

## 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**

| <b>Topics</b> | <b>Classes allotted</b> | <b>Topics<br/>(as per curriculum)</b>   | <b>Teaching method</b>   | <b>Learning outcome (output)</b>   | <b>Assessment</b>   |
|---------------|-------------------------|---|--|--|---|
| Module 1      | 7                       | <b>Reconstructing Ancient Indian History</b><br>a) Early Indian notions of history and the idea of Bharat<br>b) Sources and tools of historical reconstruction<br>c) Historical interpretations (with special reference to gender, environment, technology and regions) | Lecture<br>Peer Teaching<br>Debate and Discussion<br>Group Teaching and Learning           | To understand the importance of the sources and interpretations of ancient India | Oral assessments<br>Student presentations<br>Quiz<br>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**

| <b>Topics</b> | <b>Classes allotted</b> | <b>Topics (as per curriculum)</b>   | <b>Teaching method</b>  | <b>Learning outcome (output)</b>   | <b>Assessment</b>  |
|---------------|-------------------------|---|---|--|--|
| Module 1      | 9                       | a) Early Indian notions of history and the idea of Bharat<br>b) Sources and tools of historical reconstruction<br>c) Historical interpretations (with special reference to gender, environment, technology and regions) | Lecture<br>Peer Teaching<br>Debate and Discussion<br>Group Learning<br>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<br>Student presentations<br>Quiz<br>Home and class assignments<br>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<br/>(as per curriculum)</i>  | <i>Teaching<br/>method</i>  | <i>Learning<br/>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<br><br>Peer Teaching<br><br>Debate and Discussion<br><br>Group Learning<br><br>Providing e-books and other references, visual and audio-visual material as study material | To critically analyse comprehensively the Harappan civilization | Oral assessments<br><br>Student presentations<br><br>Quiz<br><br>Home and class assignments<br><br>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**

| <b>Topics</b> | <b>Classes allotted</b> | <b>Topics (as per curriculum)</b>   | <b>Teaching method</b>  | <b>Learning outcome (output)</b>  | <b>Assessment</b>  |
|---------------|-------------------------|---|---|---|--|
| Module 2      | 15                      | <p><b>Hunter-Gatherers and the advent of food products</b></p> <p>a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments.</p> <p>b) Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art</p> <p>c) Neolithic and chalcolithic cultures: distribution and subsistence pattern</p> | Lecture<br>Peer Teaching<br>Debate and Discussion<br>Group Learning<br>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<br>Student presentations<br>Quiz<br>Home and class assignments<br>College and University Examinations |
| Module 3      | 15                      | <p><b>Harappan civilization:</b> 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</p>  |   | 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

**1<sup>st</sup> Semester MDC Topic-wise Time Plan**  
**Classes per week -1**

| <b>Topics</b> | <b>Hours allotted</b> | <b>Topics (as per curriculum)</b>  | <b>Teaching method</b>                                   | <b>Learning outcome (output)</b>   | <b>Assessment</b> |
|---------------|-----------------------|--|--|--|-------------------|
| 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<br>To critically analyse the invasion/migration of Aryans and their settlement patterns in Indian subcontinent and the debates related to the Aryan problem<br>To understand the socio-political, economic and technological developments with the advent of iron and its | Assignment        |

|                |    |   |  |   |            |
|----------------|----|---|--|---|------------|
|                |    |   |  | implication<br>To evaluate the process of assimilation, integration and stratification of society in Early India  |            |
| 1. 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 Sapt Sindhu region till the Vindhya in Early India<br>To grasp an understanding of the Early Vedic Age, Later Vedic Age, rise of 16 Mahajanapadas and Magadhan imperialism<br>To form an idea about the protest movement and emergence of Jainism, Buddhism and second urbanisation | Class test |
| 2. 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<br>To comprehend the growth of microlithic culture and its significance   | 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**

| <b>Topics</b> | <b>Classes allotted</b> | <b>Topics (as per curriculum)</b>  | <b>Teaching method</b>        | <b>Learning outcome (output)</b>  | <b>Assessment</b>              |
|---------------|-------------------------|--|-------------------------------|---|--------------------------------|
| 1             | 28                      | <b>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.</b> | Lecture and fish bowl method  | To understand the significance of archives and museums.<br>To understand various ways of preserving ancient documents | Tutorial                       |
| 2             | 12                      | <b>Museums, Archives and Society Education and Communication Outreach activities</b>   | Field visit and peer teaching | To understand the importance of museums in educating the laypersons   | Tutorial and class interaction |

### DSCC I

|    |  |                                   |   |                                |
|----|--|-----------------------------------|---|--------------------------------|
| 1. | <b>Hunter-gatherers and the advent of food products</b> <ul style="list-style-type: none"> <li>a) Palaeolithic cultures- sequence and distribution; stone industries and other technological developments</li> <li>b) Mesolithic cultures – regional and chronological distribution; new developments in technology and</li> </ul> | <b>Lecture and flip classroom</b> | To understand the importance of pre and protohistory and the difference between the | Tutorial and class interaction |
|----|--|-----------------------------------|---|--------------------------------|

|  |                    |  |     |  |
|--|--------------------|--|-----|--|
|  | economy; rock art. |  | two |  |
|--|--------------------|--|-----|--|

## 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

| Topics | Classes allotted | Topics<br>(as per curriculum)  | Teaching method                         | Learning outcome (output)   | Assessment                     |
|--------|------------------|--|---|---|--------------------------------|
| 1      | 7                | a) Module II Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art | <b>Lecture PPT and fish bowl method</b> | 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  | <b>Lecture and peer teaching</b>        | 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><br>a) <u>Early Indian notions of history and the idea of Bharat</u>   | <b>Lecture and peer teaching</b> | 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.<br>c) Historical interpretations (with special reference to gender, environment, technology and regions) | <b>Lecture and PPT</b>           | 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

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

| <b>Topics</b> | <b>Hours allotted</b> | <b>Topics<br/>(as per curriculum)</b>   | <b>Teaching method</b>            | <b>Learning outcome (output)</b>  | <b>Assessment</b> |
|---------------|-----------------------|---|-----------------------------------|---|-------------------|
| 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<br>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**

| <b>Topics</b> | <b>Hours allotted</b> | <b>Topics<br/>(as per curriculum)</b>  | <b>Teaching method</b>                | <b>Learning outcome (output)</b>  | <b>Assessment</b>      |
|---------------|-----------------------|--|---------------------------------------|---|------------------------|
| 1             | 30                    | IV. Cultures in Transition (c 1500BCE- 600BCE)<br>Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem<br>a) North India (1500-300 BCE)<br>b) Central India and the Deccan (1000-300 BCE)<br>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**

| <b>Topics</b> | <b>Hours allotted</b> | <b>Topics<br/>(as per curriculum)</b>   | <b>Teaching method</b>                               | <b>Learning outcome (output)</b>   | <b>Assessment</b>      |
|---------------|-----------------------|---|--|--|------------------------|
| 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)<br>Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem<br>a) North India<br>b) Central India and the Deccan<br>c) Tamilakam (300 BCE- 300CE) | Lecture+hand out/reading material/ppt/you tube 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**

| <b>Topics</b> | <b>Hours allotted</b> | <b>Topics<br/>(as per curriculum)</b>  | <b>Teaching method</b>                               | <b>Learning outcome (output)</b>  | <b>Assessment</b>      |
|---------------|-----------------------|--|--|---|------------------------|
| 2             | 15                    | VI. Cultures in Transition (c 1500BCE- 600BCE)<br>Settlement patterns, technological and economic developments, social stratification, political relations, religion and philosophy, the Aryan problem<br>a) North India<br>b) Central India and the Deccan<br>c) Tamilakam (300 BCE- 300CE) | Lecture+hand out/reading material/ppt/you tube 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 |