Department of History

Semester III Combined Teaching Plans 2026-2027

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

Dr Suparna Ghosh

Semester 3 Paper: DSCC 4 Social Formations and Cultural Patterns of the Medieval World other than India

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 IV Society in Medieval Europe Feudal Society, its origins, Manorialism, Serfdom, Slavery	Knowledge Explain the origins and key features of feudal society, including manorialism, serfdom and slavery. Skills Compare the roles, rights and obligations of different social groups within the feudal and manorial system. Values Appreciate the importance of human dignity, social justice and freedom by understanding the systems of dependency and exploitation. Attitudes Develop a critical and empathetic attitude towards historically disadvantaged and dependent groups, recognising the consequences of social inequality.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

Module VI Origins of the crisis of Feudalism: historiography	**Knowledge** Explain how agricultural surpluses, population growth, and the revival of trade led to the emergence of medieval towns and communes. Explain the origins of feudalism and the several theories associated with it. Identify major historiographical interpretations of the emergence of feudalism. **Skills** Analyse and compare different historians' interpretations on the emergence of feudalism using historical evidence. **Values** Value the importance of evidence-based and diverse perspectives in understanding the past. Recognize how cross-cultural trade and contact (e.g., with the Islamic world and Asia) brought vital technologies like paper and compasses to Europe. **Attitudes** Develop a critical and open-minded attitude towards differing historiographical interpretations.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - III DEPARTMENT -History

Dr Anindita Bandyopadhyay

Dr Anindita Bandyopadhyay

Semester 3 Paper: DSCC 3: History of India (C.300BCE to C 750 CE)

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 **Changing political formations (circa 300 BCE to circa CE 300)** : a)The Mauryan Empire b)Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas .	**Knowledge** -Gain knowledge about the features, nature and significance of the major political empires of the period under review **Skill** - Analyse the driving factors behind the rise of large polities. **Value/Attitude** -Appreciate diverse political perspectives and historical consciousness in ancient Indian society. -understand the differences between empires and non-monarchical polities during the period under review.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

Module 3 **Towards Early medieval India (circa CE 4th century to CE 750** d) The nature of polities: the Gupta Empire and its contemporaries: Post Gupta polities- Pallavas, Chalukyas and Vardhanas	**Knowledge** **-**Gain knowledge about the features, nature and significance of the major political empires of the period under review **Skill** **-** Assess the factors behind the rise of the Gupta empire. -Contrast the Gupta empire with contemporary polities. **Value/Attitude** -Appreciate diverse political perspectives and historical consciousness in ancient Indian society.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	
Module 4 **Religion, Philosophy and Society (circa 300 BCE to CE750)** a)Consolidation of Brahmanical tradition: Dharma, Varnashram, Purushastras, Samskaras	**Knowledge** -Understand the dimensions of social conditions during the period under review. **Skill** -Assess the evolution of the different social norms and traditions during the period under review. **Value/Attitude** **-**Appreciate the value of the core organising principles of society while keeping in mind their limitations.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

Dr Anindita Bandyopadhyay

Semester 3 Paper: IDC 3 : Making of Contemporary India (1919-1964)

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 Gandhian Movements- Non-Cooperation Movement- Civil Disobedience Movement	**Knowledge** -Understand the nature, features and significance of the major Gandhian movements **Skill** -Analyse the causes behind major mass movements led by Gandhi during the colonial period **Value/Attitude** -Appreciate the ideological perspectives of the movements -Appreciate the enormous cost at which freedom was won in 1947.	Assignments, presentations	Peer Teaching Presentations Class discussion	5	
Module 5 Impact of Partition on Indian society and culture	**Knowledge** -Gain knowledge about the multiple dimensions of the impact of Partition on India **Skill** - Assess the gulf between official policies and the situation on the ground after Partition. **Value/Attitude** -Understand the devastating impact of Partition on India. -Understand the human cost borne by the affected populations in Bengal and Punjab, especially the refugees.	Assignments, presentations	Peer Teaching Presentations Class discussion	5	

Module 7 India's foreign policy in the Nehruvian era.	**Knowledge** **-**Understand the various aspects of the foreign policy taken up by the new republic and its outcomes**.** **Skill** -Evaluate why India chose Non-Alignment during the Cold War, assessing how it allowed India to maintain sovereignty, avoid power bloc alliances , and secure economic and developmental aid from both sides. **Value/Attitude** **-**Appreciate the ideological foundations which underlay the policies of newly independent India.	Assignments, presentations	Peer Teaching Presentations Class discussion	5	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - III DEPARTMENT -History

Ms Srijita Chakravarty

Semester 3 Major Paper: DSCC 4 Social Formations and Cultural Patterns of the Medieval World other than India

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 II Religion in Medieval Europe Religious Organisations (Church and Monastery) Struggle between the Empire and the Papacy	Knowledge Understanding Christian doctrine, the seven sacraments, scripture interpretation, and the hierarchy of the Roman Catholic Church.Knowing how canon law, monasticism, and cathedral schools preserved classical thought and shaped medieval governance and daily life.Recognizing the significance of religious art, Gothic architecture, and manuscript production. Skills Evaluating medieval primary sources, theological treatises, and papal decrees.Connecting religious shifts to political conflicts, such as the Investiture Controversy or the Crusades.Developing foundational familiarity with Latin terminology used in historical texts and liturgy. Values Appreciating how religious instruction sought to instill charity, social welfare, and communal duty.Valuing the conservation of historical artifacts, texts, and structural heritage from the medieval epoch. Attitudes Cultivating an objective, respectful perspective toward a worldview deeply anchored in divine mandate and spiritual existence. Remaining analytical about the intersection of institutional power, faith, and societal control during the Middle Ages.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

Module V	Rise and Growth of Towns and Technological Developments in Medieval Europe **Knowledge** Explain how agricultural surpluses, population growth, and the revival of trade led to the emergence of medieval towns and communes. Define the structure and economic role of merchant and craft guilds, including the stages of apprentice, journeyman, and master. Identify key medieval inventions—such as the heavy plow, three-field crop rotation, watermills, windmills, mechanical clocks, and printing press foundations—and their impact on daily life. Describe how the rise of towns created a new merchant middle class and challenged traditional feudal power structures. **Skills** Evaluate medieval charters, guild regulations, or map layouts to understand town governance and daily trade. Contrast rural feudal life with the social mobility and economic freedom found within medieval urban walls. Trace the timeline of technological shifts from the Early Middle Ages to the dawn of the Renaissance. **Values** Appreciate how medieval innovations laid the groundwork for modern engineering, production, and time-keeping. Value the historical importance of skilled labor, quality standards, and collective bargaining introduced by guilds.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

	Recognize how cross-cultural trade and contact (e.g., with the Islamic world and Asia) brought vital technologies like paper and compasses to Europe. **Attitudes** Develop an eagerness to look past the stereotype of the "Dark Ages" to discover a vibrant period of growth and invention. Reflect on how early medieval urban charters established early concepts of citizenship, self-governance, and legal rights.				

.Module VII	**Relation between Judaism/Christianity and ISlam** **Crusades: context nature and Impact** **Knowledge** Students will be able to Explain the geopolitical and religious context that led to the First Crusade in 1095,Understand the nature of the Crusades, including the military campaigns, the establishment of the Crusader States, and the diverse experiences of Christian, Muslim, and Jewish populations. Identify the short- and long-term impacts of the Crusades, such as the shift in trade routes, the preservation and transfer of scientific knowledge, and the hardening of religious borders **Skills** Students will be able to: Analyze primary sources representing multiple perspectives, including medieval Christian chronicles, Muslim historical accounts (such as Ibn al-Athir), and Jewish elegies reacting to the Rhineland massacres. Evaluate cause-and-effect relationships to determine how religious ideology combined with economic and political ambitions to drive the crusading movement. Construct historical arguments using evidence to explain how the Crusades fostered both violent conflict and periods of peaceful cultural and commercial exchange **Values** Students will understand the importance of The complexity of religious history, recognizing that historical conflicts are rarely simple narratives of "good versus bad" but are shaped by deeply held beliefs and complex human motivations.	Assignments, presentations	Peer Teaching Presentations Class discussion	10	

	The preservation of cultural heritage, valuing how Islamic scholars preserved and advanced classical Greco-Roman knowledge, Historical empathy, striving to understand the worldviews, fears, and hopes of medieval individuals without imposing modern standards retroactively. **Attitude** An open-minded approach to discussing sensitive religious and historical topics with academic objectivity and respect. Critical skepticism toward modern political or extremist rhetoric that misuses the history or imagery of the "Crusades" to justify contemporary Islamophobia, Antisemitism, or anti-Western sentiment. A commitment to interfaith dialogue, using lessons from past conflicts to promote mutual understanding and peaceful coexistence in a pluralistic world.				

Semester 3 Minor Paper: CC1 : <u>CC1: History of India from the earliest times to C 300 BCE</u>

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit III Harappan civilization: origins; settlement patterns and town planning; agrarian base ; craft productions and trade; social and political organization ;religious beliefs and practices; art; the problem of urban decline and the late /post- Harappan traditions	**Knowledge** **-**Distinguishing between the Early, Mature, and Late/Post-Urban Harappan phases -Understanding the advanced urbanism & rich material culture **Skills** **-**Learn how to read an un-deciphered culture by cross-referencing material artifacts - be able to critique ideological and modern interventions -Understanding how modern scientific methods—such as radiocarbon dating and archaeobotanical sourcing—are used to reconstruct ancient life. **Values** -Appreciation for Indigenous Innovation -Developing an awareness of the delicate relationship between human civilizations and their environments -Internalizing the importance of public archaeology, heritage management, and protecting archaeological sites	Assignment	PPT	15	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - III DEPARTMENT -History

Dr Krishnokoli Hazra

Semester 3 Paper: DSCC 3: History of India (C.300BCE to C 750 CE)

Classes allotted: 2 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Module 1 Economy & Society (circa 300 BCE to circa CE 300) 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** -Gain knowledge about the economic structure and processes of the period under review **Skill** - Correlate interconnections between crafts, trade and urban growth -Learn how material evidence and literary records are used to corroborate historical timelines and facts. **Value/Attitude** -Appreciate diverse socio-economic perspectives and historical consciousness in ancient Indian society. -understand the roots of systemic social inequalities during the period.	Assignments, presentations	Peer Teaching Presentations Class discussion	7	

Module 3 Towards Early medieval India (circa CE 4th century to CE 750) a)Agrarian expansion: land grants, changing production relations; graded land rights and peasantry b)The problem of urban decline: patterns of trade, currency and urban settlements c) Varna, proliferation of Jatis: changing norms of marriage and property.	**Knowledge** **-**Gain knowledge about the economic structure and processes of the period under review **Skill** **-** Correlate interconnections between crafts, trade and urban growth -Learn how material evidence and literary records are used to corroborate historical timelines and facts. **Value/Attitude** -Appreciate diverse socio-economic perspectives and historical consciousness in ancient Indian society. -understand the roots of systemic social inequalities during the period.	Assignments, presentations	Peer Teaching Presentations Class discussion	9	
Module 4 Religion, Philosophy and Society b)Theistic cults (from circa 2nd century BC): Mahayana, the Puranic tradition c) The beginnings of Tantricism	**Knowledge** -Understand the dimensions of religious conditions during the period under review **Skill** -Compare and contrast the different trajectories of evolution of the different religions and cults **Value/Attitude** **-**Appreciate the value of diverse religious beliefs and the political, social and economic matrix from which they emerged.	Assignments, presentations	Peer Teaching Presentations Class discussion	7	
Module 5 Cultural developments (circa 300 BCE to circa 750	**Knowledge** **-**Understand the development of literature, art and architecture during the period under review. **Skill**	Assignments, presentations	Peer Teaching Presentations Class discussion	7	

a) A brief survey of Sanskrit, Pali,Prakrit and Tamil literature. Scientific and technical treatises b)Art and Architecture and forms and patronage; Mauryan, Post-Mauryan, Gupta, Post Gupta	**-Identify the different styles of architecture through their characteristic features** **-**Critically assess the different modes of cultural development, their significance and their limitations. **Value/Attitude** -understand the deep connections between the cultural forms and the socio-economic matrix in which they are embedded.				

Dr Krishnokoli Hazra

Semester 3 Paper: SEC 3 : Understanding Popular Culture of Bengal

Classes allotted: 2 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Module 1 i)Defining Popular Culture ii)Approaches to the study of popular culture	**Knowledge** **-**Gain knowledge about the meaning of popular culture and the different approaches to it. **Skill** **-** gain the ability to apply theoretical knowledge of popular culture to real life scenarios. **Value/Attitude** -Appreciate the importance of popular culture and its complex relationship with 'high' culture -Appreciate the organic evolution and development of cultural forms at the grassroots level.	Assignments, presentations	Peer Teaching Presentations Class discussion	15	

Module 2 Performance i)Jatra as a popular medium of performing art ii)Dance- folk dances of Bengal- Gambhira, Santhali, Chhau iii)Music- folk songs of Bengal- Baul, Bhawaia	**Knowledge** -Gain knowledge about the indigenous cultural form in Bengal **Skill** - Distinguish between the various forms and identify their specific characteristics **Value/Attitude** -Appreciate the diversity of cultural forms in Bengal -understand the deep connections between the cultural forms and the socio-economic matrix in which they are embedded.	Assignments, presentations	Peer Teaching Presentations Class discussion	15	

Dr Krishnokoli Hazra

Semester 3 Minor Paper: CC1 : CC1: History of India from the earliest times to C 300 BCE

Classes allotted: 1 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections

Module 1 **Reconstructing Ancient Indian History** a) Early Indian notions of history and the idea of Bharat b) Sources and tools of historical reconstruction c) Historical interpretations (with special reference to gender, environment, technology and regions)	**Knowledge** -Understand concepts like *Itihasa-Purana* traditions and the geographical/ philosophical idea of evolution of *Bharatavarsha* -Identify diverse sources, including archaeology, epigraphy (inscriptions), numismatics (coins), and literary texts. -Grasp how ancient lives varied across regional geographies, technological shifts, and gender roles. **Skill** - -Learn how material evidence and literary records are used to corroborate historical timelines and facts. -Evaluate history through marginalized perspectives, assessing ecological impacts and regional socio-economic dynamics. **Value/Attitude** -Appreciate diverse cultural perspectives and historical consciousness in ancient Indian society. -Respect scientific objectivity, heritage preservation, and the meticulous nature of historical truth-seeking.	Assignmentsp resentations	Peer Teaching Presentations Class discussion	15	

Dr Krishnokoli Hazra

Semester 3 Paper: IDC 3 : Making of Contemporary India (1919-1964)

Classes allotted: 1 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any),	Hours Allotted	Evaluated Outcome/

			Evaluation process		**Post-Teaching Reflections**
Module 4 Constitutional formulas – Wavell plan, Cripps and Cabinet Mission-Mountbatten Plan	**Knowledge** **-**Gain knowledge about the various constitutional measures taken by the British colonial government during the period. **Skill** **-** Correlate the steps taken by the government and the responses from the Indian nationalists. **Value/Attitude** -Appreciate the ideological perspectives of both sides in the conflict. -Appreciate the enormous cost at which freedom was won in 1947.	Assignments, presentations	Peer Teaching Presentations Class discussion	5	
Module 6 Evolution of Parliamentary Democracy	**Knowledge** **-**Gain knowledge about the steps through which parliamentary democracy was established in the period under review **Skill** **-** Assess the gulf between the goals laid down in the Constitution and the reality and analysis the reasons for it. **Value/Attitude** -Appreciate the enormous challenges which faced the country at the time of the first elections. -understand the core principles and processes by which democracy is established.	Assignments, presentations	Peer Teaching Presentations Class discussion	5	

Module 7 India's foreign policy in the Nehruvian era.	**Knowledge** **-**Understand the various aspects of the foreign policy taken up by the new republic and its outcomes**.** **Skill** -Evaluate why India chose Non-Alignment during the Cold War, assessing how it allowed India to maintain sovereignty, avoid power bloc alliances , and secure economic and developmental aid from both sides. **Value/Attitude** **-**Appreciate the ideological foundations which underlay the policies of newly independent India.	Assignments, presentations	Peer Teaching Presentations Class discussion	5	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - III DEPARTMENT -History

Dr Sukanya Mitra

Semester 3 Four Year Major Paper: DSCC 4–Social Formations and Cultural Patterns of the Medieval World other than India

Classes allotted: 1 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit I. Crisis Of the Roman Empire and its principal causes: Historiography	**Knowledge–**The students will learn about the transition from the ancient to the medieval world which followed the decline and crisis of the Roman Empire **Skill** - Develop the ability to identify the internal and external causes of the decline **Value/Attitude** Develop a more critical attitude towards social transformations	Class discussion	Visual aids like BBC documentary will be used to aid the learning process	5	

III. Culture in Medieval Europe: Carolingian Renaissance, 12th century renaissance, Rise of university–impact on society and culture, Medieval art and architecture	**Knowledge** **-**Students will learn about various social and cultural phenomenon of the medieval world **- Skill** Develop the ability to link political, social and cultural changes. **Value/Attitude** Appreciate the nuances of social and cultural phenomenon	Class discussion, presentations	Visual aids like PPT, videos will be used	10	

Semester 3 Four Year Major Paper: SEC III–Understanding Popular Culture of Bengal

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 IV Society and Culture i) Cinema–Some award winning Bengali f ilms Satyajit Ray (Pather Panchali) Ritwik Ghatak (Meghe Taka Tara) Mrinal Sen (Calcutta 71) Tapan Sinha (Kabuliwala) ii) Sports as popular culture–Football and Cricket	**Knowledge–**The students will learn about different aspects of the society and culture of Bengal, particularly about popular culture. **Skill -** Develop the ability to critically analyze films as well as sports as a mode of popular culture. **Value/Attitude** Appreciate the role that cinema and sports play in popular culture	Class discussion	The films themselves will be shown with a detailed discussion of their content and impact	15	

Dr Sukanya Mitra

Semester 3 Four Year Minor Paper: MHIS MN (m2)–History of India from Earliest Times up to 300 BCE

Classes allotted: 1 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
IV. Cultures in Transition	**Knowledge–**The students will learn about different cultural transitions in the Indian context upto 300 BCE **Skill -** Develop the ability to critically analyze the social and cultural changes of this period **Value/Attitude** Appreciate the connection between polity, society and culture.	Class discussion	Peer-Teaching, Fish-bowl method	15	

Semester 3 Four Year Major Paper: IDC 3 -Making of Contemporary India (1919-1964)

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
2. Road to Independence and Partition: Movements outside the Gandhian fold, revolutionary nationalism, Subhas Chandra Bose and role of INA, RIN Mutiny	**Knowledge**–The students will gain an understanding of the various trends on the Indian national movement outside the Gandhian fold **Skill** Ability to identify the features of non-Gandhian movements **Value/Attitude** Appreciate the role played by different actors in the national movement	Class assignment	Activity/presentation	10	
3. Challenges of Communalism -Pakistan Resolution (1940)	**Knowledge**–The students will learn about the challenges of communalism that the country in the decades before independence **Skill**-Ability to identify the nuances of political decision-making **Value/Attitude**- Appreciate the various viewpoints regarding communalism	Discussion method	Use of PPT and internet sources for better understanding	5	

Semester 3 Three Year MDC Paper: MHIS MN (m2)–History of India from Earliest Times up to 300 BCE

Classes allotted: 1 per week

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Cultures in Transition	**Knowledge–**The students will learn about different cultural transitions in the Indian context upto 300 BCE **Skill -** Develop the ability to critically analyze the social and cultural changes of this period **Value/Attitude** Appreciate the connection between polity, society and culture	Class discussion	Peer-Teaching, Fish-bowl method	15	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-27 SEMESTER - III DEPARTMENT -History

Dr Arijita Manna

Topic/Unit	Competency-Based Expected Learning Outcome(Knowledge, Skill, Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/Post-Teaching Reflections
UNIT III: THE HARAPPAN CIVILIZATION (Total: 15 hours)					
III.1 Origins	**Knowledge:** Trace the Early (c. 3300–2600 BCE), Mature (c. 2600–1900 BCE) and Late (c. 1900–1300 BCE) phases; explain antecedents at Mehrgarh, Kot Diji, Amri, Kalibangan; outline the debate on indigenous evolution vs. Mesopotamian influence. **Skill:** Construct a timeline; compare Wheeler's diffusionist view with the "Indus Valley Tradition" model (Shaffer, Kenoyer). **Value:** Appreciate urbanism as a long, cumulative process. **Attitude:** Question single-cause and colonial-era explanations.	Class assignment	**Strategy:** Illustrated lecture; timeline-building activity; think-pair-share on diffusion vs. indigenous development. **Aids:** PPT, site map of Early Harappan cultures, chronology chart, images of Mehrgarh and Kot Diji finds. . **Readings:** Allchin & Allchin (1982); Upinder Singh (2008).	**1**	*[To be filled post-teaching]*

III.2 Settlement patterns and town planning	**Knowledge:** Describe the geographical extent and settlement hierarchy (cities, towns, villages); explain layout of Harappa, Mohenjo-daro, Kalibangan, Lothal and Dholavira: citadel and lower town, grid streets, standardised baked bricks, drains, wells, the Great Bath, "granaries". **Skill:** Locate sites on an outline map; read site plans; compare layouts of two sites. **Value:** Appreciate early civic planning and sanitation. **Attitude:** Distinguish evidence from interpretation (e.g., "granary", "dockyard").	Compare-and-contrast worksheet on two urban sites.	**Strategy:** Lecture with site plans; pair work on outline maps; class discussion on interpretive labels. **Aids:** Site plans, aerial photographs, outline map of South Asia, video walkthrough of Mohenjo-daro/Dholavira. **Readings:** Kenoyer (1998); Ratnagar (2001).	**1**	*[To be filled post-teaching]*
III.3 Agrarian base	**Knowledge:** Identify crops (wheat, barley, pulses, sesame, cotton; millets and rice in Gujarat), domesticated animals, evidence of ploughing (furrowed field at Kalibangan, terracotta plough model from Banawali), irrigation debates, and the roles of pastoralism, fishing and hunting. **Skill:** Interpret archaeobotanical data; link environment to subsistence patterns. **Value:** Recognise farmers' labour as the basis of urban surplus. **Attitude:** Curiosity about scientific methods in archaeology.	Peer-teaching	**Strategy:** Lecture-discussion; analysis of a crop-distribution table. **Aids:** Region-wise crop table, images of Kalibangan field and plough model, rainfall/river map. **Evaluation:** data-interpretation task. **Readings:** Upinder Singh (2008).	**1**	*[To be filled post-teaching]*

III.4 Craft production and trade	**Knowledge:** Explain craft specialisation (beads, shell, metalwork, faience, seals, pottery); standardised weights; raw-material sources; internal exchange and long-distance trade with Mesopotamia (Meluhha), Dilmun and Magan; roles of Lothal, Chanhudaro, Shortugai. **Skill:** Map trade routes and raw-material sources; analyse evidence such as Indus seals found at Ur and in the Gulf. **Value:** Appreciate technical skill and interregional connections. **Attitude:** Analytical caution about what archaeological evidence can prove about trade.	Group presentation on one craft or raw material.	**Strategy:** Lecture; group project (each group takes one craft/raw material) and short presentations. **Aids:** Artefact images, trade-route map, virtual gallery (National Museum, New Delhi / ASI). **Evaluation:** Presentation rubric **Readings:** Ratnagar (1981);	**1**	*[To be filled post-teaching]*
III.5 Social and political organization	**Knowledge:** Discuss evidence for social differentiation (house sizes, burials, ornaments, citadel/lower town); roles of artisans, merchants, priests, rulers; competing models of polity (priest-kings, single state, multiple city-states, corporate/heterarchical); seals and the undeciphered script. **Skill:** Evaluate rival interpretations and build arguments from material evidence. **Value:** Recognise how unsettled evidence shapes historical interpretation. **Attitude:** Open-minded, evidence-based reasoning.	Structured class debate	**Strategy:** Lecture followed by structured debate using a source packet of scholarly views. **Aids:** Images of seals, house plans and burials; extracts summarising scholarly positions. **Evaluation:** Debate participation rubric. **Readings:** Ratnagar (2001); McIntosh (2008).	**1**	*[To be filled post-teaching]*

III.6 Religious beliefs and practices	**Knowledge:** Describe evidence for religious life: female terracotta figurines, the "Pashupati" seal, the Great Bath and ritual bathing, fire altars at Kalibangan and Lothal, tree and animal motifs, burial practices; explain problems in reading these through later Hindu traditions. **Skill:** Interpret seal iconography; separate evidence from retrojection. **Value:** Respect for the diversity of belief systems, ancient and modern. **Attitude:** Critical, non-partisan approach to sensitive interpretations.	Short note: religious practices.	**Strategy:** Lecture; group image-analysis worksheet; discussion of Marshall's proto-Shiva reading and its critiques. **Aids:** Seal and figurine images, worksheet, extracts from Marshall (1931). **Evaluation:** short note assessed. **Readings:** Marshall (1931); Kenoyer (1998).	**2**	*[To be filled post-teaching]*
III.7 Art	**Knowledge:** Identify major artistic forms—steatite seals, bronze "dancing girl", steatite "priest-king" bust, stone torsos from Harappa, terracotta figurines and toys, painted pottery, jewellery—with materials and techniques. **Skill:** Visual analysis: describe, contextualise and interpret an artefact. **Value:** Aesthetic appreciation of ancient craftsmanship. **Attitude:** Responsibility towards heritage conservation (e.g., UNESCO-listed Mohenjo-daro, Dholavira).	Image-based artefact-analysis worksheet.	**Strategy:** Image-led lecture; gallery walk with artefact cards. **Aids:** High-resolution images, artefact cards, virtual museum tour. **Evaluation:** Worksheet marked on observation and interpretation. **Readings:** Kenoyer (1998); Upinder Singh (2008).	**1**	*[To be filled post-teaching]*

III.8 The problem of urban decline and the late/post-Harappan traditions	**Knowledge:** Evaluate theories of decline: Aryan invasion (Wheeler) and its critiques, shifting rivers and drying of the Ghaggar-Hakra, climate change, floods, ecological stress, decline of Gulf trade; describe Late/Post-Harappan cultures (Cemetery H, Jhukar, Rangpur, Ochre Coloured Pottery, Malwa, Ahar-Banas) and shifts to the east and south. **Skill:** Weigh multi-causal explanations; map the shift in site distribution. **Value:** Understand long-term human responses to environmental change. **Attitude:** Avoid monocausal, invasion-centred narratives; appreciate continuity and change.	written assignment on causes of decline. Unit test (internal assessment).	**Strategy:** Lecture; group discussion (each group argues one theory); comparative table of theories; unit revision. **Aids:** Comparative table of theories, distribution maps of Mature vs. Late Harappan sites, PPT. **Evaluation:** Assignment, and unit test. **Readings:** Possehl (2002); Ratnagar (2001); Upinder Singh (2008); Chakrabarti (1999).	**3**	*[To be filled post-teaching]*