COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT -_History

Name of the Teacher_Dr. Suparna Ghosh; Paper- HCC-6, 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-I 1.1 Transition Debate: From Feudalism to Capitalism – Problems and Theories	Understand transition concept (Knowledge) Analyze historiography (Skill) Develop critical thinking (Attitude)	Discussion, assignments, presentations	Lecture + debate, charts, group discussion	4	The lesson enabled students to understand the transition from feudalism to capitalism and engage with the major problems and theoretical interpretations surrounding it. Students participated actively in the debate and developed critical and analytical thinking by comparing different explanations. Some students needed further clarification on the complex theories and chronology, which can be reinforced through a comparative chart in the next class.
MODULE – V 5.1 Economic Developments	Identify economic changes (Knowledge) Interpret expansion factors (Skill)	Regular class tutorials assignments	Lecture, activity and discussion method, maps, questioning	3	The lesson helped students understand the major economic developments in Early Modern Europe, including the growth of trade, commerce, markets and early capitalism. Students showed interest in linking economic changes with social and political transformations. Further reinforcement through examples, timelines and maps would help clarify the concepts.

5.2 Shift: Mediterranean to Atlantic	Explain trade shift (Knowledge) Analyze impact (Skill) Appreciate interconnectedness (Attitude)	Map work, class test	Map teaching, visuals, discussion	2	The lesson helped students understand the shift of economic and commercial activity from the Mediterranean to the Atlantic. Students engaged well with the factors behind the rise of Atlantic trade and its impact on European economies. The concept was understood effectively, though maps and examples of major trading centres could further strengthen spatial and comparative understanding.
5.3 Commercial Revolution	Understand features (Knowledge) Evaluate capitalism rise (Skill)	Notes, discussion	Lecture + case study	2	The lesson enabled students to understand the Commercial Revolution in Early Modern Europe, particularly the expansion of trade, banking, markets and commercial capitalism. Students actively connected these developments with the growth of towns and changing social structures. Further reinforcement through case examples and timelines would enhance their understanding.
5.3 Commercial Revolution	Understand features (Knowledge) Evaluate capitalism rise (Skill)	Notes, discussion	Lecture + case study	2	The lesson enabled students to understand the Commercial Revolution in Early Modern Europe, particularly the expansion of trade, banking, markets and commercial capitalism. Students actively connected these developments with the growth of towns and changing social structures. Further reinforcement through case examples and timelines would enhance their understanding.

5.5 Agricultural Revolution & Enclosure	Understand changes (Knowledge) Analyze impact (Skill) Develop sensitivity (Attitude)	Case questions, presentations	Lecture + case study	2	The lesson helped students understand the Agricultural Revolution and the Enclosure Movement and their impact on agricultural productivity, land ownership and rural society. Students participated actively in discussions and related agricultural changes to urbanisation and industrialisation. Some concepts required further clarification, which can be reinforced through examples and a simple cause–effect chart.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT -_History

Name of the Teacher : Dr. Suparna Ghosh; Paper- HCC-8, History of Europe (C. 1650-1780)

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 5.1 Mercantilism and European Economics	Understand mercantilism (Knowledge) Analyze its economic role (Skill) Evaluate impact on colonies (Attitude)	Short answers, discussion, assignments	Lecture + flowcharts + case studies (England, France, Spain)	3	The lesson helped students understand Mercantilism and its influence on European economic development. Students actively discussed the role of state intervention, trade, colonies and accumulation of wealth. The topic encouraged critical thinking about the relationship between economic policies and imperial expansion. Further

					reinforcement through comparative examples would strengthen understanding.
5.2 Preludes to the Industrial Revolution	Identify key factors (Knowledge) Analyze transition (Skill) Develop socio-economic awareness (Attitude)	Assignments, concept maps, presentations	Lecture + timeline + concept mapping	2	The lesson enabled students to identify the major preconditions of the Industrial Revolution, including agricultural changes, technological innovations, expanding trade and capital accumulation. Students successfully connected these developments with the emergence of industrialisation. A timeline and cause–effect approach could further strengthen their understanding of the topic.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT -_History

Name of the Teacher : Dr. Suparna Ghosh; Paper- HCC-5, History of India (C. 750-1206)

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: Religious and Cultural developments a.Bhakti, Tantrism, Puranic Traditions, Buddhism, Jainism, Popular Religious Cults	Understand religious diversity (Knowledge) Analyze socio-cultural impact (Skill) Develop critical perspective on traditions (Attitude)	Short answers, discussions, assignments	Lecture + textual analysis + case studies	5	The lesson helped students understand the diverse religious and cultural developments in early India, including Bhakti, Tantrism, Puranic traditions, Buddhism, Jainism and popular religious cults. Students appreciated the pluralistic and evolving nature of religious traditions. Further use of examples and comparative discussion would strengthen their understanding of similarities and differences among these traditions**.**
Islamic Intellectual Traditions: Al-Biruni, Al-Hujwiri	Understand contributions of scholars (Knowledge) Analyze intellectual traditions (Skill) Appreciate cultural synthesis (Attitude)	Assignments, presentations	Lecture + source reading + discussion	2	The lesson helped students understand the Islamic intellectual traditions through the works of Al-Biruni and Al-Hujwiri. Students showed interest in their contributions to knowledge, culture and the understanding of Indian society. The discussion encouraged cross-cultural understanding and critical thinking. Further reference to their writings and examples would deepen students' understanding.
Regional Languages and Literature	Identify regional developments (Knowledge) Analyze literary growth (Skill) Develop appreciation for linguistic diversity (Attitude)	Concept maps, presentations	Lecture + examples + group work	5	The lesson helped students understand the growth of regional languages and literature in Early Medieval India and their role in shaping regional identities and cultural traditions. Students actively appreciated the diversity of literary expressions. Examples of major

					languages, texts and literary figures can be used further to strengthen understanding.
Art and Architecture: Evolution of Regional Styles	Understand stylistic developments (Knowledge) Analyze architectural forms (Skill) Develop aesthetic appreciation (Attitude)	Visual analysis, assignments	Lecture + visuals + comparative analysis	5	The lesson helped students understand the evolution of regional styles in Indian art and architecture. Students actively identified differences in architectural features and appreciated the influence of regional cultures. Visual examples and comparative analysis could further strengthen their understanding of the topic.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - IV DEPARTMENT -_History

Name of the Teacher : Dr. Suparna Ghosh; Paper- HIS MD-CC-4, 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-I 1.1 Transition Debate: From	Understand transition concept (Knowledge) Analyze historiography (Skill)	Discussion, assignments, presentations	Lecture + debate, charts, group discussion	4	The lesson enabled students to understand the transition from feudalism to capitalism and engage with the major problems and theoretical interpretations surrounding it. Students participated actively in the

Feudalism to Capitalism – Problems and Theories	Develop critical thinking (Attitude)				debate and developed critical and analytical thinking by comparing different explanations. Some students needed further clarification on the complex theories and chronology, which can be reinforced through a comparative chart in the next class.
MODULE – V 5.1 Economic Developments	Identify economic changes (Knowledge) Interpret expansion factors (Skill)	Regular class tutorials assignments	Lecture, activity and discussion method, maps, questioning	3	The lesson helped students understand the major economic developments in Early Modern Europe, including the growth of trade, commerce, markets and early capitalism. Students showed interest in linking economic changes with social and political transformations. Further reinforcement through examples, timelines and maps would help clarify the concepts.
5.2 Shift: Mediterranean to Atlantic	Explain trade shift (Knowledge) Analyze impact (Skill) Appreciate interconnectedness (Attitude)	Map work, class test	Map teaching, visuals, discussion	2	The lesson helped students understand the shift of economic and commercial activity from the Mediterranean to the Atlantic. Students engaged well with the factors behind the rise of Atlantic trade and its impact on European economies. The concept was understood effectively, though maps and examples of major trading centres could further strengthen spatial and comparative understanding.The lesson enabled students to understand the Commercial Revolution in Early Modern

					Europe, particularly the expansion of trade, banking, markets and commercial capitalism. Students actively connected these developments with the growth of towns and changing social structures. Further reinforcement through case examples and timelines would enhance their understanding.
5.3 Commercial Revolution	Understand features (Knowledge) Evaluate capitalism rise (Skill)	Notes, discussion	Lecture + case study	2	The lesson enabled students to understand the Commercial Revolution in Early Modern Europe, particularly the expansion of trade, banking, markets and commercial capitalism. Students actively connected these developments with the growth of towns and changing social structures. Further reinforcement through case examples and timelines would enhance their understanding.
5.3 Commercial Revolution	Understand features (Knowledge) Evaluate capitalism rise (Skill)	Notes, discussion	Lecture + case study	2	The lesson enabled students to understand the Commercial Revolution in Early Modern Europe, particularly the expansion of trade, banking, markets and commercial capitalism. Students actively connected these developments with the growth of towns and changing social structures. Further reinforcement through case examples and

					timelines would enhance their understanding.
5.5 Agricultural Revolution & Enclosure	Understand changes (Knowledge) Analyze impact (Skill) Develop sensitivity (Attitude)	Case questions, presentations	Lecture + case study	2	Post-Teaching Reflection The lesson helped students understand the Agricultural Revolution and the Enclosure Movement and their impact on agricultural productivity, land ownership and rural society. Students participated actively in discussions and related agricultural changes to urbanisation and industrialisation. Some concepts required further clarification, which can be reinforced through examples and a simple cause–effect chart.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR - 2025-2026 SEMESTER - 4 MAJOR DEPARTMENT -HISTORY
FACULTY- ANINDITA BANDYOPADHYAY

CLASSES ALLOTTED : 1 PER WEEK DSCC 5: HISTORY OF INDIA (C.750-1206) SEMESTER - 4 MAJOR

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 Political Structures: a) Evolution of political structures : Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas b) Legitimisation of kingship; brahmanas and temples; royal genealogies and rituals c) Arab conquest of Sind: nature and impact of the new set-up; Ismaili Dawah d) Cause and consequences of Early Turkish Invasions: Mahmud of Ghazni; Shahabuddin of Ghor	**Knowledge:** Understand the political narrative of the period **Skill:** Identify the key features of the political structures. **Value/Attitude:** Develop an understanding of the medieval polity of India.	Class assignment	Peer Teaching through group presentations	**14**	Students analysed the political narrative of the period. Activities: Lecture, discussion.. Reflection: Add more on legitimisation of kingship.

CLASSES ALLOTTED : 1 PER WEEK DSCC 6: HISTORY OF EUROPE (C.1453-1650) SEMESTER - 4 MAJOR

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 a) Development of national monarchy b) Emergence of European state system	**Knowledge:** Gain knowledge of the features and nature of the national monarchies in Europe during the period. **Skill:**Understanding the above-mentioned narrative through time and space. **Value/Attitude:** To understand the political ideologies in Europe in the early modern age**.**	PPT presentation	Fishbowl discussion	**14**	Students analysed the nature of national monarchies. Activities: Comparitive discussion Reflection: Add more on the impact of this development.

CLASSES ALLOTTED : 1 PER WEEK DSCC 8: HISTORY OF EUROPE (C.1453-1650) SEMESTER - 4 MAJOR

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 2.1 Crisis in Europe in the 17th century 2.2 Its economic, social and political dimensions	**Knowledge:** Understand the factors precipitating the crisis and its nature **Skill:** Learn to analyse the crisis in its multiple dimensions. **Value/Attitude:** Develop an understanding of why crises occur and how they impact the common people.	Class assignment	Group discussion	**14**	Students examined the economic crisis of the 17th Century.. Activities: discussion Reflection: Add more on the causes of this development.

CLASSES ALLOTTED : 1 PER WEEK SEM 4 MDC C2 CC4: 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 5 5.4 Price Revolution 5.5Agricultural Revolution and the Enclosure Movement	**Knowledge:** Understand the factors and impact of the major economic changes. **Skill:** Develop an aptitude for economic analysis **Value/Attitude:** Understand the social cost of major economic upheavals.	Quiz	Group PPT presentations	**14**	Students interpreted the nature of the major economic changes Activities: Fishbowl discussion Reflection: Add more impact.
Module 6 6.1 Development of national monarchy 6.2 Emergence of European state system	**Knowledge:** Gain knowledge of the features and nature of the national monarchies in Europe during the period. **Skill:**Understanding the abovementioned narrative through time and space. **Value/Attitude:** To understand the political ideologies in Europe in the early modern age**.**	PPT presentation	Fishbowl discussion	**14**	Students analysed the development and nature of national monarchies. Activities: Comparitive discussion Reflection: Add more on the nature of this development.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

FACULTY: SRIJITA CHAKRAVARTY

Faculty Srijita Chakravarty: Department of History

Classes Allotted : 1 hours per week **CC5 HISTORY OF INDIA (C. 1206-1526)**

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. Agrarian structure and social change: a) Agricultural expansion; crops b) Landlords and peasants c) Proliferation of castes: status of untouchables d) Tribes as peasants and their place in the Varna order	**Knowledge:** The student will understand the different agrarian forms in early medieval India **Skill :** Students will understand how land grants to Brahmins and officials expanded cultivation into forests and waste lands **Value:** The student will understand the exploitative nature of the caste system **Attitude** The student will develop an attitude towards reforming society	Quiz	PPT	8	The students learned about the agrarian economy of early medieval India. They understood the ill effects of the caste system and how deeply entrenched it was. They could connect the caste system to present day India
IV. Trade and Commerce a) Inter-regional trade b) Maritime trade c) Forms of exchange d)Process of urbanization	**Knowledge:** Understand the working of the different sectors of the economy in early medieval india **Skill :**The student can understand the way the monetary economy works **Value** The student will understand the importance of equality **Attitude** The student will have a non exploitative attitude	Class assignments	**PPT**	**7**	The students understood the importance of the tertiary economy. The students knew which kind of trade would be beneficial to the country

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

Classes Allotted : 1 hour per week **CC6 HISTORY OF EUROPE (C.1650-1780)**

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 4.1 Reformation movements: Origins & courses 4.2 Martin Luther & Lutheranism 4.3 John Calvin & Calvinism the role of the state 4.6 Counter Reformation	**Knowledge:** The student will be able to identify the various reasons for the reformation **Skill :**The students will be able to bring about changes in society **Value :** The student will be able to differentiate between superstitions and spirituality **Attitude:** The student will have an attitude of bringing about social changes	Quiz	PPT	5	The students learned about the different kinds of protest movements. The students le4arned about spirituality and religion. Students understood the difference between religion and dogmatism

Classes Allotted : 1 hours per week **CC7 HISTORY OF INDIA (C. 1206-1526)**

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 C Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal	**Knowledge:** The student will gain a knowledge of the different regional kingdoms **Skill :**The student can understand the difference between the different dynasties **Value:** The student will understand the causes of conflicts between different dynasties **Attitude** The student will understand the importance of peace	Quiz	PPT	8	The students learned the importance of regional kingdoms vis a vis larger centralised kingdoms. The students understood the impact that smaller kingdoms can have on the people

d. Consolidation of regional identities: regional art, architecture and literature	**Knowledge:** The student will get a knowledge of the different types of architecture in the medieval period **Skill :**The student will be able to distinguish between the architectural characteristics of different regions **Value** The student will understand the value of art **Attitude** The student will understand the importance of architecture in the life of the common man	Class assignments	**PPT**	**7**	The students learned the importance of regional art and their impact on the people. The student could analyse the importance of architecture as not being mere buildings of display.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 MDC C2 (Even Semester 2025-2026) DEPARTMENT -HISTORY

FACULTY: Srijita Chakravarty

Classes Allotted : 1 hours per week HISTORY OF INDIA (C. 1206-1526)

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 Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal	**Knowledge:** The student will gain a knowledge of the different regional kingdoms **Skill :**The student can understand the difference between the different dynasties **Value:** The student will understand the causes of conflicts between different dynasties **Attitude** The student will understand the importance of peace	Quiz	PPT	8	The students learned the importance of regional kingdoms vis a vis larger centralised kingdoms. The students understood the impact that smaller kingdoms can have on the people
d. Consolidation of regional identities: regional art, architecture and literature	**Knowledge:** The student will get a knowledge of the different types of architecture in the medieval period **Skill :**The student will be able to distinguish between the architectural characteristics of	Class assignments	**PPT**	**7**	The students learned the importance of regional art and their impact on the people. The

	different regions **Value** The student will understand the value of art **Attitude** The student will understand the importance of architecture in the life of the common man				student could analyse the importance of architecture as not being mere buildings of display.

MDC Minor Sem 4 Social Formations and Cultural Patterns of the ancient world

other than India

Classes Allotted : 1 hours 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
Polis in ancient Greece: Athens and Sparta - Polity and society- Slavery, Athenian democracy, Greek culture- Sophists, Drama - Tragedy and Comedy, Art and architecture.	**Knowledge:** The student will gain a knowledge of the polity and Society in Ancient Greece **Skill : The student will have an insight into the policy making apparatus of different states** **Value:** The student will understand the causes of conflicts between different dynasties **Attitude** The student will understand the importance of peace	Quiz	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. They understood how literature can have a great impact on society

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 3 hours per week **CC7 HISTORY OF INDIA (C. 1206-1526)**

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 **Interpreting the Delhi Sultanate** Survey of Sources: Persian Tarikh Tradition; Vernacular histories; epigraphy	**Knowledge:** The students will gain knowledge about the diverse sources of the period. **Skill :** Learn how to critically and contextually assess sources. **Value/Attitude:** Appreciate the historical value of different sources	Quiz	Fishbowl discussion	6	Students analysed the different sources Activities: Lecture, discussion, source analysis. Reflection: Learners engaged well
Module 2 **Sultanate Political Structures** a.Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and Fall of Syed dynasty; The Lodis; Conquests of Bahlul and Sikandar; Ibrahim Lodi and the Battle of Panipat b. Theories of kingship; Ruling elites, Sufis, Ulema and the Political authority; imperial monuments and coinage	**Knowledge:** Understand the multiple dimensions of the political narratives of the Delhi Sultanate **Skill :**Identify the different ways and methods in which political authority was created, reinforced and sustained. **Value/Attitude:** Appreciate the intricate relationship between political authority and religion	Class assignments	PPT	19	Students analysed the political narrative of the Delhi Sultanate Activities: Fishbowl discussion Reflection: Add more debate

Module 3 **Society and Economy** a. Iqta and Revenue-free grants b. Agricultural production; technology c. Changes in rural society; revenue systems d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean Trade	**Knowledge:** Understand the working of the different sectors of the Sultanate economy. **Skill :**Link cause and effect with reference to economic changes. **Value/Attitude:** Understand how changing imperial economic policies affected the lives of the common people during the period.	Quiz	PPT	**12**	Students explored the diverse aspects of the economy and their functioning. Activities: Lecture and debate. Reflection: They were able to understand well the linkages between trade, crafts and urbanisation.
Module 4 **Religion and Culture** a.Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices and social roles b. Bhakti movements and monotheistic traditions in South and North India; Women bhaktas; Nathpanthis; Kabir Nanak and the Sant Tradition c. Sufi literature; Malfuzat; Premakhyans	**Knowledge:** Gain knowledge about the different religious movements during the period. **Skill :**Identify the political-social-economic factors which give rise to liberal, syncretic religious movements. **Value/Attitude:**Understand the philosophy of the Bhakti and Sufi religious movements	Peer Teaching	Group presentations using PPT	**5**	Students compared the different religious movements. Activities: group discussion, presentations. Reflection: Encourage greater discussion of the core philosophies.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 Major (Even Semester 2025-2026) DEPARTMENT - HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 1 hour per week **CC8 HISTORY OF EUROPE (C.1650-1780)**

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. Printing Revolution Revolution in War techniques	**Knowledge:** Identify the major reasons behind the revolutionary changes. **Skill :**Drawing comparisons with present day situation in dissemination of knowledge and in military conflicts **Value/Attitude:** Understand the changing perceptions of war and conflicting contemporary attitudes towards it.	Quiz	PPT	5	Students explored the new technological changes and their impact.. Activities: Presentations, discussions. Reflection: They eagerly engaged with the discussion on how technological changes impact society.
Module 4 4.1 Scientific Revolution 4.2 Emergence of Scientific Academies 4.3 Origins of Enlightenment	**Knowledge:** Students will learn about the different aspects of the Scientific Revolution- factors, dimensions, spread and impact. **Skill:** Interpret the overlapping yet distinct arenas of science, religion, alchemy and magic. **Value/Attitude:**Understand that intellectual movements have multiple dimensions and interpretations	Class assignment	Class discussion on the role of western science from diverse perspectives	11	Students examined whether it was a revolution or evolution. Activities: Discussion. Reflection: More learner-led discussions recommended.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2nd SEMESTER - 4 MDC C2 (Even Semester 2025-2026) DEPARTMENT -HISTORY

FACULTY: DR. KRISHNOKOLI HAZRA

Classes Allotted : 2 hours per week **HISTORY OF INDIA (C. 1206-1526)**

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 **Sultanate Political Structures** a.Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and Fall of Syed dynasty; The Lodis; Conquests of Bahlul and Sikandar; Ibrahim Lodi and the Battle of Panipat b. Theories of kingship; Ruling elites, Sufis, Ulema and the Political authority; imperial monuments and coinage	**Knowledge:** Understand the multiple dimensions of the political narratives of the Delhi Sultanate **Skill :**Identify the different ways and methods in which political authority was created, reinforced and sustained. **Value/Attitude:** Appreciate the intricate relationship between political authority and religion	Assignment	Class discussion	15	Students analysed the political narrative of the Delhi Sultanate Activities: Discussion, PPT Reflection: Add more debate
Module 3 **Society and Economy** a. Iqta and Revenue-free grants b. Agricultural production; technology c. Changes in rural society; revenue systems	**Knowledge:** Understand the working of the different sectors of the Sultanate economy. **Skill :**Link cause and effect with reference to economic changes. **Value/Attitude:** Understand how changing imperial economic policies affected the lives of the common people during the period.	Quiz	Class discussion	10	Students explored the diverse aspects of the economy and their functioning. Activities: Discussion. PPt Reflection: Add more visuals of the technological changes.
Module 4 **Religion and Culture** c. Sufi literature; Malfuzat; Premakhyans	**Knowledge:** Gain knowledge about Sufi literature. **Skill :** Identify the characteristic features of Sufi writing. **Value/Attitude:** Appreciate Sufi philosophy		Group presentations	3	Students explored Sufi literature. Activities: discussion, Reflection: Encourage greater discussion of the core philosophies.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

4th SEMESTER - 4 Major (Even Semester 2025-2026)

DEPARTMENT - HISTORY

FACULTY: DR. SUKANYA MITRA

Classes Allotted: 1 hour per week **CC6: 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 II 2.1 The exploration of the new world: motives 2.2. Portuguese and Spanish voyages	**Knowledge:** The students will gain knowledge about the motivations and consequences of the voyages undertaken during this period. **Skill :** Learn how to critically and contextually assess different historical changes **Value/Attitude:** Appreciate the impact of explorations on different parts of the world	Quiz	class discussion	4	The students were able to comprehend the motivations behind the exploration of the new world and responded to the events with enthusiasm. They could connect the past with the present and understand the difficulties of communication in the 16th and 17th centuries

Module III 3.1 Renaissance: 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 gain an understanding of the origins and different aspects of the Renaissance **Skill:** To be able to identify the features of the Renaissance **Value/Attitude:** Appreciate the intricate relationship between political and cultural aspects in a society	Class assignments	PPT and peer teaching	6	The students were aware of this period from their school history lessons. However, they understood the topic in greater detail at the UG level. The peer teaching session helped them to put the sub-themes together.
4.4 Radical reformation: Anabaptists and Huguenots 4.5 English reformation and the role of the state	**Knowledge:** The students will gain an understanding of the origins and different aspects of the Reformation **Skill:** To be able to identify the features and impact of the Reformation **Value/Attitude:** Appreciate the intricate relationship between political and cultural aspects in a society	Class discussion	PPT and LMS		The students were able to understand that the reformation was not a homogeneous process and it had different repercussions for different groups and countries within Europe.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 4th SEMESTER - 4 Major (Even Semester 2025-2026)

DEPARTMENT – HISTORY **FACULTY: DR. SUKANYA MITRA**

Classes Allotted: 1 hours per week **CC7 HISTORY OF INDIA (C. 1206-1526)**

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 **Sultanate Political Structures:** c.Emergence of provincial dynasties: Bahmanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal d. Consolidation of regional identities: regional art, architecture and literature	**Knowledge:** The students will gain knowledge about the different dynasties ruling outside Delhi **Skill:** Learn how to assess the different power dynamics between the central and regional empires **Value/Attitude:** Appreciate the complexities of this period	Quiz	PPT and discussion, Internet sources	8	The learners were able to appreciate the complexities of this period in Indian history. They could identify the power relations between different centres of power
Module IV **Religion and Culture** d. Architecture of the Delhi Sultanate	**Knowledge:** Gain knowledge about the architecture of the period **Skill:** Identify the different features and buildings of this period **Value/Attitude:**Appreciate the linkages between politics and culture	Peer Teaching	Group Discussion	4	The learners were able to appreciate the various features of Sultanate architecture and make connections between polity and culture

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

4th SEMESTER - 4 Major (Even Semester 2025-2026)

DEPARTMENT-HISTORY

FACULTY: DR. SUKANYA MITRA

Classes Allotted: 1 hour per week **CC8: HISTORY OF EUROPE (C.1650-1780)**

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 3.1 The English Revolution 3.2 Political and intellectual issues	Knowledge: The students will gain knowledge about the important events of English History Skill: Students will be able to analyze the various events and their consequences Value/Attitude: Appreciate the complexities of English history	Quiz	PPT and class discussion	12	The various aspects of the English revolution including the debates were discussed and understood by the students
Module VI 6.1 European Politics in the 17th and 18th century 6.2 Parliamentary Monarchy 6.3 Patterns of Absolutism in Europe	Knowledge: Gain and understanding about the development of political institutions in England Skill: Assess the different types of political institutions in Europe Value/Attitude: Appreciate the various types of institutions in Europe.	Class assignment	PPT and Class discussion	4	The students could connect the various political developments of this period of European history. They came to know about the absolutist monarchies in Europe and their impact

COMPETENCY BASED LEARNING DESIGN/ COMPETENCY BASED POST-TEACHING REFLECTION

Semester 4 MDC Minor (Even Semester 2025-2026)

FACULTY: DR. SUKANYA MITRA

PAPER: MHIS-CC2 : Social Formations and Cultural Patterns of the Ancient World other than India

Classes Allotted: 2 hours 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 III Bronze Age civilizations Egypt (Old Kingdom) economy, social stratification, state structure, religion, architecture	**Knowledge:** The students will gain knowledge about early Egyptian civilization **Skill :** Learn how to critically and contextually assess different aspects of Egyptian history **Value/Attitude:** Appreciate the nature of classical civilizations	Assignment	PPT and discussion	10	The students greatly appreciated the different aspects of ancient Egypt and could make connections between them

IV. Nomadic Groups Debate on the advent of iron and its implications in Central and West Asia	**Knowledge:** The students will gain an understanding of the transition from the Bronze Age to the Iron Age **Skill:** To be able to identify the different viewpoints of the debate **Value/Attitude:** Appreciate the intricate relationship between technology and societal changes	Class assignments	Discussion	2	The learners were able to appreciate the transition from the Bronze Age to the Iron Age and the role played by iron.
V. Ancient Rome Polity and Society: slavery, agrarian economy, urbanization and trade	**Knowledge:** The students will gain an understanding of ancient Rome **Skill:** To be able to identify the various aspects of Roman polity and society **Value/Attitude:** Appreciate the intricate relationship between political and cultural aspects in a society	Assignments	PPT and Discussion	18	Ancient Roman history, particularly its polity and society were studied by the learners in detail and the intricate connections between them identified and responded to by the students.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

4th Semester-4 MDC (Even Semester 2025-2026)

DEPARTMENT -HISTORY FACULTY: DR. SUKANYA MITRA

Paper: MHIS CC4: HISTORY OF EUROPE (C.1453-1650)

Classes allotted: 2 per week

Topic/Unit	Competency-Based Expected Learning Outcome	Assessment	Brief Description of	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections

	(Knowledge, Skill Value, Attitude)		**Strategies, Aids (if any), Evaluation process**		
Module II 2.1 The exploration of the new world: motives 2.2. Portuguese and Spanish voyages	**Knowledge:** The students will gain knowledge about the motivations and consequences of the voyages undertaken during this period. **Skill :** Learn how to critically and contextually assess different historical changes **Value/Attitude:** Appreciate the impact of explorations on different parts of the world	Oral Assignment	Discussion	6	The student was able to comprehend the motivations behind the explorations of the new world and responded to the events with enthusiasm. They could connect the past with the present and understand the difficulties of communication in the 16th and 17th century in Europe
Module III 3.1 Renaissance: 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 gain an understanding of the origins and different aspects of the Renaissance **Skill:** To be able to identify the features of the Renaissance **Value/Attitude:** Appreciate the intricate relationship between political and cultural aspects in a society	Class assignments	PPT	14	The student had a basic idea about this period. However, she understood that the topic had to be understood in greater detail at the UG level which she did with focus.

Module IV 4.1 Reformation movements: Origins and Courses 4.2 Martin Luther and 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	**Knowledge:** The students will gain an understanding of the origins and different aspects of the Reformation **Skill:** To be able to identify the features and impact of the Reformation **Value/Attitude:** Appreciate the intricate relationship between political and cultural aspects in a society	Class discussion	PPT and Discussion	10	The student was able to understand that the reformation was not a homogeneous process. She could identify the various strands within the broad theme and could make connections between them.