Department of History

Semester V Combined Teaching Plans 2026-2027

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - V Major DEPARTMENT - History

Dr Suparna Ghosh

Paper- HISM-DSCC-11, HISTORY OF MODERN EUROPE (C.1780-1919)

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-II Restoration and Revolution: c. 1815-1848	To understand the forces of conservatism that tried to restore the old order (Knowledge) To critically analyse the revolution of 1830, 1848 and its impact on Europe with special reference to forces of socialism and romanticism (Knowledge) Arranging and connecting events from Vienna to the Revolutions of 1848 (Skill) Appreciating struggles for constitutional government and political participation (Attitude) Recognise the importance of protecting rights while maintaining social and political stability (Value)	Discussion, assignments, presentations	Lecture + debate, timeline charts, map of Europe during Napoleonic Era, group discussion, power point presentations, documentary clips and photographs of Revolution	6	

Module-III Capitalist Industrialisation and Social and Economic Transformation (Late 18th century to AD 1914)	To comprehend and analyse the factors for industrialisation in England and the Continent (Knowledge) To compare and contrast the industrial processes in Europe and trace its socio-economic impact with special reference to family, urbanisation, gender and demography (Knowledge) Recognise the contribution of workers to industrial development (Value) Balanced attitude towards capitalism recognising both opportunities and inequalities keeping in mind the Industrial Revolution (Attitude) Connect inventions with economic and social change, interpreting population, production, trade and urbanisation statistics in the context of Industrial Revolution (Skill).	Regular class tutorials assignments class participation group presentation and seminars	Interactive Lecture using maps, timelines and historical documents, activity and discussion method, digital timelines, maps, documentary films, selected archival footage, Questioning and written assessment	8	
Module-V Imperialism, War and Crisis: c. 1880-1918	To understand the different theories of imperialism and its relevance and connection with the first world war (Knowledge) Value peace and respect for human dignity in the context of first world war (Value) Critical analysis of the causes and consequences of imperialism and the First World War (Skill) Critical and questioning attitude towards militarism, imperialism and aggressive nationalism (Attitude)	Regular class tutorials assignments class participation group presentation and seminars	Interactive Lecture and Discussion Project method, Questioning and Written assignment	6	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - V Major DEPARTMENT -History

Dr Anindita Bandyopadhyay

Paper: DSCC 9: History of India (C.1526- 1605)

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 2 Establishment of Mughal Rule 1. India on the eve of Babur's invasion 2. Mughal-Afghan contest for supremacy- Sher Shah and his administrative and revenue reforms Re-establishment of Mughal Rule under Akba**r**	Knowledge Explain the factors behind political fragmentation and the absence of a unified central authority in northern and southern India prior to 1526. Trace the political trajectory of the Mughal-Afghan struggle for control over North India, detailing the rise of Sher Shah Suri and the temporary eclipse of Mughal authority under Humayun. Examine the land revenue system, focusing on land measurement (*Jarib*), land classification based on fertility, fixing state share, and documentation via *Patta* and *Qabuliyat*. Skill Compare court chronicles with modern historical debates (e.g., evaluating religious vs. geopolitical interpretations of pre-Mughal conflicts). Evaluate the continuity of Sher Shah's revenue and administrative systems as prototype models later adopted and refined by Akbar. Value/Attitude Cultivate an objective, empathetic approach when interpreting foreign narratives about indigenous cultures.	Assignments, presentations	Peer Teaching Presentations Class discussion	15	

	Appreciate the historical importance of state accountability, peasant security, and anti-corruption measures in state-building.				

Module 3 Consolidation of Mughal Rule under Akbar a) Campaigns and conquests: with special reference to Gujarat, Deccan and Bengal-Resistance of Hemu Vikramaditya, Rana Pratap, Rani Durgavati and Chand Bibi b) Evolution of administrative institutions: Zabt, Mansab, Jagir, Madad-i-ma'ash c) Incorporation of the Rajputs, creation of the Mughal nobility and growth of a dynastic ideology d) Revolts and resistance, pressure from the ulemas	Knowledge: Analyze the structure and operational dynamics of the *Mansabdari* and *Jagir* systems in standardizing military and bureaucratic administration. Detail Religious Policy & Governance: Deconstruct the evolution of Akbar's religious policies—from early orthodox measures to the concepts of *Ibadat Khana* debates, *Sulh-i Kul* (absolute peace), and the *Din-i Ilahi* Explain State-Building & Ideology: Articulate how court culture, patronage of literature, visual art, and chroniclers (e.g., Abu'l-Fazl's *Akbarnama* and *Ain-i-Akbari*) projected royal authority and legitimized Mughal sovereignty over a diverse population. Skills: Assess modern historiographical debates on Akbar's reign (e.g., nationalist, Marxist, and subaltern interpretations of Mughal state formation and centralizing tendencies). Map the expansion of Mughal territorial control from 1556 to 1605, correlating geographic features with strategic military and trade routes. Values:	Assignments, presentations	Peer Teaching Presentations Class discussion	15	

	Recognize the historical roots of multiculturalism and interfaith dialogue through Akbar's policy of *Sulh-i Kul* (peace with all). Reflect on the importance of inclusive administrative practices and merit-based integration (*Sulah-i-Kul*) in maintaining socio-political stability within diverse societies.				

Dr Anindita Bandyopadhyay

Paper: DSCC 10: History of India (1605- 1750)

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 Political Culture under Jahangir and Shah Jahan a) Extension of Mughal Rule: Changes in mansab and jagir systems	Knowledge Explain how territorial expansion into the Deccan and frontier regions changed the demography of the noble elite, leading to structural stress in land allocations (*jagirs*) and revenue realization. Trace how early imbalances between the available *khalsa* (crown lands) and assigned *jagirs* during this period set the groundwork for the later 17th-century *jagirdari* crisis. Skill Evaluate differing historiographical perspectives (e.g., Satish Chandra, Irfan Habib, M. Athar Ali) regarding the continuity vs. decline of Mughal administrative systems post-Akbar. Compare Akbar's original institutional models with the modified administrative adaptations under Jahangir and Shah Jahan to assess how empires adapt institutional frameworks over time. Value/Attitude Develop a nuanced perspective on how pre-modern states balanced centralized imperial power with practical local compromises to maintain stability.	Assignments, presentations	Peer Teaching Presentations Class discussion Fishbowl discussion	7	

Unit III Aurangzeb, Shivaji and other powers c) Rise of the Marathas under Shivaji; Maratha administration, concept of Hindu Pad Padshahi	Knowledge Trace the geopolitical and socio-cultural factors that facilitated the rise of the Maratha power under Chhatrapati Shivaji Maharaj, including the roles of the Western Ghats geography, the Bhakti Movement, and regional military traditions. Examine Administrative Structures: Describe the key components of Shivaji's administrative framework, specifically the Ashta Pradhan (council of eight ministers), provincial administration, revenue collection systems (e.g., *Chauth* and *Sardeshmukhi*), and military organization (*Ganimi Kava* or guerrilla warfare). Deconstruct Ideological Concepts: Explain the origins, evolution, and political implications of Hindu Pad Padshahi (Hindu Empire/Sovereignty), distinguishing between its articulation under Shivaji's concept of *Swarajya* and its later expansion under the Peshwas. Skills Contrast Maratha administrative practices and agrarian policy with the contemporary Mughal administrative system (e.g., *Mansabdari* and *Jagirdari* systems). Historiographical Assessment: Evaluate differing historiographical perspectives surrounding *Hindu Pad Padshahi*—distinguishing between secular state-building strategies, anti-imperial resistance, and modern nationalist interpretations. Values	Assignments, presentations	Peer Teaching Presentations Class discussion Fishbowl discussion	**8**	

	Recognize the value of institutional innovation, merit-based appointments, and administrative integrity as exemplified by Shivaji's welfare-oriented governance. Understanding Pluralism and Religious Tolerance: Value historical nuance by recognizing Shivaji's policies of religious tolerance, protection of civilian populations, and respect for diverse faiths alongside his political resistance to imperial hegemony.				

Dr Anindita Bandyopadhyay

Paper: DSCC 12: History of India (c. 1750s - 1857)

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 3 **Colonial State and Ideology** a)Arms of the colonial state: army, police, law b)Ideologies of the Raj and racial attitudes c)Education : indigenous and western	Knowledge Trace the historical development of the British Indian Army, Police Force Understand the dual nature of British legal institutions—how formal equality before the law coexisted with imperial exceptions and racial discrimination.. Skill Compare traditional pre-colonial systems of maintaining order (such as *Chowkidars* or *Kotwals*) with the bureaucratic, centralized colonial system. Value/Attitude Recognize the ethical costs of coercive state apparatuses and the suppression of civil liberties.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

Module 5 **Trade and Industry** a)De-industrialization b)Trade and fiscal policy c)Drain of Wealth d)Growth of modern industry	Knowledge Identify the primary causes of de-industrialization, including one-way free trade, loss of royal patronage, tariff manipulation, and machine-made British imports. Analyze the debate surrounding de-industrialization among historiographical traditions Understand the structure of colonial public finance, focusing on land revenue systems, military expenditures, and home charges. Chart the rise of modern industrial enterprises in colonial India Skill Analyze how unequal trade agreements and currency exchange manipulation influenced local price stability and trade balances. Synthesize historical economic arguments to formulate well-supported essays evaluating colonial capital extraction. Value/Attitude Appreciate indigenous craftsmanship and recognize the systemic factors that lead to the loss of traditional heritage industries. Assess the ethical implications of using public taxation to fund imperial administrative and military expansion.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

Module 6 **Popular Resistance** a)Santhal uprising (1855); b)Uprising of 1857	Knowledge Explain the distinct and overlapping socio-economic causes behind grassroots resistance—specifically distinguishing indigenous land alienation (*Damin-i-koh* system) in the Santhal Uprising from political annexation policies (*Doctrine of Lapse*) and agrarian distress in the 1857 Uprising. Examine how different historical schools (Colonial/Imperialist, Nationalist, Marxist, and Subaltern) interpret popular resistance—comparing views of 1857 as a simple "Sepoy Mutiny" versus a broader "First War of Independence" or popular peasant revolt. Skill Construct well-reasoned historical essays that articulate complex causality, avoiding mono-causal explanations. Map and critique differing arguments regarding indigenous anti-colonial movements versus mainstream elitist military rebellions. Value/Attitude Value the diversity of resistance strategies, recognizing that anti-colonial struggle was not a monolithic movement but comprised varied local, tribal, feudal, and popular visionings of freedom (*Swaraj* / *Azadi*). Recognize tribal, agrarian, and subaltern communities as active agents of historical change rather than passive victims of colonial expansion.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - V DEPARTMENT - History

Ms Srijita Chakravarty

Paper : HISM DSCC 9: History of India (c. 1526–1605)

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-Sources and the Historiography b) Different interpretations of the Mughal State	**Knowledge**: The students will learn about the nature of the Mughal **Skill:** The students will be able to look at rent interpretations and be able to understand e points of views of the different schools of historians **Value/Attitude:** Students will Develop a critical attitude Towards the interpretations of the Mughal state	Tutorial	PPT and Discussion	5	
Society and Economy a)Conditions of Agriculture and	Knowledge: Students will gain knowledge about the economy of the	Peer teaching	PPT	10	

Industry-agricultural productions, zamindars, peasants, rural tensions, non-agricultural productions b)Development of Trade and Commerce-patterns of internal commerce, trade routes, overseas trade	Early Mughal period Skill: They will be able to identify the products which will be beneficial for the economy value/attitude The students will develop an attitude towards caring For the entire population				

Paper : HISM DSCC 10: History of India (c. 1605-1750)

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 II. b) Orthodoxy and syncretism-Naqshbandi sufis, Miyan Mir, Dara Sukoh	**Knowledge** The students will get knowledge about the different sufi orders. **Skills** They will be able to differentiate between the difference between religion and spirituality **Values/attitude** The students will understand the true meaning of religion	tutorial	PPT	5	

UNIT III-Aurangzeb, Shivaji and Other Powers a)State and religion under Aurangzeb: policies regarding religious groups and institutions, b)Conquests and limits of expansion; Resistance of Assam, Mewar and Marwar	**Knowledge** The students will know about the state under the late Mughal period. **Skill** The students will be able to learn what is in the best interests of the state. **Value**. The students will be able to work for the upliftment of the masses.	Peer teaching	LMS	5	
UNIT V- Religion and Culture I. Sikhism and other Sects in South India, Bengal and Kashmir	Knowledge The students will get a comprehensive idea about the religions in the Mughal period. Skills. The students will be able to distinguish between different religions Value/attitude The students will know about the best part of each religion	Quiz	PPT	5	

Sem V Minor

Paper : MHIS MN- 4 : HISTORY OF EUROPE (C.1453-1650)

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

Module 1 1.1 Transition Debate on transition from feudalism to capitalism: problems and theories	**Knowledge** The students will learn the causes of the change from feudalism to capitalism **Skills** The students will be able to know about the various interpretations and give their own interpretation. **Value/attitude** The students will know how society progresses	Fish bowl	PPT	6	
Module IV 4.1 Reformation movements: Origins & courses 4.2 Martin Luther & Lutheranism 4.3 John Calvin & Calvinism 4.4 Radical reformation: Anabaptists and Huguenots 4.5 English reformation and the role of the state 4.6 Counter Reformation	**KnowledgeT**he students will learn about the ideas of various Protestant Ministers **Skills** The students will learn about the different strands of a particular religion and can choose for themselves their path **Values/attitude** The students will work and follow their religion in a truthful manner that benefits everyone	Tutorial	PPT	9	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - V DEPARTMENT -History

Dr Krishnokoli Hazra

Paper: DSCC 10: History of India (1605- 1750)

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

Module 4 **Society and Economy** 1. Hindu and Muslim Society: Caste and occupational groups, Lifestyle, Education, Customs and Traditions 2. Conditions of Agriculture and Industry; Monetary System 3.Development of trade and commerce- patterns of internal commerce, trade routes: Indian Ocean trade network	**Knowledge:** Gain a thorough understanding of Social Stratification, Revenue systems, Commercialization and Monetization, Trade systems **Skills :** Reason from cause to effect to understand the vast and complex economic and social structure that underpinned the Mughal empire. **Values:** Develop a critical awareness of historical inequalities, examining how state extraction systems, caste, and gender hierarchies impacted marginalized rural peasants and urban workers. Value the historical contribution of non-Western societies to global trade networks, counteracting Eurocentric narratives of early modern economic development.	Class discussions Assignments Quiz	Use of e-learning resources Presentations	10	

Unit V Religion and Culture II Development of Mughal Art, Architecture, Literature	Knowledge: Articulate the chronological and stylistic development of Mughal visual culture, building techniques, and court literature from Babur through Akbar, Jahangir, Shah Jahan, and Aurangzeb Understand how indigenous Indian (Rajput, Hindu, Jain) and Central Asian/Persian traditions fused to create a distinct Mughal aesthetic across miniatures, imperial monuments, and literary works Skills: Compare regional artistic traditions (e.g., Pahari or Rajput painting styles) with imperial Mughal styles to assess patterns of influence and adaptation. Values: Demonstrate an ethical understanding of preserving tangible (monuments, manuscripts) and intangible (literary traditions, craftsmanship) heritage in modern society.	Group presentations	Use of e-learning resources Presentations	5	

<u>Dr Krishnokoli Hazra</u>

Paper: DSCC 12: History of India (c. 1750s - 1857)

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

Module 4 **Rural Economy & Society** a) Land revenue systems and forest policy b) Commercialization and indebtedness c) Rural society: change and continuity d)Famines e) Pastoral economy and shifting cultivation	Knowledge Understand the operational mechanics, key features, and ideological foundations of the Permanent Settlement, Ryotwari, and Mahalwari systems. Be able to analyse the legal and political transformations introduced by colonial forest acts (e.g., Indian Forest Acts of 1865 and 1878) and their impact on common pool resources. Explain the structural causes of rural indebtedness, the role of money-lenders (*sahukars*), and the mechanism of debt traps under colonial law. Skills: Compare the regional variations in land assessment and their differential impacts on agrarian relations across British India. Value/Attitude Develop empathy toward agrarian and forest-dwelling communities displaced or disenfranchised by state-enforced legal frameworks. Recognize the ethical implications of unfree labor, coercive trade practices, and unequal market dynamics.	Assignments Presentations Quiz	Peer Teaching Presentations Class discussion	15	

<u>Dr Krishnokoli Hazra</u>

<u>Sem V Minor</u>

Paper: MHIS MN3: History of India C.300 to C.750 CE

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

Module 1 Economy and Society: a)Expansion of agrarian economy: production relations b) Urban growth: north India, central India and the Deccan; craft production: Trade and trade routes; coinage c)Social stratification: Class, Varna, Jati, untouchability ; gender; marriage and property relations	Knowledge Understand the mechanisms of land ownership, royal land grants (*Agrahara*, *Brahmadeya*), and the emergence of early feudal relations during the Gupta and post-Gupta eras. Identify key agricultural production processes, irrigation networks, crop diversity, and state taxation policies. Analyze trends of urban continuity, transformation, and debate over "urban decay" in post-Gupta North India, Central India, and the Deccan. Describe craft organization, guild structures (*Shrenis* and *Nigamas*), internal/overland trade routes, and Indian Ocean maritime networks. Define the structural evolution of *Varna* and *Jati* hierarchies, including the assimilation of tribal communities and foreign groups into the social order. Detail gender norms, forms of marriage, and evolving property rights for women (particularly *Stridhana* and rights of inheritance discussed in legal commentaries). Skills Correlate agrarian expansion with regional land grant patterns across northern India, the Deccan, and southern territories. Map major inland trade routes, port cities (e.g., Tamralipti, Bharuch), and urban centers across regional topographies Value/Attitudes	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

	Understand how institutionalized land control generated historical wealth disparities. Value the technological and artistic mastery of historical artisans, guilds, and mint workers. Critically reflect on historical inequalities, systemic marginalization, and human rights violations like untouchability.				

Module 5 **b) Art and Architecture-** forms and patronage: Mauryan, Post-Mauryan, Gupta, Post-Gupta	Knowledge Identify and describe the structural elements and stylistic features of major architectural forms (monolithic pillars, rock-cut caves, stupas, structural temples) and sculptural traditions (Gandhara, Mathura, Sarnath, and Amaravati). Trace the transition from timber/rock-cut architecture to structural stone temples across the Mauryan, Post-Mauryan, Gupta, and Post-Gupta periods. Skills Compare how different political entities utilized art and monumental architecture as instruments of royal legitimation, imperial ideology, and religious devotion. Evaluate historical debates surrounding concepts such as the "Golden Age" of Gupta art, Roman/Hellenistic cross-cultural influences in Post-Mauryan art, and the origin of temple architecture. Values Appreciate the syncretic and multi-religious nature of ancient Indian art, recognizing how Buddhist, Jain, and Hindu traditions coexisted and cross-pollinated aesthetically. Develop a sense of responsibility toward the ethical conservation, contextualization, and preservation of ancient monuments, archaeological sites, and material heritage.	Group presentations PPT	Peer Teaching Presentations Class discussion	5	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr Sukanya Mitra

Paper : HISM DSCC 9: History of India (c. 1526–1605)

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-Sources and the Historiography a)Important Sources of Mughal Indian History: Persian and vernacular	**Knowledge**: The students will learn about the different sources of the history of India between 16th and early 17th century **Skill:** They will be able to differentiate between different types of sources and time Understand their significance **Value/Attitude:** Students will develop a critical attitude towards sources of medieval India	Tutorial	PPT and Discussion	5	

UUUUnit V Religion and Culture a.Religious tolerance and principle of Suhl-i-Kul, Sufi mystical movement b.Bhakti movement	**Knowledge**: The students Will learn about religious Tolerance and principle of suhl-i-kul. They will also learn about the sufi And bhakti movement. **Skill**:Students will acquire the skill Of identifying different features of Sufi and bhakti movement **Value/Attitude:** Students will understand the Value of religious tolerance in Indian society	Discussion	Discussion	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr Sukanya Mitra

Paper : HISM DSCC 11: History of Modern Europe (c. 1780-1939)

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 I-The French Revolution and its European repercussions a) Crisis of ancien regime b) Intellectual currents c) Social classes and gender relations d) Phases of the French Revolution e) Art and Culture of French Revolution f) Napoleonic consolidation– reform and empire	**Knowledge**: The students will learn about the different aspects of The French Revolution **Skill:** The students will be able to Identify the different phases of the Revolution and understand the Rise of Napoleon and his contribution **Value/Attitude:** Students will develop a critical attitude Towards revolutions and their significance.	Tutorial	PPT and Discussion	10	

IV-Varieties of nationalism and the remaking of states in the 19th and 20th centuries. a) intellectual currents, popular movements, and the formation of national identities in Germany, Italy, Ireland and the Balkans b) Specifications of economic development, political and administrative reorganization–Italy, Germany c) Revolutions of 1905; the Bolshevik Revolution of 1917 Programme of Socialist Construction and the Soviet Union during the inter-war period 1918-39	**Knowledge**: The students will learn about the different strands of Nationalism and its application in Italy, Germany, Ireland and Eastern Europe. They Will also learn about the Bolshevik Revolution and its impact on Russia **Skill:** The students will develop the skill of Not taking concepts at face value **Value/Attitude:** Students will develop a critical attitude Towards nationalism and its impact on Different countries	Tutorial	PPT and discussion using historical maps and comparative studies of the Risorgimento in Italy and German nationalism	10	

VII-Europe between Two World Wars f) Post-War Europe : A Diplomatic History g) The Great Depression h) Rise of fascism in Italy and Nazism in Germany i) The Spanish Civil War j) Policy of Appeasement and Russo-German Non-Aggression Pact k) Origins and Course of the Second World War	**Knowledge**: The students will learn about the different aspects of Post-war Europe **Skill:** The students will be able to Understand the nuances of this period Of European History **Value/Attitude:** Students will develop a critical attitude towards post-war European History and its significance.	Peer-teaching method	Fish bowl discussion	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr Sukanya Mitra

Paper : MHIS MN4 History of Europe (c. 1453–1650)

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
Module II 2.1 The exploration of the new world: motives 2.2 Portuguese and Spanish voyages	**Knowledge**: The students will learn about the motivations behind The Portuguese and Spanish voyages And the exploration of the new world **Skill:** The students will be able to Develop the skill of connecting events in Different parts of the world **Value/Attitude:** Students will develop a critical attitude Towards the new world	Tutorial	PPT and Discussion	4	
Module III 3.1Renaissance: its social roots 3.2 Renaissance humanism 3.3.Rediscovery Of classics 3.4 Italian renaissance and its impact on art, culture, education and political thought 3.5 Its spread in Europe	**Knowledge:** The students will learn about the different aspects of The Renaissance **Skill**: The students will be able to Identify renaissance art and its impact on society **Value/Attitude**: Students will Develop a critical approach towards The spread of the renaissance in Europe	Assignment	PPT and discussion	11	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr. Arijita Manna

Paper: HIS- H CC10: HISTORY OF INDIA (1605-1750)

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 Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues	Knowledge: Critical understanding of various primary sources, distinguishing between official histories, court memoirs, and European/vernacular travelogues. Skill: Historiographical and source-critique skills; analyzing bias, perspective, and narrative techniques in medieval texts. Value & Attitude: Appreciation for multilingual historical traditions and objective evaluation of textual evidence.	Source analysis assignment.	PPT	4	[To be filled post-teaching]
UNIT III Beginning of crisis: agrarian and jagir crises; resistance of Sikhs, Jats and Bundelas	Knowledge: Comprehension of structural issues in the Mughal administrative apparatus (Mansabdari/Jagirdari system) and agrarian socioeconomic dynamics. Skill: Causal analysis linking economic/administrative failure with regional agrarian and community rebellions. Value & Attitude: Empathy and nuanced understanding of agrarian unrest and regional socio-political identities.	Group discussion and debriefing.	Aids: Historical maps showing regional centers of resistance, visual slides on agrarian tax structures.		[To be filled post-teaching]

UNIT IV Mughal decline: debates	Knowledge: In-depth understanding of rival historiographical perspectives on the decline of the Mughal Empire (Empire-centric vs. Region-centric models). Skill: Historiographical synthesis, evaluating arguments from key scholars (e.g., Satish Chandra, Irfan Habib, Muzaffar Alam, J.F. Richards). Value & Attitude: Intellectual flexibility and openness to multi-causal historical interpretations.	Historiographical essay/review paper.			[To be filled post-teaching]

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr. Arijita Manna

Paper: HIS -H CC 12 SEM -5: HISTORY OF INDIA (C.1750s– 1857)

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. India in the mid 18th Century; Society, Economy, Polity	Knowledge: Understands the social stratification, economic structures, and political fragmentation in mid-18th century India during the decline of the Mughal Empire. Skill: Develops critical thinking to analyze historical debate surrounding '18th-century dark age vs. regional prosperity'. Value & Attitude: Appreciates pluralistic socio-cultural traditions and recognizes economic interdependence across regions.	Map-based activity identifying regional powers; Short analytical essay on socio-economic conditions.	Interactive lectures using maps and primary document extracts; Small group discussions on political decline;	4	[To be filled post-teaching]

II. Expansion and Consolidation of Colonial Power: a) Mercantilism, foreign trade and early forms of exactions from Bengal	Knowledge: Comprehends the principles of mercantilism, East India Company's trade practices, and early revenue exactions post-Plassey and Buxar. Skill: Evaluates historical economic data to trace foreign trade flows and capital drain. Value & Attitude: Cultivates critical consciousness regarding economic exploitation and colonial mechanisms.	Group presentations on Company revenue policies.	PPT presentations on mercantilist trade routes;		[To be filled post-teaching]

III. Expansion and Consolidation of Colonial Power: b) Dynamics of expansion (Bengal, Mysore, Western India, Awadh, Punjab, Sindh)	Knowledge: Maps the military, diplomatic, and administrative strategies (e.g., Subsidiary Alliance, Doctrine of Lapse) across key regions. Skill: Comparative analysis of regional resistance and state formation under Mysore, Marathas, and Sikhs. Value & Attitude: Values anti-colonial resistance and understands complex geopolitical shifts in Indian statehood.	mapping regional annexations	Assessment.		[To be filled post-teaching]

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr. Arijita Manna

Paper: HISTORY OF EUROPE (C.1453-1650)

Number of Classes: 2 per week

PAPER: MHIS MN4 SEM-5: HISTORY OF EUROPE (C.1453-1650)

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 V: Economic Changes & Transformations 5.1 Economic Changes 5.2 Shift of economic balance from the Mediterranean to the Atlantic 5.3 Commercial Revolution 5.4 Price Revolution 5.5 Agricultural Revolution and the Enclosure Movement	Knowledge: Understand the major structural changes in early modern European economy, including trade shifts, inflation, and agrarian reforms. Skill: Analyze historical cause-and-effect relationships (e.g., bullion inflow to inflation) and interpret map data showing oceanic trade routes. Value & Attitude: Appraise the long-term impact of global commercial integration and appreciate the socio-economic friction caused by agrarian transitions.	Group presentations on the causes and consequences of the Price Revolution.	PPT presentations.	15	[To be filled post-teaching]

Module VI: Political Developments & State Formation 6.1 Development of national monarchy – Tudor England <6.2 Emergence of European state system – Treaty of Westphalia and its importance	Knowledge: Grasp the emergence of early modern statecraft, centralizing tendencies under Tudor monarchs, and the diplomatic framework established by the Peace of Westphalia (1648). Skill: Critical analysis of diplomatic treaty provisions, political cartoons/portraits, and historical documents regarding state sovereignty. Value & Attitude: Recognize the origins of modern international law, national sovereignty, and the transition away from feudal/religious authority.	Class debate on state sovereignty vs. religious authority.	Strategies: Blended lecture style, document-based inquiry (DBQ), role-play/mock treaty negotiations representing the 1648 Westphalian congress, and guided concept mapping. Aids: Excerpts of Tudor Acts of Parliament, text extracts of the 1648 Treaty, genealogical and political timeline charts. Evaluation Process: Peer-reviewed debate evaluation, rubric-based scoring of document analysis exercises, and direct grading of		[To be filled post-teaching]

			written assignments.		

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - V DEPARTMENT -History

Dr. Arijita Manna

Paper: MHIS MN3 SEM-5:History of India C 300 BCE to C 750 CE

Number of Classes: 3 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. Changing political formations (c. 300 BCE - c. CE 300) a) Mauryan Empire b) Post-Mauryan Polities (Kushanas, Satavahanas, Gana-Sanghas)	**Knowledge:** Analyze Mauryan administration, Ashoka's Dhamma, and post-Mauryan political decentralized structures. **Skill:** Map-based identification of empires and critical evaluation of numismatic/epigraphic evidence. **Value/Attitude:** Appreciate pluralism and early governance models.	Class Presentation	**Aids:** Maps of ancient India, slides of Ashokan inscriptions.	15	[To be filled post-teaching]

III. Towards early medieval India (c. CE 4th Century - CE 750) a) Agrarian expansion, land grants, graded peasantry b) Urban decline, trade patterns, currency c) Varna, proliferation of Jatis, marriage & property norms d) Nature of polities: Guptas, Pallavas, Chalukyas, Vardhanas	**Knowledge:** Trace socio-economic transitions from urban to agrarian bases, feudal tendencies, and evolving caste hierarchies. **Skill:** Deconstruct land grant charters (Copper Plates) and assess historiographical debates on urban decay. **Value/Attitude:** Critical empathy toward historical social stratification.	PPT	**Strategies:** Seminar presentations, historiographical comparative analysis. **Aids:** Digital archives of copper plate inscriptions, trade route maps. **Evaluation:** Peer-reviewed presentations, end-of-unit test.		[To be filled post-teaching]

IV. Religion, philosophy and society (c. 300 BCE - CE 750) a) Consolidation of Brahmanical tradition (Dharma, Varnashram, Purusharthas, Samskaras) b) Theistic cults: Mahayana, Puranic tradition c) Beginnings of Tantricism	**Knowledge:** Understand the evolution of religious philosophy, transition from Vedic to Puranic traditions, and growth of devotional cults. **Skill:** Compare doctrinal texts and analyze philosophical shifts in early Indian society. **Value/Attitude:** Respect for philosophical diversity and evolving religious traditions.	• Comparative chart mapping Mahayana vs. Puranic traditions • Final term paper • Class discussion evaluation	**Strategies:** Textual analysis of Dharmashastras and Puranas, guided class discussions. **Aids:** Primary textual excerpts, iconography charts. **Evaluation:** Research paper scoring, seminar participation.		[To be filled post-teaching]