Department of History

Semester 2 Teaching Plans 2025-2026

Dr Suparna Ghosh

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - II MDC DEPARTMENT -History

Name of the Teacher_Dr. Suparna Ghosh; Paper- HIS-MD-CC-2, Social Formations and Cultural Patterns of the ancient world other than India

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 Food Production: Debate on the origins of food production, Neolithic cultures in West Asia and Europe	Explain the concept of food production and the Neolithic Revolution (Knowledge) Identify different scholarly debates regarding the origins of agriculture (knowledge) Construct timelines of Neolithic developments (Skill) Appreciate human innovation and	Discussion, assignments, presentations	Lecture + debate, timeline charts, group discussion, power point presentations, documentary clips and photographs of Neolithic settlements	4	The lesson helped students understand the debate surrounding the origins of food production and the development of Neolithic cultures in West Asia and Europe. Students actively participated in discussions on the shift from hunting-gathering to agriculture and recognized that food production was a gradual and complex process rather than a single event. The comparison between West Asian and European Neolithic cultures encouraged critical thinking and comparative

	adaptation to environmental challenges (Attitude)				understanding. Some students needed further clarification on the chronology and regional differences, which can be addressed through maps, timelines and visual sources in the next class. The lesson aligned with the relevant PO CO.
Module -IV Nomadic Groups: Debate on the advent of iron and its implications in Central and West Asia	Explain the emergence and spread of iron technology (Knowledge) Discuss scholarly debates regarding the impact of iron technology (knowledge) Analyse historical sources related to iron technology(Skill) Respect the contributions of nomadic societies to cultural exchange and trade networks (Attitude)	Regular class tutorials assignments	Lecture, activity and discussion method, maps of Central and West Asia, Oral Questioning and written assessment	6	The lesson enabled students to understand the debate surrounding the advent of iron and its impact on nomadic groups in Central and West Asia. Students actively discussed how iron technology influenced warfare, mobility, tools and social change. The discussion encouraged critical thinking about the relationship between technological developments and changes in society. Some students required further clarification on the chronology and regional variations, which can be reinforced through maps and timelines in the next class. This segment also significantly aligned with the relevant POCO.

Dr Anindita Bandyopadhyay

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER - 2 MAJOR DEPARTMENT -HISTORY

CLASSES ALLOTTED: 1 PER WEEK **SEC Understanding Cultural Heritage and Tourism**

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 Indian Cultural Heritage: An Introduction I.Meaning, Definition and Historical Background of Cultural Heritage II.Concepts, Characteristic types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living Traditions	Knowledge: To understand the meaning and various dimensions of cultural heritage Skill: Identify the various concepts of Indian cultural heritage. Value/Attitude: Develop an understanding of the cultural heritage of the nation.	Class assignment	Peer Teaching through group presentations	14	Students explored the various types of heritage and their significance. Activities: Lecture, discussion.. Reflection: Add debate on how to balance heritage preservation amidst the many challenges.

YEAR - 2025-2026 SEMESTER - 2 MINOR DEPARTMENT -HISTORY

FACULTY- ANINDITA BANDYOPADHYAY

CLASSES ALLOTTED : 1 PER WEEK **M1 CC2 Social Formations and Cultural Patterns of the ancient world other than India**

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 Bronze Age Civilizations: Egypt (Old Kingdom); economy, social stratification, state structure, religion, architecture.	Knowledge: To know the socio-cultural formations of the ancient world. Skill: to identify the main features of Egyptian civilization Value/Attitude: To appreciate the significance of the Bronze Age civilization.	Class assignment	Fishbowl discussion	7	Students gained an understanding of the different aspects of Egyptian civilization Activities: PPT, discussion. Reflection: They found the political narrative a bit challenging.
Module 4 Nomadic Groups Debate on the advent of iron and its implications in Central and West Asia	Knowledge: To understand the nature of the impact of the introduction of iron in Central and West Asia. Skill: Understanding the abovementioned debate in the context of time and space. Value/Attitude: To understand the significance of the advent of iron.	PPT presentation	Fishbowl discussion	7	Students examined the impact of the discovery of iron. Activities: fishbowl discussion. Reflection: They found the the debate on iron interesting.

YEAR - 2025-2026 SEMESTER - 2 IDC DEPARTMENT -HISTORY

FACULTY- ANINDITA BANDYOPADHYAY

CLASSES ALLOTTED : 1 PER WEEK **Making of Contemporary India (1919 -1964)**

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 Gandhian Movements- Non-Cooperation movement- Civil Disobedience, Quit India Movement	Knowledge: To understand the nature and significance of the Gandhian Movements Skill: To identify the key features of Gandhian movements. Value/Attitude: To appreciate the significance of Gandhian movements in the context of the freedom struggle.	Class assignment	Group discussion	7	Students explore the many dimensions of Gandhian movements. Activities: debate and discussion. Reflection: They eagerly debated Gandhian beliefs.
Module 2 Road to Independence and Partition: Movements outside the Gandhian fold- Revolutionary nationalism; Subhas Chandra Bose and role of INA, RIN Mutiny.	Knowledge: To understand the nature and role of non-Gandhian movements, of Bose, INA and the RIN Mutiny. Skill: To understand the main difference between Gandhian and non-Gandhian movements Value/Attitude: To appreciate the significance of non- Gandhian movements.	Group presentations	Debate	7	Students compared Gandhian and non-Gandhian movements. Activities: PPT, discussion. Reflection: Add more on the non-Gandhian movements.

YEAR - 2025-2026 SEMESTER - 2 MDC C2 DEPARTMENT -HISTORY

FACULTY- ANINDITA BANDYOPADHYAY

CLASSES ALLOTTED : 2 PER WEEK **SEC 1 Repositories of History: Museums and Archives**

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 Definition and History of development (with special reference to India)	Knowledge: To understand the evolution of museums and archives Skill: To trace the development of museums & archives in India. Value/Attitude: Understand the significance of museums & archives.	Quiz	Group PPT presentations	14	Students gained an understanding of the need for museums and archives. Activities: discussion. Reflection: Add more visual sources.
Module 2 Types of Archives and Museums Understanding the traditions of preservation in India Collection policies, ethics, and procedures, Collection: field exploration, excavation, purchase, gift and bequests, loans and	Knowledge: To understand the various dimensions of preservation and acquisition of specimens/ collections in Museums and Archives. Skill: Understanding the pattern of work in Museums and Archives. Value/Attitude: To understand the importance of having authentic	PPT presentation	Fishbowl discussion	14	Students explored the processes of acquiring and preserving collections. Activities: PPT, discussion. Reflection: They were enthusiastic in discussing how museums have evolved in the modern day.

deposits, exchanges, treasure trove confiscation and others.	and inclusive museums and archives.				

Ms. Srijita Chakravarty

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR –1st SEMESTER - 2 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

Classes Allotted : 2 classes (hours) per week

CC 2 SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA.

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 human kind: Paleolithic and Mesolithic cultures – Role of social Institutions in the development of early societies	Knowledge: The students will gain knowledge of the different cultures and societies. Skill Students will be able to analyse the transformation of societies and evaluate the process of transformation Value/Attitude: Students will understand the values and changes required for societies to develop and work towards the welfare of all	Peer Teaching	PPT	06	Students gained an understanding of the Palaeolithic and Mesolithic Cultures and the pace of change. More discussion needed

IV. Nomadic groups- Debate on the advent of iron and its implications in Central and West Asia.	Knowledge: The students will gain knowledge of the features of nomadism Skill Students will be able to analyse the transformation from nomadic societies and evaluate the process of transformation Value/Attitude: Students will understand the trials faced by nomadic societies and the benefits of cooperation	Quiz	PPT	4	Students learned about nomadic lifestyle and the iron age They understood the positive and negative implications of change
Unit VI Polis in ancient Greece: Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy and Comedy, Art and architecture.	Knowledge: Students will have an overall knowledge of every aspect of ancient Greece, society, politics, and religion Skill : They will be able to compare and contrast the different forms of institutions. Value/Attitude: Understand the importance of different institutions and the role of the individual in the growth of society and the state.	Quiz	PPT	20	Students learned about the various Greek states and the different styles of governance. They learned the impact of different kinds of government have on the people. They understood how literature can have a great impact on society

FACULTY: Ms. Srijita Chakravarty

YEAR – 1st SEMESTER - 2 Minor (Even Semester 2025-2026) DEPARTMENT - HISTORY

Classes Allotted : 2 classes (hour) per week M1 CC2 Social Formations and Cultural Patterns of the ancient world other than India

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 V Ancient Rome: Polity and society- slavery, agrarian economy, urbanization, & trade.	Knowledge: Students will have an overall knowledge of every aspect of ancient Rome society, economy politics, and religion Skill : They will be able to compare and contrast the different forms of institutions. And the role of slavery in particular Value/Attitude: Understand the importance of different institutions and the role of the individual in the growth of society and the state and their role in the holistic development of the individual	Quiz	PPT	15	Students found Rome slightly challenging. They learned about how a Republican government can give way to tyranny.
Unit VI Polis in ancient Greece: Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy	Knowledge: Students will have an overall knowledge of every aspect of ancient Greece, society, politics, and religion Skill : They will be able to compare and contrast the different forms of institutions. Value/Attitude: Understand the importance of different institutions and the role of the individual in the growth of society and the state.	Peer Teaching	PPT	15	Students learned about the various Greek states and the different styles of governance. They learned the impact of different kinds of government have on the people.

and Comedy, Art and architecture.					They understood how literature can have a great impact on society

FACULTY: Ms. Srijita Chakravarty

YEAR - 1st SEMESTER - 2 IMDC (Even Semester 2025-2026) DEPARTMENT -HISTORY

Classes Allotted : 21 classes (hour) per week Social Formations and Cultural Patterns of the ancient world other than India

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 human kind: Paleolithic and Mesolithic cultures – Role of social Institutions in the development of early societies	Knowledge: The students will gain knowledge of the different cultures and societies. Skill Students will be able to analyse the transformation of societies and evaluate the process of transformation Value/Attitude: Students will understand the values and changes required for societies to develop and wokd towards the welfare of all	Peer Teaching	PPT	05	Students gained an understanding of the Palaeolithic and Mesolithic Cultures and the pace of change. More discussion needed

Unit VI Polis in ancient Greece: Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy and Comedy, Art and architecture.	Knowledge: Students will have an overall knowledge of every aspect of ancient Greece, society, politics, and religion Skill : They will be able to compare and contrast the different forms of institutions. Value/Attitude: Understand the importance of different institutions and the role of the individual in the growth of society and the state.	Quiz	PPT	10	Students learned about the various Greek states and the different styles of governance. They learned the impact of different kinds of government have on the people. They understood how literature can have a great impact on society

FACULTY: DR. KRISHNOKOLI HAZRA

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR –1st SEMESTER - 2 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

Classes Allotted : 2 classes (hours) per week **SEC 2 Understanding Cultural Heritage and Tourism**

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 Evolution of Heritage Legislation and the Institutional Framework: Conventions and Acts-national Heritage related government departments, Museums, regulatory bodies etc. Conservation Initiatives	Knowledge: The students will gain knowledge about the various dimensions of Heritage preservation and conservation. Skill : Learn how museums and conservation initiatives work. Value/Attitude: Appreciate the historical value of various forms of heritage.	Quiz	PPT	10	Students examined the evolution of Heritage legislation Activities: debate & discussion. Reflection: They found the many laws a bit challenging.

Unit III Fairs, Festivals, Rituals: Ethnic Indian Cultural Construct a) Significance, concepts, historical background of fairs, festivals, rituals and their importance in human life and their general introduction of social, cultural and religious culture of India b) Festivals: Regional, Folk, Tribal, National; Some major festivals of India	Knowledge: understand the background, nature and significance of the major Indian fairs and festivals Skill : Compare and contrast the different types of fairs and festivals Value/Attitude: Appreciate the cultural significance and historical value of fairs and festivals in preserving societal bonds.	Peer Teaching	PPT	19	Students discussed fairs and festivals extensively. Activities: PPT, discussion. Reflection: They were very interested in this topic and brought up many different aspects for discussion.

YEAR – 1st SEMESTER - 2 Minor (Even Semester 2025-2026) DEPARTMENT - HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 1 class (hour) per week M1 CC2 Social Formations and Cultural Patterns of the ancient world other than India

Module 1 Evolution of human kind : Paleolithic and Mesolithic Cultures- Role of social institutions in the development of early societies	Knowledge: To understand the evolution and nature of Paleolithic and Mesolithic cultures. Skill: Tracing the milestones of human development in the earliest phases. Value/Attitude: Understand the value of significance of how and why human beings evolved to build society based on cooperation	Group presentations	PPT	6	Students explored the Stone Age. Activities: PPT, discussion. Reflection: They were enthusiastic in discussing cause and effect especially with regard to early evolution.
Module II Food Production Debate on the Origins of Food Production, Neolithic Cultures in West Asia and Europe	Knowledge: To understand the ways by which early humans gained control over their own food supply. Skill: Learn to identify sources of the earliest period and learn how they may be interpreted. Value/Attitude: Understand the transformational impact of food production and how this formed the basis of the growth of society.	Class assignment	Class discussion	8	Students interpreted the various theories behind the start of food production. Activities: discussion. Reflection: They were interested in the debate on food production.

YEAR - 1st SEMESTER - 2 IDC (Even Semester 2025-2026) DEPARTMENT -HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 2 classes (hours) per week HIS-IDC 2 Making of Contemporary India (1919- 1964)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description ofStrategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Module 3 Challenges of Communalism-Pakistan Resolution	Knowledge: To understand how the growth of communalism led to Partition Skill: Identify the different interpretations of the factors which led to Partition. Value/Attitude: Appreciate the intricate relationship between political authority and religion	Assignment	Class Discussion	5	Students gained an understanding of the rise of communal forces. Activities: discussion. Reflection: They found the topic challenging.
Module 4 Constitutional Formulas Wavell Plan-Cripps Mission-Cabinet Mission-Mountbatten Plan	Knowledge: To understand the constitutional developments of 1942-1947 Skill : Link cause and effect with reference to British administrative policies and the Indian responses. Value/Attitude: Understand how changing imperial policies impacted the events in the run-up to the Partition.	Quiz	Class Discussion	9	Students gained an understanding of the constitutional developments leading up to Partition. Activities: Debate & discussion Reflection: They found the political narrative a bit challenging.

Module 5 Impact of Partition on Indian Society & Culture	Knowledge: Gain knowledge about the deep impact of Partition on Indian Society & Culture. Skill: Link cause and effect with reference to how Partition altered Indian society. Value/Attitude: Understand the impact of life-changing impact of events like Partition on the lives of the common people.	Assignment	PPT	4	Students gained an understanding of the impact of Partition Activities: discussion. Reflection: They were responsive to discussion on films, books etc on Partition.
Module 6 Evolution of Parliamentary democracy	Knowledge: To analyse the growth and development of Parliamentary Democracy in India. Skill: Identify the core features of a functioning democracy Value/Attitude: Appreciate the obstacles which had to be overcome for India to become a democracy	Assignment	PPT	5	Students explored the evolution of Parliamentary democracy Activities: PPT, discussion. Reflection: They compared the first elections with those in contemporary times.
Module 7 India's Foreign Policy in the Nehruvian Era	Knowledge: To understand the main features of India's foreign policy in the Nehruvian period. Skill: Identify the links between policy and action with reference to India's foreign policy during the period. Value/Attitude: Appreciate the core values which underlay India's foreign policy during the period.	Peer Teaching	Class discussion	8	Students explored the evolution of Nehruvian policies Activities: discussion. Reflection: They were enthusiastic in discussions on foreign policy.

YEAR - 1st SEMESTER - 2 MDC C2 (Even Semester 2025-2026) DEPARTMENT-HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 1 class (hour) per week SEC Repositories of History: Museums and Archives

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 Types of Archives and Museums Documentation: Accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	Knowledge: To understand the different aspects of documentation in museums and archives. Skill : to know the various processes and steps necessary for the functioning of a museum or archive. Value/Attitude: Appreciate the need for authentic and correct modes of documentation and preservation.	Quiz	Class discussion	7	Students explored the various types of museums and archives and their work. Activities: PPT, discussion. Reflection: They found the technical aspects somewhat challenging.

Module 3 Museum Presentation and Exhibition	Knowledge: To understand the various dimensions of display and exhibition in Museums. Skill: to know the principles and methods necessary to create an effective museum display. Value/Attitude: Understand the importance of authenticity and inclusiveness while planning museum displays.	Assignment	PPT	4	Students examined Museum Presentation and Exhibition Activities: PPT, discussion. Reflection: Add more visual examples.
Module 4 Museums, Archives and Society: (Education and communication outreach activities)	Knowledge: To understand why museums and archives need to have effective outreach. Skill: To know the methods by which museums and archives can develop effective outreach. Value/Attitude: To appreciate the importance of the societal and cultural role played by museums and archives.	Presentation	Class discussion	3	Students explored Education and communication outreach activities conducted by Museums. Activities: discussion. Reflection: Add more visual examples.

FACULTY: DR. SUKANYA MITRA

DEPARTMENT-HISTORY (Even Semester 2025-2026)

YEAR - 1st SEMESTER - 2 MAJOR H-CC2
Classes Allotted: 2 classes (hour) per week
H-CC2: Social Formations and Cultural Patterns of the ancient world other than India

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 Food Production: debates on the origins of food productions, Neolithic cultures in West Asia and Europe	Knowledge: Know about the different types of activities during the Neolithic period. Skill: will be able to develop an understanding of the various debates surrounding the Neolithic Age Value/Attitude: Appreciate the changes/transition witnessed during the period	Assignment	PPT/Class discussion	4	The students were able to appreciate the significance of the neolithic age and its evolution.
Module III Bronze Age Civilizations (Egypt: Old Kingdom)	Knowledge: To understand the different aspects of Egyptian civilization of the given period Skill: Link social, economic and religious aspects of ancient Egypt Value/Attitude: Appreciate the workings of ancient civilizations	Assignment Quiz	PPT/Class Discussion	10	The students responded well to the PPt and class discussion on Egypt. Reflection: video lessons helped in creating students'interest

Module V Ancient Rome: polity and society—slavery, agrarian economy, urbanization & trade	Knowledge: Understand the social and economic aspects of ancient Roman civilization. Skill :Link social, economic aspects with cultural developments in ancient Rome Value/Attitude: Appreciate how classical European civilizations operated and their impact on the history of Europe	Assignment Quiz	PPT	12	The students were able to link the political, social and cultural aspects of ancient Rome. Reflection: A comparison between Egypt and Rome helped in going deeper into the course

HISTORY SEMESTER 2 MAJOR
Classes Allotted: 1 class (hour) per week
HIS SEC Course 2: Understanding Cultural Heritage and Tourism

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 IV Heritage and Tourism Tours to heritage sites, the relationship with cultural heritage	Knowledge: To understand the different aspects of cultural tourism Skill : to link heritage tourism with cultural heritage Value/Attitude: Appreciate the need to augment and monetize cultural sites as a part of heritage tourism	Assignment	Class discussion	6	The students could relate the topic with their personal lives and came up with different examples of cultural tourism in India

YEAR - 1st SEMESTER - 2 IDC (Even Semester 2025-2026) DEPARTMENT -HISTORY

FACULTY: DR. SUKANYA MITRA

Classes Allotted : 1 class (hour) per week HIS-IDC 2 Making of Contemporary India (1919- 1964)

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
2. Road to Independence and Partition: Subhas Chandra Bose and role of INA, RIN Mutiny	Knowledge: The students learnt about the role of Subhas Bose and the INA in the Indian freedom movement Skill: They could differentiate between the Gandhian movements and that of Bose Value/Attitude: They developed a more comprehensive understanding of the different strands in the freedom struggle	Assignment	Class Discussion	15	The students were very enthusiastic about discussing Subhas Bose. Reflection: They found the topic interesting and raised a lot of questions. The role of the INA and the RIN Mutiny were discussed in details

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 Bronze Age Civilizations: Egypt (Old Kingdom); economy, social stratification, state structure, religion, architecture.	Knowledge: To know the socio-cultural formations of the ancient world. Skill: to identify the main features of Egyptian civilization Value/Attitude: To appreciate the significance of the Bronze Age civilization.	Class assignment	Class discussion/PPT/ Video Lesson	15	Students gained an understanding of the different aspects of Egyptian civilization Activities: PPT, discussion.

FACULTY: DR. SUKANYA MITRA
DEPARTMENT-HISTORY (Even Semester 2025-2026)
YEAR - 1st SEMESTER - 2 MDC C2 (CC2)
Classes Allotted: 2 classes (hour) per week
MD CC2: Social Formations and Cultural Patterns of the ancient world other than India

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 III Bronze Age Civilizations (Egypt: Old Kingdom)	Knowledge: To understand the different aspects of Egyptian civilization of the given period Skill: Link social, economic and religious aspects of ancient Egypt Value/Attitude: Appreciate the workings of ancient civilizations	Assignment Quiz	PPT/Class Discussion	10	The students were able to grasp the nuances of ancient Egyptian civilization. Reflection: visual aids helped in their comprehension
Module V Ancient Rome: polity and society—slavery, agrarian economy, urbanization & trade	Knowledge: Understand the social and economic aspects of ancient Roman civilization. Skill :Link social, economic aspects with cultural developments in ancient Rome Value/Attitude: Appreciate how classical European civilizations operated and their impact on the history of Europe	Assignment Quiz	PPT	14	The students found the subject interesting. They were able to grasp the linkage between polity, society and culture