

**LORETO COLLEGE
TIME PLAN 2024-2025**

Name of the teacher: DR. KRISHNOKOLI HAZRA [Initials: KH]

Teaching Objectives: To enable the students

- To form an in-depth understanding of the narrative and impact of past events
- To interpret the past in its own context
- To discern continuities and changes between the past and the present.
- To understand that History is complex and that multiple interpretations may be possible

Semester 1 Major (HISM) Topic-wise Time Plan

CC1: History of India from the earliest times to C 300 BCE

2 classes per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 1	7	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)	Lecture Debate and Discussion Providing e-books and other references, visual and audio-visual material as study material	To understand the importance of the sources and interpretations of ancient India	Home and class assignments Oral assessments College and University Examinations
Module 2	8	a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments		To critically analyse the features and evolution of Paleolithic cultures	
Module 4	15	Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; a) North India (circa 600 BCE – 300 BCE) b) Central India and the Deccan (circa 600 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)		To understand the different historical dimensions of developments in the subcontinent (600-300BCE)	

Name of the teacher: DR. KRISHNOKOLI HAZRA [Initials: KH]

Semester 1 Minor (MHIS) Topic-wise Time Plan
m1 CC1: History of India from Earliest Times upto 300 CE

1 class per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 1	15	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)	Lecture Debate and Discussion Providing e-books as study material	To understand the importance of the sources and interpretations of ancient India	Home and class assignments Oral assessments College and University Examinations

Name of the teacher: DR. KRISHNOKOLI HAZRA [Initials: KH]

Semester 1 IDC Topic-wise Time Plan
Making of Contemporary India (1919 -1964)

1 class per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 4	5	Constitutional formulas –Wavell plan, Cripps and Cabinet Mission- Mountbatten Plan	Lecture Debate and Discussion Providing e-books as study material	To understand the constitutional developments of 1942-1947	Home and class assignments Oral assessments College and University Examinations
Module 6	5	Evolution of Parliamentary Democracy		To analyse the growth and development of Parliamentary Democracy in India	
Module 7	5	India's foreign policy in the Nehruvian era.		To understand the main features of India's foreign policy in the Nehruvian period	

First Year MDC (First Semester)

Name of the teacher: Suparna Ghosh

Initials: SG

Paper- MD CC 1: History of India From the Earliest Times to C. 300 BCE

Teaching Objective:

- To get a comprehensive idea about the cultural and religious developments of early India
- To acquire knowledge about the settlement patterns, technological and economic developments
- To comprehend the forms of social stratification, political relations in early India
- To grasp the debate and theories related to the Aryan problem

1st Semester MDC Topic-wise Time Plan
Classes per week -1

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Module IV	9	Settlement patterns, technological and economic developments; social stratification; political relations, religion and philosophy; the Aryan problem	Lectures, discussions dissemination of reading materials	To get a proper grasp of the different religious traditions and comprehend how one must be careful about the religious sentiments of different cults To critically analyse the invasion/migration of Aryans and their settlement patterns in Indian subcontinent and the debates related to the Aryan problem To understand the socio-political, economic and technological developments with the advent of iron and its implication To evaluate the process of assimilation, integration and	Assignment

				stratification of society in Early India	
2. Module IV a	10	North India (circa 1500 BCE-300 BCE)	Lectures, dissemination of reading materials followed by discussions	To know about the settlement patterns, and socio-political and economic history of North India from the Sapta Sindhu region till the Vindhya in Early India To grasp an understanding of the Early Vedic Age, Later Vedic Age, rise of 16 Mahajanapadas and Magadhan imperialism To form an idea about the protest movement and emergence of Jainism, Buddhism and second urbanisation	Class test
3. Module IV b	3	Central India and the Deccan (circa 1500 BCE-300 BCE)	Lectures, discussions dissemination of reading materials	To understand the development of settlement patterns in Deccan and Central India with the technological change and through archaeological evidences To comprehend the growth of microlithic culture and its significance	Assignment

**LORETO COLLEGE
TIME PLAN 2024-2025**

Name of the teacher: ANINDITA BANDYOPADHYAY

Initials : AB

Teaching Objective: To enable the students

- To form an in-depth understanding of the narrative and impact of past events
- To interpret the past in its own context
- To discern continuities and changes between the past and the present.
- To understand that History is complex and that multiple interpretations may be possible

Sem 1 Honours (HISM) Topic-wise Time Plan

CC1: History of India from the Earliest Times to C 300 BCE

2 Classes per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 3	15	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	Lecture Debate and Discussion	To critically analyse comprehensively the Harappan civilization	Home and class assignments Oral assessments College and University Examinations
Module 4	15	Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)	Lecture Debate and Discussion	To understand the different historical dimensions of developments in the subcontinent (1500-600BCE)	Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE
TIME PLAN 2024-2025**

Name of the teacher: ANINDITA BANDYOPADHYAY

Initials : AB

**Sem 1 Minor (MHIS) Topic-wise Time Plan
GE 1: History of India from Earliest Times upto 300 CE**

1 Classes per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 3	15	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	Lecture Debate and Discussion	To critically analyse comprehensively the Harappan civilization	Home and class assignments Oral assessments College and University Examinations

**Semester 1 IDC Topic-wise Time Plan
Making of Contemporary India (1919 -1964)**

1 class per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 1	15	Gandhian Movements- Non- Cooperation Movement- Civil Disobedience Movement	Lecture Debate and Discussion Providing e-books as study material	To comprehend and analyse the various dimensions and impact of the Gandhian movements	Home and class assignments Oral assessments College and University Examinations

LORETO COLLEGE
TIME PLAN 2024-2025

Name of the teacher: ANINDITA BANDYOPADHYAY
Initials : AB

Semester 1 MDC Topic-wise Time Plan
History of India from the Earliest Times to C 300 BCE

2 classes per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Module 2	15	b) Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art c) Neolithic and chalcolithic cultures: distribution and and subsistence pattern	Lecture Debate and Discussion Providing e-books as study material	To critically analyse the features and evolution of Mesolithic, Neolithic and Chalcolithic cultures	Home and class assignments Oral assessments College and University Examinations
Module 3	15	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	Lecture Debate and Discussion	To critically analyse comprehensively the Harappan civilization	Home and class assignments Oral assessments College and University Examinations

LORETO COLLEGE

TIME PLAN Semester I

August- December 2024

Name of the teacher Ms. Srijita Chakravarty

Initials: SC

Major (HISM)

DSCC I

Classes allotted per week-1

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching Method</i>	<i>Learning Outcome</i>	<i>Assessment</i>
1	15	Hunter-gatherers and the advent of food products B) Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art C) Neolithic and Chalcolithic Cultures: distribution and subsistence patterns	Lecture and PowerPoint	To understand the importance of pre and protohistory and the difference between the two	Tutorial and class interaction

Skill Enhancement Course

Teaching Objective:

To make the students aware of the importance of museums as repositories of ancient India

Giving the students a hands on experience on collection, documentation and exhibiting ancient artefacts

Classes per week=2

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	28	Module II Types of Archives and Museums. Understanding the traditions of preservation in India. Collection policies, ethics and procedures. Collection: field exploration, excavation, purchase, gifts and bequests, loans and deposits, exchanges,	Lecture and PowerPoint	To understand the significance of archives and museums. To understand various ways of preserving ancient documents	Tutorial

		treasure trove confiscation and others.			
2	12	Museums, Archives and Society Education and Communication Outreach activities	Lecture and PowerPoint	To understand the importance of museums in educating the laypersons	Tutorial and class interaction

TIME PLAN AUGUST-DECEMBER 2024

Name of the teacher: Ms. Srijita Chakravarty
Initials: SC

Minor- (MHIS)

HIS-H/CC 1 : History of India From the earliest times to C 300 BCE

Teaching Objective:

To provide a deeper understanding of Early Indian History

To understand the various interpretations and sources of Ancient India

Classes per week=1

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	15	Hunter-gatherers and the advent of food products A) Paleolithic cultures- sequence and distribution; stone industries and other technological developments B) Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art C) Neolithic and Chalcolithic Cultures: distribution and subsistence patterns	Lecture and PPT	To understand the importance of pre and protohistory and the difference between the two	Tutorial and class interaction

Name of the teacher: Ms. Srijita Chakravarty
Initials: SC

Teaching Objective:

To make the students aware of the concept of nationalism

To make the students understand the different trends of nationalism in India.

Inter Disciplinary Course (IDC)

Classes per week=1

<i>Topics</i>	<i>Classes</i>	<i>Topics</i>	<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>
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	<i>allotted</i>	<i>(as per curriculum)</i>	<i>method</i>	<i>outcome (output)</i>	
1	10	3 Challenges of Communalism- Pakistan Resolution (1940)	Lecture and PPT	To understand the genesis of partition and how it developed	Tutorial
2	5	4. Impact of Partition on Indian Society and Culture	Lecture and PPT	To be aware of the far-reaching effects of partition in Independent India	Tutorial and class interaction

TIME PLAN AUGUST-DECEMBER 2024

Name of the teacher: Ms. Srijita Chakravarty

Initials: SC

HIS-H/CC 1 : MDC

Teaching Objective:

To provide a deeper understanding of Early Indian History

To understand the various interpretations and sources of Ancient India

Classes per week=1

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	10	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 Interpretation (with special reference to gender, environment, technology and regions)	Lecture and PPT	To understand how our present knowledge and perceptions have helped interpreting the past	Tutorial
2	5	Hunter-gatherers and the advent of food products A) Paleolithic cultures- sequence and distribution; stone industries and other technological developments developments in technology and economy; rock art	Lecture and PPT	To understand the importance of pre and protohistory and the difference between the two	Tutorial and class interaction

LORETO COLLEGE

TIME PLAN JULY-DECEMBER 2024

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To develop an understanding in the students about museums and archives
- To enable students to think deeply about the functions of museums and archives
- To make students realize the importance of museum and archival sources

**1st Semester Major Topic-wise Time Plan
HIS-SEC-1: SEM-1: Museum and Archives**

No of classes=2 per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	10	I. Definition and history of development (with special reference to India)	Lecture+hand out/reading material	Students will be encouraged to understand the history and development of museums in India	Class test/tutorial
2	15	II. Types of archives and museums: Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	Lecture+hand out/reading material	Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.	Quiz

3	5	III. Museum Presentation and Exhibition	Lecture+hand out/reading material	Undertake field visit to a museum/archive	Assignment

LORETO COLLEGE

TIME PLAN JULY-DECEMBER 2024

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To provide a deeper understanding of early Indian history to students
- To make students aware of the diversity of sources for studying ancient Indian history
- To introduce the students to an interdisciplinary approach for the study of ancient India

Minor Course (m1)

HIS m1 CC1 History of India from Earliest Times up to 300CE (m1)

No. of classes=2 per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	30	IV. Cultures in Transition (c 1500 BCE-300 BCE) Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem a) North India (c.1500-300 BCE) b) Central India and the	Lecture+hand out/reading material	Develop a deeper understanding about the diversity and plurality of ancient India	Class test/tutorial

		Deccan (c 1000-300 BCE) c) Tamilakam (c 300 BCE-c 300 CE)			
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LORETO COLLEGE

TIME PLAN JULY-DECEMBER 2024

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To provide a deeper understanding of early Indian history to students
- To make students aware of the diversity of sources for studying ancient Indian history
- To introduce the students to an interdisciplinary approach for the study of ancient India
- Emphasis on historiography and how our present knowledge and perceptions help us to interpret the past

Multidisciplinary Course

HIS -MD- CC1

History of India from the earliest times to 300 BCE

No. of classes=1 per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	15	IV. Cultures in Transition Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem a) North India (c. 1500- c. 300 BCE)	Lecture+hand out/reading material	Develop a deeper understanding about the diversity and plurality of ancient India	Class discussion

		b) Central India (c. 1000- c. 300 BCE c) Tamilakam (c. 300 BCE-c. CE 300)			
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LORETO COLLEGE

TIME PLAN JULY-DECEMBER 2024

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To provide a deeper understanding of major nationalist movements that led to India's independence
- To make students understand the impact of Partition on society and culture
- To introduce the students to the evolution of parliamentary democracy and Indian foreign policy during its early days

Interdisciplinary Course -3 Credits

HIS--IDC

Making of Contemporary India (1919—1964)

No. of classes=1 per week

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	15	I. Quit India Movement II. Movements Outside the Gandhian Fold- Revolutionary nationalism	Lecture+hand out/reading material	Develop a better understanding of the Quit India Movement and revolutionary nationalism	Class discussion