

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 3 (3 Maj) Major Topic-wise Time Plan CC 3 : History of India from (CE 300 BCE to C 750 CE)

5 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 Economy	20	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	Lecture Peer Teaching Debate and Discussion	To understand and interpret the changes in the agrarian economy, urban economy and the society in the period 300 BCE to 300 CE.	Oral assessments Student presentations Quiz
Module 3 Towards Early medieval India (circa CE 4 th century to CE 750	20	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	Group Learning Providing e-books and other references, visual and audio-visual material as study material	To comprehend the processes of Agrarian expansion, urban decline and social change.	Home and class assignments College and University Examinations
Module 4 Religion, Philosophy and Society	10	b)Theistic cults (from circa 2 nd century BC): Mahayana, the Puranic tradition c) The beginnings of Tantricism		To comprehend the complex developments in the sphere of religion, philosophy and society.	
Module 5 Cultural developments (circa 300 BCE to circa 750	10	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		To understand the nature of developments in the cultural sphere- literature art and architecture	

Sem 3 IDC (IDC 3) 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	4	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	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations
Module 6	4	Evolution of Parliamentary Democracy		To analyse the growth and development of Parliamentary Democracy in India	
Module 7	4	India's foreign policy in the Nehruvian era.		To understand the main features of India's foreign policy in the Nehruvian period	

Semester 3 MDC C2 Topic-wise Time Plan

HIS-MD- CC3: History of India C 300 BCE to C 750 CE

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 Economy	20	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	Lecture Peer Teaching Debate and Discussion Providing e-books and other references, visual and audio-visual material as study material	To understand and interpret the changes in the agrarian economy, urban economy and the society in the period 300 BCE to 300 CE.	Oral assessments Student presentation Quiz Home and class assignments College and University Examinations
Module 5 Cultural developments (circa 300 BCE to circa 750)	10	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		To understand the nature of developments in the cultural sphere- literature art and architecture	

Semester 3 MDC Minor Topic-wise Time Plan
HIS -MD- 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	10	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 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
Module 2	5	a) Paleolithic Cultures- sequence and distribution; stone industries and other technological developments		To understand the nature and dimensions of Paleolithic cultures in India	College and University Examinations

Sem 3 MDC MINOR SEC Topic-wise Time Plan
HIS- SEC 1 Repositories of History: Museums and Archives

3 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 2 Types of Archives and Museums	15	Documentation: Accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	Lecture Field Visit Peer Teaching Debate and Discussion Group Learning	To understand the different aspects of documentation in museums and archives	Oral assessments Reports Student presentations Quiz
Module 3	15	Museum Presentation and Exhibition	Providing e-books and other references, visual and audio-visual material as study material	To understand the various dimensions of display and exhibition in Museums	Home and class assignments
Module 4 Museums Archives and Society	15	Education and communication , outreach activities		To gain a clear idea of the diverse ways in which museums and archives can meaningfully engage with the wider society	College and University Examinations

LORETO COLLEGE

TIME PLAN 2025-2026

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

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 (3 Maj) Major Topic-wise Time Plan CC 3: History of India from (CE 300 BCE to C 750 CE)

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	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	Lecture Peer Teaching Debate and Discussion	To understand the evolving political context and events and their significance.	Oral assessments Student presentations Quiz
Module 3	10	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	Group Learning Providing e-books and other references, visual and audio-visual material as study material	To understand the nature and significance of the major polities of the period under review.	Home and class assignments College and University Examinations
Module 4	5	Religion, Philosophy and Society (circa 300 BCE to CE750) a)Consolidation of Brahmanical tradition: Dharma, Varnashram, Purushastras, Samskaras		To comprehend the complex developments in the sphere of religion, philosophy and society.	

Semester 3 IDC (IDC 3) 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	12	Gandhian Movements- Non-Cooperation Movement- Civil Disobedience Movement	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To comprehend and analyse the various dimensions and impact of the Gandhian movements	Oral assessments Student presentations Quiz Home and class assignments Oral assessments College and University Examinations

Semester 3 MDC Minor Topic-wise Time Plan
HIS -MD- 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	8	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

LORETO COLLEGE
TIME PLAN 2025-26
Second Year -3-Major (Third Semester)

Name of the teacher: Suparna Ghosh
Initials: SG

Paper- CC4: Social Formations and Cultural Patterns of the medieval world other than India

Teaching Objective:

- To get a comprehensive idea about the different theories regarding the crisis of feudal society.
- To identify the historiographical discourses regarding the decline of the feudal society
- To evaluate the views of different historians and their perspective with special reference to the Transition Debate

3rd 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 V	13	Origins of the crisis of Feudalism: The Transition Debate	Lectures, dissemination of reading materials followed by discussions Project- based Learning Role-Playing	To understand the crisis of feudal system with reference to historiography To critically analyse the various arguments concerning the transition debate	Presentations and assignments Quiz

LORETO COLLEGE**TIME PLAN 2025-26****Second Year-3-MDC (Third Semester)****Name of the teacher: Suparna Ghosh****Initials: SG****Paper- MD- CC 3: History of India C. 300 BCE to C. 750 BCE****Teaching Objective:**

- To get a comprehensive idea about the concepts of theistic cults
- To acquire knowledge about the beginning of tantricism and consolidation of Brahmanical tradition
- To comprehend the forms of religion, philosophy and societal changes

3rd 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 IV	13	Consolidation of Brahmanical tradition: dharma, varnashram, purushastras Theistic cults (from circa second century BC): Mahayana; the Puranic tradition The beginnings of Tantricism	Lectures, discussions dissemination of reading materials Inquiry based teaching Project method Interactive lecture method	To analyse the process of consolidation of Brahmanical traditions To understand the development theistic cults To comprehend the growth of mahayanism from 2 nd century BC To evaluate the growth of Tantricism	Assignment Class test Presentation Quiz

LORETO COLLEGE
Teaching Plan
2025-2026 (ODD SEMESTER)
Semester III
August - December 2025

Name of the teacher Ms. Srijita Chakravarty

Initials: SC

Major (HISM)

DSCC III

Classes allotted per week-2

Teaching Objective:

1. To give the students an overview of religion, society and culture of Medieval Europe
2. To make the students understand the points of convergence and divergence between different religions in Medieval Europe

<i>Topics</i>	<i>Classes allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching Method</i>	<i>Learning Outcome</i>	Assessment
1	15	Unit III Culture in Medieval Europe: Carolingian renaissance	Lecture and discussion	The students will be aware of the influence of religion on European society and economy.	Presentations Quiz
2	9	Society and in Medieval Europe: Feudal society its origins, Manorialism, Growth of towns.	Lectures	The students will be aware of societal changes in Medieval Europe	Assignments
3	6	Judaism and Christianity under Islam : Crusade	Lecture	The students will be aware of the conflicts between different religions and also how religions collaborated with each other	Debates Peer teaching

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) HISD

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	4	Quit India Movement	Lecture	The students will be aware of how nationalist struggle matured and became more effective	Peer teaching
2	11	Movements outside the Gandhian fold- Revolutionary nationalism, Subhas Chandra Bose and role of INA, RIN Mutiny.	Lectures and discussions	The students will be aware of different strands in the nationalist movement	
3	10	3 Challenges of Communalism- Pakistan Resolution (1940)	Lecture and PPT	The students will understand the genesis of partition and how it developed	Tutorial
4	5	4. Impact of Partition on Indian Society and Culture	Lecture and PPT	The students will be aware of the far-reaching effects of partition in Independent India	Tutorial and class interaction

Multi- Disciplinary Course (MDC) (Minor)

Teaching Objective:

To make the students aware about the development of early humans

To make students aware of the different phases in the history of the Earth and humans

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	6	b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.	Lecture	The students will be able to understand how human beings evolved and their cultural achievements	Discussion
2	9	c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern	Lectures and discussions	The students will be aware of the development how human	Assignment and quiz

				<i>beings evolved to their present stage</i>	
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Multi- Disciplinary Course (MDC) (CC2)

Teaching Objective:

To make the students understand the rise of the state in Ancient India

To make students aware of the cultural and political achievements of Ancient India

To create a knowledge system on on the economic achievements of Ancient India

Classes per week=2

Topics	Classes allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1	6	b)Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas d	Lecture	The student can describe pivotal role in connecting East and West and the development of the early empires in India	Discussion
2	9	III. Towards early medieval India (circa CE fourth century to CE 750): a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.	Lectures and discussions	The student analyze revenue system of early Medieval India; know the role of landed intermediaries in the revenue collection;	Assignment and quiz
3	6	b)The problem of urban decline: patterns of trade, currency, and urban settlements. c)Varna, proliferation of Jatis: changing norms of marriage and property	Lectures and Peer Teaching	The students can assess the changes in political, social, economic and cultural scenario happening during this chronological span	
4	9) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, and Vardhanas.	PowerPoint	The student will be able to describe about the organisation and working of Gupta Empire	

				and its outcomes.	
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LORETO COLLEGE
TIME PLAN JULY-DEC 2025-2026

Name of the teacher: Dr Sukanya Mitra
Initials: SM

Teaching Objective:

- To make students aware of a crucial period in Medieval World History
- To enable them to connect the past with the present
- To enable students to think critically and link socio-economic changes with religious and cultural transformations

3rd Semester (Major) Topic-wise Time Plan

Classes per week: 3

HIS-H-CC4: Social Formations and Cultural patterns of the Medieval World other than India

<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	15	I. Crisis of the Roman Empire and its principal causes: Historiography	Peer-teaching and lecture method	Learn about the crisis caused due to the decline of the Roman Empire	Evaluation of peer-teaching
2	15	II. Religion in Medieval Europe: Religious organizations (Church and Monastery), Struggle between the Empire and Papacy, Urbanization.	Lecture+hand out/reading material/ppt/youtube video	Learn about the religious and cultural changes in medieval Europe linking them with socio-economic transformation	Broad answer assignment using LMS
3	15	III. Culture in Medieval Europe: 12th century renaissance, Rise of University, Medieval art and architecture.	Lecture+hand out/reading material/ppt/youtube video	Learn about the cultural changes in medieval Europe linking them with larger socio-economic transformation	Broad answer assignment using LMS

LORETO COLLEGE
TIME PLAN JULY-DEC 2024-25

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To provide an opportunity to the students to explore the various facets of popular culture within Bengal in different genres such as the performing arts, audio-visual entertainments that would provide them with a better understanding of the cultural diversity of the region

3rd Semester (Major) Topic-wise Time Plan
HIS SEC-3 SEM-3 Understanding Popular Culture of Bengal
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.	5	Unit 1: i) Defining Popular Culture ii) Approaches to the study of popular culture	Lecture+hand out/Reading material/youtube videos/movie clips	Gain a better understanding of the popular culture of Bengal and its transformation through the ages	Group Discussion/ students will write reviews of films and documentaries watched
2.	10	Unit 3: Audio-Visual: Cinema- some award-winning Bengali films of Satyajit Ray, Tarun Majumdar, Tapan Sinha, Ajay Kar, Ritwik Ghatak, Arundhuti Debi ii) Role of Television and documentary films in promoting popular culture iii) Digital Photography			
3.	5	Unit 4 i) Impact of Social media on popular culture			

LORETO COLLEGE
TIME PLAN JULY-DEC 2025-26

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

1. To provide a deeper understanding of early Indian history to the students
2. The interdisciplinary approach will help students to trace elements of continuity and changes in processes spanning over several millenia

3rd Semester (Multi-Disciplinary Course-MDC Minor) Topic-wise Time Plan
HIS - MD-CC- 1: History of India from the earliest times to C 300 BCE

Classes per week: 2

<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	I. Cultures in Transition: Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem. a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)	Lecture+PPT	The students will develop a deeper understanding of early India and will be able to connect cultural changes with larger social and economic transformations	Broad answer questions using LMS

LORETO COLLEGE
TIME PLAN JULY-DEC 2025-26

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

1. To introduce students to the institutions that house documentary, visual and material remains of the past
2. To encourage students to collect and document such materials as well as exhibit them in their localities and colleges

3rd Semester (Multi-Disciplinary Course-MDC Minor) Topic-wise Time Plan

HIS - MD-SEC- 1: Repositories of History: Museum and Archives

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.	3	I. Definition and history of development (with special reference to India)	Discussion +Reading material	Students will develop an understanding about the evolution of museum and archives in India	Peer-Assessment
2.	5	II.Types of archives and museums: Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	Discussion +Reading material	Students will be able to document catalogue, collect material and understand their significance	Project work

3.	7	IV. Museums, Archives and Society: (Education and communication Outreach activities)	PPT	Students will understand the role of archives and museums in communication and outreach activities	Peer-assessment
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