

**LORETO COLLEGE**  
**TIME PLAN 2020-2021**

**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 Topic-wise Time Plan**

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

<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	11	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 Debate and Discussion	To understand the nature of Mesolithic and Neolithic cultures	Home and class assignments Oral assessments College and University Examinations
Module 3	10	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 2020-2021**

**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-General Topic-wise Time Plan**

**GE 1: History of India from Earliest Times upto 300 CE**

<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	5	A broad survey of Paleolithic, Mesolithic and Neolithic Cultures	Lecture Debate and Discussion	To critically analyse the features and evolution of Paleolithic, Mesolithic and Neolithic cultures	Home and class assignments Oral assessments College and University Examinations
Module 4	6	The Vedic Period: Polity, society, economy and religion, Iron Age with reference to PGW and Megaliths	Lecture Debate and Discussion	To critically assess the Vedic Period	Home and class assignments Oral assessments College and University Examinations

Module 5	<b>6</b>	Territorial States and the Rise of Magadha Conditions for the Rise of Mahajanapadas and the causes of Magadha's success	Lecture Debate and Discussion	To comprehend the evolution of first political kingdoms in India	Home and class assignments Oral assessments College and University Examinations
----------	----------	--	--	--	---

**LORETO COLLEGE**  
**TIME PLAN 2020-2021**

**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 General Topic-wise Time Plan**

**CC 1: History of India from Earliest Times upto 300 CE**

<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 4	<b>10</b>	The Vedic Period: Polity, society, economy and religion, Iron Age with reference to PGW and Megaliths	Lecture Debate and Discussion	To critically assess the Vedic Period	Home and class assignments Oral assessments College and University Examinations
Module 5	<b>7</b>	Territorial States and the Rise of Magadha Conditions for the Rise of Mahajanapadas and the causes of Magadha's success	Lecture Debate and Discussion	To comprehend the evolution of first political kingdoms in India	Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE**  
**TIME PLAN 2020-2021**

**Name of the teacher: 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 Honours Topic-wise Time Plan**

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

<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	10	a) Early Indian notions of History 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
Module 2	10	a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments	Lecture Debate and Discussion Providing visual and audio-visual material study material	To critically analyse the features and evolution of Paleolithic cultures	Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE  
TIME PLAN 2020-2021**

**Name of the teacher: 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 1 Honours- General Topic-wise Time Plan**

**GE 1: History of India from Earliest Times upto 300 CE**

<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	4	Sources and Interpretation	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
Module 3	5	Harappan Civilization: origin, extent, dominant features and decline; Chalcolithic Age	Lecture Debate and Discussion Providing e-books as study material	To critically analyse comprehensivel y the Harappan civilization	Home and class assignments Oral assessments College and University Examinations Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE**  
**TIME PLAN 2020-2021**

**Name of the teacher: 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 1 General Topic-wise Time Plan**

**CC 1: History of India from Earliest Times upto 300 CE**

<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	6	Sources and Interpretation	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
Module 2	6	A broad survey of Paleolithic, Mesolithic and Neolithic Cultures	Lecture Debate and Discussion Providing visual and audio-visual material study material	To critically analyse the features and evolution of Paleolithic, Mesolithic and Neolithic cultures	Home and class assignments Oral assessments College and University Examinations
Module 3	7	Harappan Civilization: origin, extent, dominant features and decline; Chalcolithic Age	Lecture Debate and Discussion Providing e-books as study material	To critically analyse comprehensively the Harappan civilization	Home and class assignments Oral assessments College and University Examinations Home and class

					assignments Oral assessments College and University Examinations
--	--	--	--	--	--



**LORETO COLLEGE**  
**TIME PLAN 2020 July To December**  
**First Year Honours CC2**

**Social Formations and Cultural Patterns of the ancient world other than India**

**Name of the teacher: Srijita Chakravarty**

**Initials: SC**

Teaching Objective:

- To understand the state structures of ancient societies.
- To comprehend how states developed
- To understand how History writing started

1<sup>st</sup> Semester Topic-wise Time Plan  
No of 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>
Module 5	15	Slave society in ancient Greece agrarian economy, urbanization, trade	PPTs and Lecture	To comprehend the economic structure of Ancient Societies	Class test
Module 6	15	Polis in ancient Greece:	Lecture, dissemination of reading materials followed by intensive discussions.	To understand the state systems in ancient societies	Discussions and class test
Module 6	15	Athens and Sparta; Greek culture and religion	PPTs and Lecture	To understand the uniqueness of each polis	Class test

**LORETO COLLEGE**  
**First Year General CC1 (IA&IB)**  
**History of India from Earliest Times up to 300 CE**  
**Name of the teacher: Srijita Chakravarty**  
**Initials: SC**  
**History of India from Earliest Times up to 300 CE**

Teaching Objective:

- To understand the state structures of Ancient India
- To comprehend the rise of different kingdoms in Ancient India
- To understand the different kinds of interactions between states.

1<sup>st</sup> Semester Topic-wise Time Plan  
 No. of 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 VIII	9	Emergence and Growth of Mauryan Empire; State Administration, Economy, Ashoka's Dhamma, Art & Architecture	PPTs and Lecture	To comprehend the political structure of Ancient India	Class test
Module X	6	The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language	Lecture, dissemination of reading materials followed by intensive discussions.	To understand the state systems in ancient India	Discussions and class test
Module X	9	The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language	PPTs and Lecture	To comprehend the cultural aspect of Ancient India	Class test
Module XI	7	The age of the Indo-Greeks, Shakas: Parthians & Kushanas: Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.	Lecture, intensive discussions.	To understand the economy of ancient societies	Discussions and class test

**LORETO COLLEGE**  
**TIME PLAN 2020 – 2021**  
**First Year Honours (First Semester)**

Name of the teacher: Suparna Ghosh

Initials: SG

**Paper- 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 Topic-wise Time Plan**  
**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. 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>	
2. 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
3. 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

**First Year Honours**

**Paper- CC2: Social Formations and Cultural Patterns of the ancient world other than India**

**Teaching Objective:**

- To get a comprehensive idea about the different theories regarding the evolution of mankind
- To identify the factors for the advent of iron, rise of different nomadic groups and the significance of use of iron in Central and West Asia

**1<sup>st</sup> Semester 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>
1. Module I.	9	Evolution of humankind: Palaeolithic and Mesolithic cultures- Role of kinship, social institutions in the development of early societies	Lectures, dissemination of reading materials followed by discussions	To critically analyse the theories of evolution of mankind and assess their reliability To understand the growth of stone age cultures with special reference to Palaeolithic and Mesolithic Cultures To develop knowledge about the kinship ties and social institutions in stone age cultures	Class test
2. Module IV	3	Nomadic Groups in Central and West Asia: Debate on the advent of iron and its implications	Lectures and PPT	Understand the factors behind the rise of different nomadic groups in Central and	Discussions and class test

				<p>West Asia and their characteristic features To critically analyse the advent of iron and how it affected the growth of different cultures under study and also state the debate on iron technology</p>	
--	--	--	--	---	--

**LORETO COLLEGE**  
**Time Plan- 2020- 2021**  
**First Year General (IA)**

**Name of the teacher: Suparna Ghosh**

**Initials: SG**

**Paper- CC1/ GE 1: History of India From Earliest Times up to 300 BCE**

**Teaching Objective:**

- To understand the significant aspect of foreign invasions in early India
- To understand the evolution and development of protest religions like Jainism and Buddhism in Early India

**1<sup>st</sup> Semester 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>
1. Module VII	8	Iranian and Macedonian Invasions, Alexander's invasion and impact	PPTs and Lecture	Learning about the Iranian and Macedonian invasions in Early India Understand the significance of Alexander's invasion of India and its subsequent impact on the course of history of Early India	Class test
2. Module VIII	5	Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions	Lecture, dissemination of reading materials followed by discussions.	Develop an understanding of the rise of Jainism and Buddhism Make a comparison of the factors relating to the rise of these two religions, their doctrines,	Discussions and class test

				spread, schism and contribution	
--	--	--	--	---------------------------------------	--



**LORETO COLLEGE**

**TIME PLAN JULY-DECEMBER 2020**

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

**Initials: SM**

**Teaching Objective:**

- To develop an understanding in the students about the ancient world
- To enable students to think deeply about world history
- To make students realize the importance of history as a discipline
- To help students understand historical concepts and the relationship between them

**1<sup>st</sup> Semester (Honours) Topic-wise Time Plan**

**CC 2: Social Formations and Cultural Patterns of the Ancient World other than India**

**Classes per week-2**

<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>
1	6	II. Food production: beginnings of agriculture and animal husbandry	Lecture+hand out/reading material	Gain an understanding of socio-economic patterns of the ancient world	Class test/tutorial
2	6	III. Bronze Age civilizations, with reference to i) Egypt (Old Kingdom)	Lecture+hand out/reading material	Understanding the Bronze Age and its features	Quiz
3	10	V. Slave society in ancient Rome: agrarian economy, urbanization, trade.	Lecture+hand out/reading material	Learning about ancient Roman society and economy	Presentation

LORETO COLLEGE

TIME PLAN JULY-DEC 2020

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To give students a general idea about Ancient Indian History
- To enable students link the past with the present
- To make students realize the importance of knowing about past events
- To help the students communicate what they learn

Semester 1 General (Group IA) Topic-wise Time Plan  
CC-1/GE-1: History of India from Earliest Times upto 300 CE  
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	<b>VIII. The Satavahanas Phase:</b> Aspects of Political History, Material Culture, Administration, Religion	Lecture+hand out/reading material	Learn about different aspects of Satavahana rule	Tutorial
4	5	<b>XI. The age of the Indo-Greeks, Shakas, Parthians &amp; Kushanas</b> Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.	Lecture+hand out/reading material	Understand the contributions of different dynasties to ancient Indian society	Tutorial

LORETO COLLEGE

TIME PLAN JULY-DEC 2020

Name of the teacher: Dr Sukanya Mitra

Initials: SM

Teaching Objective:

- To give students a general idea about Ancient Indian History
- To enable students link the past with the present
- To make students realize the importance of knowing about past events
- To help the students communicate what they learn

**Semester 1 General (Group IB) Topic-wise Time Plan**  
**CC-1/GE-1: History of India from Earliest Times upto 300 CE**  
**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	4	<b>VI. Macedonian Invasions:</b> Alexander's invasion and impact	Lecture+reading material	Learn about impact of Alexander's invasion on India	Tutorial
2	6	<b>VII. Jainism and Buddhism</b> Causes, Doctrines, Spread, Decline and Contributions	Lecture+reading material	Learn about Jainism and Buddhism	Tutorial
3	5	<b>VIII. The Satavahanas Phase:</b> Aspects of Political History, Material Culture, Administration, Religion	Lecture+hand out/reading material	Learn about different aspects of Satavahana rule	Tutorial
4	5	<b>XI. The age of the Indo-Greeks, Shakas, Parthians &amp; Kushanas</b> Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.	Lecture+hand out/reading material	Understand the contributions of different dynasties to ancient Indian society	Tutorial