bandyopadhyay

DSCC- DSCC 17: HISTORY OF BENGAL (C.1757-1905)

Classes allotted -1

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 a) Cultural Changes Socio-Religious Reform Movements: Hindu and Muslim Religious Revivalist movements	**Knowledge** -Understanding the nature, features and key figures of the movements and their long term impact **Skill** -The ability to map out similarities and differences between concurrent movements. -Developing the skill to see how religious movements were almost never *just* about religion—they were deeply tied to land ownership, high tax rates, English education accessibility, and class hierarchies. **Values** -Understanding that Bengal's history is a rich, interwoven tapestry. It teaches respect for pluralism by showcasing how distinct communities grappled with modernity, colonialism, and self-assertion simultaneously.	**Peer Teaching**	**Presentations** Class discussion	**15**	

DSCC- 18 SEM-7: History of Bengal 1905- 1947

Classes allotted 1

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 b)Gandhian nationalism after 1919: - Non-Cooperation and Khilafat movement, C.R.Das- Swarajya Party and the Bengal Pact, Civil Disobedience movement c)Revolutionary Nationalists and the beginnings of Left Politics in the 1920s	**Knowledge** -Understanding the definitions and applications of *Satyagraha* (truth-force/soul-force) and *Ahimsa* (non-violence) as political weapons rather than just passive ideals. -Deep familiarity with the timeline and impact of the three major nationalist campaigns. -Understanding how revolutionary nationalism evolved from early isolated acts of violence into organized, ideologically driven resistance focused on achieving complete independence (*Purna Swaraj*) and creating a socialist society. - **Skill** -Analyze how Gandhi used powerful, simple symbols (the spinning wheel, salt, a pinch of soil) to communicate complex political messages across a largely illiterate population. -The ability to compare and contrast different methodologies within the freedom struggle—such as Gandhian non-violence (*Satyagraha*) versus the armed, socialist struggle of the HSRA. **Values** -Appreciate the willingness to stand up against systemic injustice, accept the personal consequences (such as imprisonment), and face oppression without retaliation.	Assignment Peer Teaching	Presentations Fishbowl discussion	**10**	

	-Appreciate the radical commitment to the upliftment of the marginalized—historically seen in his advocacy against untouchability (the concept of *Harijan* or children of God) and his efforts toward Hindu-Muslim unity. -Appreciating how the revolutionaries deliberately fostered communal harmony and their vision of an India free from poverty, caste discrimination, and capitalistic exploitation				
Unit IV b)Quit India movement in Bengal, Post-war upsurges in Bengal-Left Wing Movements	**Knowledge** **-**Understand the socio-economic backdrop to these movements,and the major movements like the Tebhaga movement -Understand the urban labour and student upsurges and the key leaders and organisations. **Skill** **-**Moving away from looking *only* at elite political negotiations (like Partition talks) to study history "from below"—focusing on peasants, women, and factory workers. -Distinguishing between immediate sparks (the INA trials) and structural, long-term issues (feudal land systems and colonial exploitation). **Values** **-**Recognizing the inherent right of marginalized groups to stand up against systemic economic injustice and exploitation. -Understanding that meaningful historical change often comes from collective, everyday resistance rather than just top-down policy changes.			**5**	

DSCC- 19 SEM -7: HISTORY OF WOMEN IN INDIA (1800-1947)
Classes allotted -1

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 IV a)Women and politics in Bengal from late 19th to mid-20th century	**Knowledge** -Understanding how the late 19th-century focus on social reform (pushed by the Brahmo Samaj and figures like Ishwar Chandra Vidyasagar on education and widow remarriage) laid the groundwork for political awakening in the 20th century. -How the Partition of Bengal forced women out of *purdah* (domestic seclusion) into the political sphere. -Understand women's role in the shift in the 1940s toward mass peasant and working-class movements. **Skill** -Develop the ability to look at a historical event through multiple lenses simultaneously. For instance, analyzing how a woman's political experience in Bengal varied drastically based on her class (elite urban bhadralok vs. rural peasant), religion (Hindu, Muslim, or Brahmo), and caste. -Evaluate whether women were merely used as peaceful symbols of non-violent protest (as passive satyagrahis) or if they wielded real tactical and executive power within the leadership. **Values** -Understand that political freedom from colonial rule is incomplete without social and economic liberation. -Appreciate the immense personal costs borne by these women—ranging from societal ostracization and loss of family ties to brutal imprisonment and martyrdom.	Assignment Peer Teaching	Group Presentations Class discussion	15	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - VII DEPARTMENT - History

Ms Srijita Chakravarty

DSCC- 16 SEM-7: HISTORY OF MODERN EAST ASIA – JAPAN (C.1853 – 1945)

Classes allotted- 2

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted
Unit III Japanese Imperialism a) China b) Manchuria c) Korea	Knowledge The students will gain knowledge of the colonial practices of Manchuria, Knowledge of the different wars between China and JApan Reasons for the occupation of Manchuria by Japan The reasons for colonisation of Korea by Japan and the Korean national movement Skill Will be able to analyse why colonialism took place in East Asia. Will understand hierarchy among nations which are not world powers Can relate the past to the present in East Asia. will be able to examine the nature and consequences of Japanese colonialism in Korea, Manchuria and China	Peer teaching	PowerPoint	10

	Value Students will be more attuned towards equality. Students will want to stand up for their rights Attitude Students will develop an attitude towards helping the exploited			
Unit IV Democracy and Militarism a) Popular/ People's Rights Movement b) Nature of political parties c) Rise of Militarism-Nature and significance d) American occupation, causes of Japan's defeat in the Second World War	Knowledge The students will learn about the social and political system of Japan in the nineteenth century gain an insight into the democratic movements in Japan Have a clear idea about the popular movements in Japan Japan's involvement and subsequent defeat in the Second World War Skill Can distinguish between democracy and oppression Understand that democracy within is different from being generous towards other countries Understand how the Great Depression, a lack of domestic natural resources, and the failure of parliamentary democracy fueled military dominance in politic Value will rise against jingoism Will speak against wars Attitude strive towards world peace Upliftment of one country benefits the entire world Working towards improving the world	assignment	Video documentary	20

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - VII DEPARTMENT - History

Ms Srijita Chakravarty

DSCC- DSCC 17: HISTORY OF BENGAL (C.1757-1905)

Classes allotted -1

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 a) Colonial economy: - Agriculture b) Trade and industry.	Knowledge Learn about the Permanent Settlement in Bengal Know about deindustrialisation detailed insight into the trading pattern and industry The difference between Managing Agencies and Agency Houses Skill Can develop trading and entrepreneurship skills can distinguish between trade and industry will be able to increase the GDP of the country Value will be egalitarian will work towards the economic progress of the nation Attitude Will develop an inclusive attitude and work towards the benefit of all classes economic development of the country	Assignment	Peer teaching	15	

DSCC- 18 SEM-7: History of Bengal 1905- 1947

Classes allotted 1

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 **a) Rise of Krishak Praja Party, Muslim League in Bengal politics.** **b) Peasant Movements**	**Knowledge** gain knowledge about the socio religious structure of Bengal Learn about the regional parties Learn about the different peasant movements **Skill c**an relate the religious political parties and compare with the present day world will learn the importance of equality towards all religions **Value** know the importance of inclusivity **Attitude** Treat all religions as equal Respect all class and communities Work towards the amelioration of all classes	**Assignment**	**PowerPoint**	**15**	

DSCC- 19 SEM -7: HISTORY OF WOMEN IN INDIA (1800-1947)
Classes allotted -1

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 a) Women writings in colonial India: (Rassundari Devi, Pandita Ramabai, Swarnakumari Devi, Ashapurna Devi, Tarabai Shinde, Sister Nivedita, Mahadevi Verma) b) Women and journalism : Bharati, Bamabodhini Patrika Unit IV	**Knowledge** Gain knowledge about the oppression of women in the nineteenth century Learn about the different women writers in different parts of the country Gain insight about how some women improved their position even in adverse circumstances **Skill** will learn how to speak up for their rights even in the face of great difficulties Will be able to take part in silent protests **Value** pen is mightier than the sword protests can take place in different ways **Attitude** Speaking up for the rights of the less privileged Work for the women who are not able to speak up for themselves Try to spread the notion of women and gender equality.	Assignment	PowerPoint	**8**	

Unit V a) Emergence of women's organisations-Bharat Stree Mahamandal,1910, National Council of Women in India 1925, All India Women's Conference ,1927.	**Knowledge** Gain knowledge of the Women's Organisations in different parts of the country Will know the background behind the emergence of these women's organisations **Skill** Will be able to have organisations of their own Learn how to include everyone in these organisation **Value** Learn that progress can occur only through working together develop an attitude of equality **Attitude** will be against patriarchy realise and reinforce that women are equal to men in every way.	**Peer discussion**	Book Readings	**7**	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - VII DEPARTMENT -History

Dr Krishnokoli Hazra

Paper : DSCC 16- History of Modern East Asia- Japan (C.1853-1945)

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 **Transition from feudalism to capitalism** a) Crisis of Tokugawa Bakuhan system b) Opening of Japan: US-Japan Treaties 1853-1858	**Knowledge** -Understand the reasons behind Japan's transition to capitalism -the structural contradictions, the fiscal and agrarian stagnation and the intellectual shifts. - Understand how external factors exacerbated the internal crisis-Gunboat Diplomacy by the US, the unequal commercial and political treaties and the political fragmentation of Japan as its outcome. **Skill** -Evaluating historical agency by weighing whether the fall of Japanese feudalism was an "explosion from within" (economic/social decay) or a "summons from without" (US intervention) **Value** -Appreciating how a society can completely reinvent its political, economic, and educational systems under severe existential threat to preserve its sovereignty. -Reflecting on the ethics of "gunboat diplomacy" and unequal treaties, recognizing how international law has historically been weaponized by more	Presentation Quiz	Debate & Discussion	**10**	

	powerful nations against less technologically advanced ones.				
Unit II **Meiji Restoration: Its nature & significance** a)Political Reorganization b)Military Reforms c) Social, Cultural and educational reforms f) Role of the state and the Zaibatsu in the economic development of Meiji Japan g) Nature of the Meiji Constitution	**Knowledge** -The Shogunate's inability to resist Western demands shattered its image as Japan's protector, giving rise to radical anti-foreign, anti-Bakufu slogans like *Sonnō Jōi* ("Revere the Emperor, Expel the Barbarian"). -Understanding that it was a "Restoration" in name (restoring the Emperor Meiji to nominal power) but a radical "Revolution" in practice (dismantling the 250-year-old feudal class system). **Skill** -Recognizing how a country transitions from a barter/tribute economy (taxes paid in rice) to a modern capitalist market economy (currency, global trade, and wage labor). -Dissecting what actually changed (technology, military, dress) versus what remained continuous (the preservation of Shinto traditions, imperial reverence, and deep-seated nationalism). **Value** -Understanding the profound cultural anxiety of 19th-century Japanese citizens as their long-standing worldview, isolation, and centuries-old social status system dissolved overnight. -Critically analyzing that while capitalism and modernization brought technological advancement (*Bummei Kaika* or "Civilization and Enlightenment"), they also resulted in the erasure of traditional structures and set the stage for later Japanese military imperialism.	Assignment Quiz	Maps Images Discussion	20	

Dr Krishnokoli Hazra

Paper : DSCC 17- History of Bengal (C.!757-1905)

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 a)Political history of Bengal under the Nawabs: Rise of British power in Bengal from the battle of Plassey to Buxar	**Knowledge** -Understand the conditions in Bengal at the time of the Battle of Plassey and transition from Nawabi to British rule - Understand the transformations through which colonial rule was established in Bengal **Skill** **-**Analyze conflicting primary accounts of events like the "Black Hole of Calcutta" tragedy or the secret treaties prior to Plassey to recognize how colonial narratives were constructed. -Evaluate how internal political fractures, court intrigues, and localized rivalries were successfully exploited by a foreign corporate entity. **Value** **-**Realize how personal ambitions, betrayals (exemplified historically by Mir Jafar), and factionalism within a state's leadership can compromise national sovereignty. -Reflect on the devastating impact of the *Dual Government* system on ordinary citizens, which ultimately culminated in the Great Bengal Famine of 1770, emphasizing that power must always be bound to public responsibility	Assignment	Fishbowl discussion	7	

b) Administrative history 1765-1833	**Knowledge** -Understand the political organisation- the Dual Government System (1765–1772) and the constitutional evolution Carter Acts) - Understand the agrarian shift (The Permanent Settlement of 1793) and its profound impact and the establishment of the administrative & judicial Bureaucracy **Skill** -Mapping how administrative failures (like the Great Bengal Famine of 1770 during the Dual Government) directly prompted institutional interventions by the British Parliament (the 1773 Regulating Act). -Evaluating differing colonial approaches within the period—such as Warren Hastings' policy of "Orientalism" (ruling via local customs) versus Cornwallis's preference for anglicized systems. **Value** -Understanding how separating revenue extraction from executive accountability (as seen in the Dual Government) fosters systemic exploitation and administrative collapse -Understanding that many contemporary South Asian structures—like the civil services, police *thanas*, and the judicial system—trace their ancestral blueprint back to these initial colonial experiments -Recognizing how administrative policies written in sterile offices directly damaged human lives—such as the transformation of independent peasants into landless tenants under the Permanent Settlement.	Group Presentations	Peer Teaching Class Discussion	**8**	

Dr Krishnokoli Hazra

Paper : DSCC 19- History of Women in India (1800-1947)

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 a)Emergence of educated women and the processes of their identity formation during the colonial period: Education(Savitribai Phule, Begum Rokeya Sakhawat Hossain,Saraladevi Chaudhurani) b) Medicine (Kadambini Ganguly , Haimabati Sen) Law (Cornelia Sorabji, Regina Guha)	**Knowledge** -Gain factual and historical comprehension of how women navigated patriarchal and colonial structures to forge distinct professional identities in diverse fields. **Skill** -Analyze historical choices through the realities of the 19th and early 20th centuries, recognizing that progress was incremental and heavily contested. -Dissect how gender interacted with caste (Phule), religion (Begum Rokeya), and class/colonial law (Sorabji and Guha) to shape different women's struggles. **Value** -Appreciate that the identity formation of educated women in colonial India was not a passive byproduct of British rule or indigenous male reform, but was a conscious, fiercely contested negotiation. -Recognize these women utilized education, medicine, and law to redefine themselves from domestic dependents into public intellectual leaders.	**Peer Teaching Assignment**	**Fishbowl discussion**	**10**	
Unit III b) Women and Journalism- Bharati, Bamabodhini Patrika	**Knowledge** -Understand how 19th-century society restricted women to domestic spaces, and how journalism became a tool to bridge the private world with the public sphere. -Grasping the breakthrough of Swarnakumari Devi as one of India's first prominent female editors, proving that	Peer Teaching	Source analysis Discussion	**5**	

	women could successfully run elite literary publications, curate diverse essays, and even coin new scientific terminology in their native language. **Skill** **-**Comparing the distinct editorial philosophies of the two journals (*Bamabodhini Patrika* as a didactic, foundational tool for reform and basic education and *Bharati* as a high-art, literary, and politically conscious forum for creative and scientific expression). -Developing the research skill to reconstruct historical narratives from the point of view of marginalized groups whose stories were largely left out of mainstream British-colonial reports. **Value** **-**Cultivating a deep respect for gender justice by seeing how print media was used as a weapon against systemic discrimination, child marriage, and the denial of female education. -Nurturing an appreciation for the enrichment of regional languages (such as Swarnakumari Devi's work creating new Bengali terminology for science), recognizing journalism as a vehicle for language development and intellectual growth.				

Dr Krishnokoli Hazra

Paper : DSCC 20- Historical Tourism in India

Classes allotted: 1

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 **Understanding Built Heritage:** Cave Paintings- Bhimbetka, Ajanta, Ellora Stupa Architecture- Sanchi Stupa Temple Architecture- Konarak Sun Temple, Mahabalipuram Shore Temple, Mahabodhi Temple in Bodh Gaya, Golden Temple Amritsar Indo-Persian Architecture- Forts, Monuments, Palaces, and Haveli Architecture (1200-1800)	**Knowledge** **-**Understand the diverse forms of built heritage in India in their historical context -Understand the architectural features and tourism potential of the given historical sites **Skill** -Identify the different style of architecture and their unique features - Identify the ways in which the sites and monuments can be highlighted as tourism hotspots. **Value** **-**Celebrate cultural syncretism (the blending of diverse traditions to create a unique aesthetic); -Develop a strong conservation ethic to protect living heritage spaces (like Havelis) from modern urban decay.	Peer Teaching	Group Presentations Images Discussions	15	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - VII DEPARTMENT -History

Dr Sukanya Mitra

Paper DSCC 18 History of Bengal 1905-1947

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**
Unit I: a) Partition of Bengal and Swadeshi Movement (1905-08) Political ideology and organizations, rise of Extremism, Revolutionary Nationalism in Bengal, trends and limitations of the Swadeshi Movement. b) Significance of the Swadeshi Movement: Swadeshi ideology of art with reference to the Bengal School, swadeshi songs, National education, Swadeshi enterprises, National Journalism	**Knowledge:** Students will learn about the nationalistic response to the Partition of Bengal (1905) in the form of the swadeshi movement and extremist politics. They will also know about the impact of the swadeshi movement on art practices, music, education, enterprise and journalism. **Skill:** The students will be able to identify the ideology behind cultural and social practices and link them to the political sphere. **Value/Attitude:** Develop a critical perspective about Bengal and India's past	Fishbowl Method	PPT and Discussion Method	10	
Unit IV:	**Knowledge:** Students will acquire knowledge about the role played by Subhash Chandra Bose in India's	Group Presentation	PPT/Smart Board	5	

a) Subhash Chandra Bose and the Congress	Freedom Struggle and his relationship with the Congress **Skill:** Students will be able to understand the role played by individuals in bringing about political and social changes **Value/Attitude:** Develop a more comprehensive understanding about events between 1905-1947				

Dr Sukanya Mitra

Paper DSCC 19 History of Women in India (1800-1947)

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**
Unit I: a) Women's position in the society in the early nineteenth century Bengal: An overview b) Women's issues in the nineteenth century: colonial and indigenous responses	**Knowledge:** Students will learn about the status of women during the early nineteenth century from both colonial and indigenous perspectives **Skill:** The students will be able to identify the different issues concerning the position and status of Indian women **Value/Attitude:** Develop a critical perspective about the position and role of women in the nineteenth century.	Debate and Discussion	PPT and Discussion Method	15	

Dr Sukanya Mitra

Paper DSCC 20 Historical Tourism in India

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**
Unit II: Archaeological sites as tourist attractions: Dholavira, Nalanda Vihara, Hampi, Chandraketugarh	**Knowledge:** Students will learn about the concept of archaeo-tourism through a discussion about various important tourist sites. **Skill:** The students will be able to understand various facets of historical tourism through in-depth site specific study **Value/Attitude:** Develop a critical perspective about the interface between heritage and history	Project	PPT and Discussion Method	15	
Unit IV: Historical Tourism in Bengal: Architectural wonders	**Knowledge:** Students will learn about the various important architectural wonders of Bengal **Skill:** The students will be able to understand various facets of historical tourism through in-depth site specific study of these sites and be able to identify their distinguishing features **Value/Attitude:** Develop a critical perspective about cultural and heritage tourism in India	Project	PPT and smart board	15	