

LORETO COLLEGE

TIME PLAN 2025-2026

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	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)	Lecture Peer Teaching Debate and Discussion Group Teaching and Learning	To understand the importance of the sources and interpretations of ancient India	Oral assessments Student presentations Quiz Home and class assignments
Module 2	8	c) Neolithic and Chalcolithic Cultures: distribution and subsistence pattern	Providing e-books and other references, visual and audio-visual material as study material	To critically analyse the features and evolution of Paleolithic cultures	College and University Examinations

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	9	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 Peer Teaching Debate and Discussion Group Learning 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	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations
Module 2	6	a) Paleolithic Cultures- sequence and distribution; stone industries and other technological developments		To understand the nature and dimensions of Paleolithic cultures in India	

LORETO COLLEGE

TIME PLAN 2025-2026

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 Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To critically analyse comprehensively the Harappan civilization	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations

Semester 1 MDC C2 Topic-wise Time Plan
History of India from the Earliest Times to C 300 BCE

3 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	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 pattern	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To critically analyse the features and evolution of Mesolithic, Neolithic and Chalcolithic cultures	Oral assessments Student presentations Quiz Home and class assignments 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		To critically analyse comprehensively the Harappan civilization	

LORETO COLLEGE
TIME PLAN 2025- 2026
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>
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	Assignment

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

LORETO COLLEGE

TIME PLAN 2025-2026

Semester I

August- December 2025

Name of the teacher Ms. Srijita Chakravarty

Initials: SC

Major
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

Topics	Classes allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
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, treasure trove confiscation and others.	Lecture and fish bowl method	To understand the significance of archives and museums. To understand various ways of preserving ancient documents	Tutorial
2	12	Museums, Archives and Society Education and Communication Outreach activities	Field visit and peer teaching	To understand the importance of museums in educating the laypersons	Tutorial and class interaction

DSCC I

1.	Hunter-gatherers and the advent of food products a) Palaeolithic cultures- sequence and distribution; stone industries and other technological developments b) Mesolithic cultures – regional and chronological distribution; new developments in technology and	Lecture and flip classroom	To understand the importance of pre and protohistory and the difference between the	Tutorial and class interaction
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	economy; rock art.		two	
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TIME PLAN AUGUST-DECEMBER 2025

Name of the teacher: Ms. Srijita Chakravarty

Initials: SC

Minor-

HIS m1 CC 1 History of India from Earliest Times up to 300 CE

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	7	a) Module II Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art	Lecture PPT and fish bowl method	To understand the importance of pre and protohistory and the difference between the two	Tutorial
2	8	Neolithic and Chalcolithic cultures: distribution and subsistence pattern	Lecture and peer teaching	To understand how our humankind progressed and the pace of change	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 allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	5	<u>Reconstructing Ancient Indian History:</u> a) <u>Early Indian notions of history and the idea of Bharat</u>	Lecture and peer teaching	To understand the importance of the past and relate it to the present.	Tutorial and peer teaching
1	5	b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions	Lecture and PPT	To understand the importance of evidence based history	Tutorial

LORETO COLLEGE
TIME PLAN JULY-DEC 2025-26

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 collections and archival sources

1st Semester (Major) Topic-wise Time Plan
HIS-SEC-1: SEM-1: Museum and Archives
No of classes=1 per week

<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	5	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	Discussion method
2	6	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+case study method	Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.	Peer-assessment
3	4	III. Museum Presentation and Exhibition	Case study method	Undertake field visit to a museum/archive	Field report

LORETO COLLEGE
TIME PLAN JULY-DEC 2025-26

Name of the teacher: Dr Sukanya Mitra

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

Semester 1 Major

HIS-H CC1 History of India from earliest times up to 300 BCE

No. of classes=2 per week

<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	30	IV. Cultures in Transition (c 1500BCE-600BCE) Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem a) North India (1500-300 BCE) b) Central India and the Deccan (1000-300 BCE) c) Tamilakam (c.300BCE-300 CE)	Lecture+hand out/reading material/ppt	Students will develop a deeper understanding about the diversity and plurality of ancient India	Broad answer using LMS

LORETO COLLEGE
TIME PLAN JULY-DEC 2025-26

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

Semester 1 Minor Course (m1)

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

No. of classes=3 per week

<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	20	III. The Harappan Civilization	Lecture+hand out/reading material/ppt	Develop a deeper understanding about the Harappan civilization	Broad answer using LMS
2	25	V. Cultures in Transition (c 1500BCE-600BCE) Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem a) North India b) Central India and the Deccan c) Tamilakam (300 BCE-300CE)	Lecture+hand out/reading material/ppt/youtube video	Students will become aware of the cultural transitions of the given period and the impact they had on various parts of India	Broad answer using LMS

LORETO COLLEGE
TIME PLAN JULY-DEC 2025-26

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

Semester 1 Multi-Disciplinary Course (MDC)

HIS MD—CC1 History of India from Earliest Times up to 300CE

No. of classes=1 per week

<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>
2	15	VI. Cultures in Transition (c 1500BCE-600BCE) Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem a) North India b) Central India and the Deccan c) Tamilakam (300 BCE-300CE)	Lecture+hand out/reading material/ppt/youtube video	Students will become aware of the cultural transitions of the given period and the impact they had on various parts of India adopting an interdisciplinary approach	Broad answer using LMS