

**LORETO COLLEGE**  
**TIME PLAN 2022-23**  
**August to December**  
**Second Year Honours CC5**

Name of the teacher: Srijita Chakravarty

Initials: SC

History of India (C.E. 750-1206)

Teaching Objective:

- To get a comprehensive idea about the agrarian structure of early Medieval India

**3<sup>rd</sup> Semester Topic-wise Time Plan**

**No. of classes per week-1**

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1 Module III	15	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	Lectures, dissemination of reading materials followed by discussions	To know about the agrarian system of Medieval India	Class test

**Second Year Honours CC7**

History of India 1206-1526

Teaching Objective:

- To get a comprehensive idea about the agrarian structure of Mughal India

**3<sup>rd</sup> Semester Topic-wise Time Plan**

**No. of classes per week-2**

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1 Module I1	15	Interpreting the Delhi Sultanate: Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy	Lectures, dissemination of reading materials followed by discussions	To know about sources of the Delhi Sultanate	Class test
1. Module 2	15	Emergence of provincial	Lectures and	Understand	Discussions

		<p>dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal d. Consolidation of regional identities: regional art, architecture and literature</p>	PPT	<p>the factors behind the rise of regional kingdoms</p>	and class test
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**LORETO COLLEGE**  
**TIME PLAN 2020—2022 August – December**  
**Second Year Honours SEC A2**  
**Understanding Heritage**

Name of the teacher: Srijita Chakravarty  
Initials:SC

**Teaching Objective:**

- To understand the importance of the heritage of India
- To create an awareness of the risk posed to Indian Heritage and artefacts

**3<sup>rd</sup> Semester Topic-wise Time Plan**  
**No. of classes per week-1**

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1 Module 3	8	III. Challenges facing Tangible and Intangible Heritage Development, antiquity smuggling, conflict (to be examined through Specific case studies)	PPTs and Lecture	Make students aware of the risks facing heritage sites	Class test
2. Module 4	7	VI. Heritage and Travel: Viewing Heritage Sites - The relationship between cultural heritage, Landscape and travel recent trends	Lecture, dissemination of reading materials followed by intensive discussions.	Understanding the potential of Heritage as a tourism site	Discussions and class test

**LORETO COLLEGE**  
**3<sup>rd</sup> Semester Topic-wise Time Plan 2022-23**  
**August to December**  
**Second Year General (Group A)**  
**CC3 History of India 1206-1707**

Name of the teacher: Srijita Chakravarty

Initials:SC

**Teaching Objective:**

- To understand the state system in Mughal India
- To create an awareness of the economy of Mughal India
- To understand the cultural aspects - of Mughal India

Classes per week 2

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1 Module 5	5	Second Afghan State	PPTs and Lecture	Learning about the Afghan state	Class test
2. Module 6	15	Emergence and consolidation of Mughal State, C.16th century to mid 17th century.	Lecture, dissemination of reading materials followed by discussions.	Rise of the Mughal state system	Discussions and class test
3 Module 7	11	• Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religion, SocioReligious Movements	PPTs and Lecture	Create an awareness of the cultural syncretism during Mughal India	Class test

**Second Year General (Group B)**  
**CC3 History of India 1206-1707**

**Teaching Objective:**

- To understand the state system in Mughal India
- To create an awareness of the economy of Mughal India
- To understand the cultural aspects of Mughal India

**No of classes per week: 1**

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1. Module 6	8	15 . Emergence and consolidation of Mughal State, C.16th century to mid 17th century. Discussions and class test	Lecture, dissemination of reading materials followed by discussions.	Rise of the Mughal state system	Peer teaching
2. Module 7	7	• Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religion, Socio- Religious Movements	PPTs and Lecture	Create an awareness of the cultural syncretism in Mughal India	Class test

**LORETO COLLEGE**  
**TIME PLAN 2022**  
**Second Year Honours (Third Semester)**

**Name of the teacher: Suparna Ghosh**

**Initials: SG**

**Teaching Objective:**

- To get a comprehensive idea about the religious and cultural developments of early Medieval India
- To acquire knowledge about the evolution of regional styles of architecture

**3<sup>rd</sup> Semester Topic-wise Time Plan**  
**Paper- CC5: History of India (C.E. 750-1206)**  
**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>
1. Module V	8	Bhakti, Tantrism, Puranic tradition: Buddhism and Jainism, Popular religious cults	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	Assignment
2. Module V	3	Islamic intellectual traditions: Al- Biruni, Al-Hujwiri Regional languages and literature	Lectures, dissemination of reading materials followed by discussions	To know about the Islamic intellectual traditions and the growth of regional languages in Medieval India	Class test
3. Module V	2	Art and architecture: Evolution of regional styles	Lectures, discussions dissemination	To understand the	Assignment

			of reading materials	significant evolution of different regional styles of architecture and trace the similarities and dissimilarities between them in early medieval India	
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**Second Year Honours**  
**Paper- CC7: History of India 1206-1526**

**Teaching Objective:**

- To get a comprehensive idea about the different structure of kingship of Delhi Sultanate
- To identify the factors for the rise of different dynasties and the significance of important battles fought during the above mentioned period

**3<sup>rd</sup> Semester 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 II a (partially), b.	9	Theories of Kingship: Ruling elites, Sufis, Ulama and the political authority, imperial monuments and coinage	Lectures, dissemination of reading materials followed by discussions	To critically analyse the theories of kingship of the Delhi Sultans and assess their reliability,	Class test
2. Module II a.	3	Rise and Fall of Sayyid Dynasty, Lodi Dynasty, Battle of Panipat	Lectures and PPT	Understand the factors behind the rise of and fall of different dynasties;	Discussions and class test

				factors for the battle of Panipat	
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**Second Year Honours**  
**Paper- CC-6: Rise of the Modern West-I**

**Teaching Objective:**

- To get a comprehensive idea about the economic developments of Modern West
- To identify the factors for transition from feudal mode to capitalist mode of production
- To acquire understanding of the different debates regarding the economic aspect of transformation in Early Modern Europe

**3<sup>rd</sup> Semester Topic-wise Time Plan**  
**Classes per week 2**

<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>
1. Module I	10	Transition Debate: Transition from feudalism to capitalism: problems and theories	Lectures, dissemination of reading materials followed by discussions	To critically analyse the theories of Transition debate and assess their reliability To grasp the different problems associated with transition	Class test
2. Module V a, b	5	Economic Developments Shift of economic balance from the Mediterranean to the Atlantic	Lectures and PPT	Understand the factors behind the rise and decline of different trading centres in Early Modern Europe Analyse the reasons for the rise and fall of Venice and shift of commerce to Antwerp	Discussions and class test

3. Module V c, d	8	Commercial Revolution Price Revolution	Lectures and PPT	To evaluate the meaning of commercial revolution and its impact in early modern Europe To critically analyse the concept- Price Revolution and understand the different aspects of the debate associated with the increase in prices	Assignment
4. Module V e	5	Agriculture Revolution and the Enclosure Movement	Lectures and PPT	To evaluate the meaning of agriculture revolution and its impact in early modern Europe To critically analyse the concept of Enclosure and understand the different aspects of the debate associated with the enclosing of lands	Assignment

**LORETO COLLEGE**  
**TIME PLAN 2022-2023**

**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 3 Honours (3H) Topic-wise Time Plan**

**CC 5: History of India (CE 750 – 1206)**

**1 class per week**

<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 2	15	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	Lecture Debate and Discussion	To understand the nature of early medieval political formations and the impact of foreign invasions	Home and class assignments Oral assessments College and University Examinations

**CC 6: Rise of the Modern West I**  
**1 class per week**

<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 6	15	a) Development of national monarchy b) Emergence of European state system	Lecture Debate and Discussion	To understand the nature of the evolution of the European political system	Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE**  
**TIME PLAN 2022-2023**

**Name of the teacher: ANINDITA BANDYOPADHYAY (Initials: AB)**

**CC 7: History of India ( C. 1206-1526)**

**1 class per week**

<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 2	15	Sultanate political structures: a) Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion	Lecture Debate and Discussion	To comprehend the development of the Sultanate polity	Home and class assignments Oral assessments College and University Examinations

**SEC A 2: Understanding Heritage**  
**1 class per week**

<b><i>Topics</i></b>	<b><i>Hours allotted</i></b>	<b><i>Topics (as per curriculum)</i></b>	<b><i>Teaching method</i></b>	<b><i>Learning outcome (output)</i></b>	<b><i>Assessment</i></b>
Module 1	7	Defining Heritage Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'	Lecture Debate and Discussion	To understand the meaning of heritage and important concepts associated with it.	Oral and written assignments Project work College and University Examinations
Module 2	8	Evolution of Heritage Legislation and the Institutional Framework: Conventions and Acts- national and international heritage related government departments museums, regulatory bodies etc. Conservation Initiatives	Lecture Debate and Discussion	To understand the importance and evolution of legislation related to Heritage and Institutional Framework	Oral and written assignments Project work College and University Examinations

**LORETO COLLEGE**  
**TIME PLAN 2022-2023**

**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 3 Honours-General (3A) Topic-wise Time Plan**

**GE 3: History of India from 1206-1707**

**2 classes per week**

<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 8	7	Economy, Society and Culture under the Mughals	Lecture Debate and Discussion	To assess the socio-economic conditions under the Mughals	Home and class assignments Oral assessments College and University Examinations

Module 9	<b>8</b>	Emergence of Maratha power	Lecture Debate and Discussion	To comprehend rise of the Maratha polity	Home and class assignments Oral assessments College and University Examinations
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**LORETO COLLEGE  
TIME PLAN 2022-2023**

**Name of the teacher: ANINDITA BANDYOPADHYAY (Initials: AB)**

**Sem 3 General (3B) Topic-wise Time Plan**

**CC 3: History of India from 1206-1707**

**2 classes 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>
Module 7	<b>5</b>	Aurangzeb	Lecture Debate and Discussion	To critically analyse the achievements and failures of Aurangzeb's policies.	Home and class assignments Oral assessments College and University Examinations
Module 8	<b>5</b>	Economy, Society and Culture under the Mughals	Lecture Debate and Discussion	To assess the socio-economic conditions under the Mughals	Home and class assignments Oral assessments College and University Examinations

Module 9	5	Emergence of Maratha power	Lecture Debate and Discussion	To comprehend rise of the Maratha polity	Home and class assignments Oral assessments College and University Examinations
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## LORETO COLLEGE TIME PLAN 2022-2023

**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 3 (3H) Honours Topic-wise Time Plan CC 5: History of India from (CE 750-1206)**

**2 classes per week**

<b>Topics</b>	<b>Hour s allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
Module 4	30	Trade and Commerce a) Inter-regional trade b) Maritime Trade c) Forms of Exchange d) Process of urbanization e) Merchant guilds of South India	Lecture Debate and Discussion Providing e-books as study material	To understand the nature of early medieval Indian economy	Home and class assignments Oral assessments College and University Examinations

### **CC 6: Rise of the Modern West I**

**1 class 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>
Module 2	15	a) The exploration of the New World: motives b) Portuguese and Spanish voyages	Lecture Debate and Discussion Providing visual and audio-visual study material Providing e-books as study material	To understand the nature of the evolution of the European political system	Home and class assignments Oral assessments College and University Examinations

### **CC 7: History of India ( C. 1206-1526)**

**1 class 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>
Module 3	15	Society and Economy : a) Iqta and the 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	Lecture Debate and Discussion Providing e-books as study material	To comprehend the nature of the economy during the period of the Sultanate	Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE**  
**TIME PLAN 2022-2023**

**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

**Sem 3 Honours-General (3A)Topic-wise Time Plan**

**GE 3: History of India from 1206-1707**

**1 class per week**

<b><i>Topics</i></b>	<b><i>Hours allotted</i></b>	<b><i>Topics (as per curriculum)</i></b>	<b><i>Teaching method</i></b>	<b><i>Learning outcome (output)</i></b>	<b><i>Assessment</i></b>
Module 1	10	Foundation , expansion and consolidation of the Sultanate of Delhi; nobility and Iqta system	Lecture Debate and Discussion	To understand the evolution of the Sultanate polity	Home and class assignments Oral assessments College and University Examinations

Module 2	5	Military, administrative and economic reforms under the Khaljis and the Tughluqs	Lecture Debate and Discussion	To critically analyse Khalji and Tughluq reforms	Home and class assignments Oral assessments College and University Examinations
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### Sem 3 General (3B) Topic-wise Time Plan

#### CC 3: History of India from 1206-1707

2 classes per week

<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 1	15	Foundation , expansion and consolidation of the Sultanate of Delhi; nobility and Iqta system	Lecture Debate and Discussion	To understand the evolution of the Sultanate polity	Home and class assignments Oral assessments College and University Examinations
Module 2	9	Military, administrative and economic reforms under the Khaljis and the Tughluqs	Lecture Debate and Discussion	To critically analyse Khalji and Tughluq reforms	Home and class assignments Oral assessments College and University Examinations
Module 5	6	The Second Afghan State	Lecture Debate and Discussion	To understand the rise and functioning of the Second Afghan State	Home and class assignments Oral assessments College and University Examinations

#### SEC G (5G +3G) SEC A 1: Historical Tourism : Theory and Practice

**1 class 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>
Module 2 Understand ing Built Heritage	10	Stupa Architecture Temple Architecture Indo-Persian Architecture- Forts, Palaces, Mosques	Lecture Debate and Discussion Providing visual and audio-visual study material	To develop a critical appreciation of the architectural heritage of ancient and medieval India	Oral and written assignments Field Visit and Project work College and University Examinations
Module 4	5	Modalities of conducting tourism	Lecture Debate and Discussion	To understand the modalities of conducting tourism	Oral and written assignments Project work College and University Examinations

**LORETO COLLEGE**

**TIME PLAN 2022-2023**

**Name of the teacher: Dr Sukanya Mitra**

**Initials: SM**

**Teaching Objective:**

- To make students aware of a crucial period in European History
- To create an interest about the period and subject
- To enable them to connect the past with the present
- To enable students to think critically

**3<sup>rd</sup> Semester (Honours) Topic-wise Time Plan**

**CC-6: Rise of the Modern West - I**

**Classes per week: 3**

<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	23	III. a) Renaissance: its social roots b) Renaissance humanism c) Rediscovery of classics d) Italian renaissance and its	Lecture+hand out/reading material/ppt	Understand the Renaissance phenomenon and how it	tutorial

		impact on art, culture, education and political thought. e) Its spread in Europe		impacted European history	
2	22	IVa) Reformation movements: Origins & courses b) Martin Luther & Lutheranism c) John Calvin & Calvinism d) Radical reformation: Anabaptists and Huguenots e) English reformation and the role of the state f) Counter Reformation	Lecture+hand out/reading material/ppt/you tube video	Gain understanding about the period of the Reformation	tutorial

## LORETO COLLEGE

### TIME PLAN 2022-23

**Name of the teacher: Dr Sukanya Mitra**

**Initials: SM**

**Teaching Objective:**

- To make students aware of a crucial period of Medieval Indian History
- To create an interest about cultural history among students
- To enable students to connect the past with the present
- To enable students to think critically about the past

#### 3<sup>rd</sup> Semester (Honours) Topic-wise Time Plan

#### CC-7: History of India (c.1206-1526)

**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>

1	15	<b>IV. Religion and Culture:</b> a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; 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; Premakhayans d. Architecture of the Delhi Sultanate	Lecture+hand out/Reading material	Learn about the religious and cultural life of medieval India	Tutorial
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## LORETO COLLEGE

### TIME PLAN 2022-2023

**Name of the teacher: Dr Sukanya Mitra**  
**Initials: SM**

**Teaching Objective:**

- To make students aware of a crucial period of Medieval Indian History
- To create an interest about cultural history among students
- To enable students to connect the past with the present
- To enable students to think critically about the past

**3<sup>rd</sup> Semester General (IIIA+IIIB) Topic-wise Time Plan**

**CC-3/GE-3: History of India from 1206 to 1707**

**Classes per week: 1**

<b>Topics</b>	<b>Hours Allotted</b>	<b>Topics (as per</b>	<b>Teaching Method</b>	<b>Learning Outcome</b>	<b>Assessment</b>
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		<i>curriculum)</i>			
1	6	III. Bhakti &Sufi Movements	Lecture+reading material	Learning about the role of religion in Medieval India	tutorial
2	9	IV. Provincial kingdoms: Mewar, Bengal, Vijaynagara &Bahamanis	Lecture+reading material	Learning about regional kingdoms	tutorial

### LORETO COLLEGE

### TIME PLAN 2022-2023

Name of the teacher: Dr Sukanya Mitra

Initials: SM

#### Teaching Objective:

- To create interest in historical tourism amongst students
- To make students aware of their heritage
- To give them hands on knowledge about heritage sites
- To develop skills of students in interpreting heritage

**SEC (5G+3G):SEC-A- 1: Historical Tourism: Theory &Practice**  
**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	7	<b>I. Defining Heritage</b> Art &Architecture in India: An	Lecture method+visual	Gain understanding	Report writing

		overview: Field Work: Visit to historical sites &Museums	aids	about Indian heritage	
2	6	<b>II. Understanding Built Heritage:</b> Colonial Architecture Present day structures	Lecture method+visual aids	Develop ability to understand architectural features	Project
3	2	<b>III. Field Work: Visit to site &amp;Conducting of research</b>	On site visit	Gain practical knowledge about historical tourism	Field Report