

# 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 (1H) 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	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 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	Home and class assignments Oral assessments College and University Examinations
Module 2	11	c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern		To critically analyse the features and evolution of Neolithic and Chalcolithic cultures	
Module 4	12	Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; a) North India (circa 600 BCE – 300 BCE) b) Central India and the Deccan (circa 600 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)		To understand the different historical dimensions of developments in the subcontinent (600-300BCE)	

Name of the teacher: DR. KRISHNOKOLI HAZRA [Initials: KH]

**Semester 1 Minor (1G) 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	4	b) Sources and tools of historical construction	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 4	11	Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; a) North India (circa 600 BCE – 300 BCE) b) Central India and the Deccan (circa 600 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)	Lecture Debate and Discussion Providing e-books as study material	To understand the different historical dimensions of developments in the subcontinent ( 600-300BCE)	Home and class assignments Oral assessments College and University Examinations

Name of the teacher: **DR. KRISHNOKOLI HAZRA [Initials: KH]**

**Semester 1 IDC 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	5	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	Home and class assignments Oral assessments College and University Examinations
Module 6	5	Evolution of Parliamentary Democracy		To analyse the growth and development of Parliamentary Democracy in India	
Module 7	5	India's foreign policy in the Nehruvian era.		To understand the main features of India's foreign policy in the Nehruvian period	

**Semester 1 MDC (3 Year Multidisciplinary Course)**  
**MD-CC-1: History of India from the earliest times to C 300 BCE**

**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 2  Hunter gatherers and the advent of food products	15	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 Debate and Discussion Providing e-books as study material	To critically analyse the features and evolution of Paleolithic, Mesolithic, Neolithic and Chalcolithic cultures	Home and class assignments Oral assessments College and University Examinations

# 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 (1H) 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 Debate and Discussion	To critically analyse comprehensively the Harappan civilization	Home and class assignments Oral assessments College and University Examinations
Module 4	15	Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)	Lecture Debate and Discussion	To understand the different historical dimensions of developments in the subcontinent (1500-600BCE)	Home and class assignments Oral assessments College and University Examinations

**LORETO COLLEGE**  
**TIME PLAN 2025-2026**

**Name of the teacher: ANINDITA BANDYOPADHYAY**

**Initials : AB**

**Sem 1 Minor (1G) Topic-wise Time Plan**  
**GE 1: History of India from Earliest Times upto 300 CE**

**1 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	5	b) Mesolithic Cultures- regional and chronological distribution, new developments in technology and economy; rock art	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	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 Debate and Discussion	To critically analyse comprehensively the Harappan civilization	Home and class assignments Oral assessments College and University Examinations

**Semester 1 IDC 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	15	Gandhian Movements- Non- Cooperation Movement- Civil Disobedience Movement, Quit India Movement	Lecture Debate and Discussion Providing e-books as study material	To comprehend and analyse the various dimensions and impact of the Gandhian movements	Home and class assignments Oral assessments College and University Examinations



**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**

<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 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 PowerPoint	To understand the significance of archives and museums. To understand various ways of preserving ancient documents	Tutorial
2	12	<b>Museums, Archives and Society Education and Communication Outreach activities</b>	Lecture and PowerPoint	To understand the importance of museums in educating the laypersons	Tutorial and class interaction

**DSCC I**

	<b>Hunter-gatherers and the advent of food products</b> a) <b>Palaeolithic cultures- sequence and distribution; stone industries and other technological developments</b>	<b>Lecture and PPT</b>	To understand the importance of pre and protohistory and the difference between the two	Tutorial and class interaction
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## TIME PLAN AUGUST-DECEMBER 2025

Name of the teacher: Ms. Srijita Chakravarty

Initials: SC

Minor-

**HIS-H/CC 1 : History of India From the earliest times to C 300 BCE**

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	10	Module 1 Reconstructing Ancient Indian History a) Early Indian notions of History and the idea of Bharat b) Sources and tools of Historical reconstruction c) Historical Interpretation (with special reference to gender, environment, technology and regions)	<b>Lecture and PPT</b>	To understand how our present knowledge and perceptions have helped interpreting the past	Tutorial
2	5	Hunter-gatherers and the advent of food products b) Paleolithic cultures- sequence and distribution; stone industries and other technological developments c) Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art	<b>Lecture and PPT</b>	To understand the importance of pre and protohistory and the difference between the two	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	10	3 Challenges of Communalism- Pakistan Resolution (1940)	<b>Lecture and PPT</b>	To understand the genesis of partition and how it developed	Tutorial
2	5	4. Impact of Partition on Indian Society and Culture	<b>Lecture and PPT</b>	To be aware of the far-reaching effects of partition in Independent India	Tutorial and class interaction

**TIME PLAN AUGUST-DECEMBER 2025**

**Name of the teacher: Ms. Srijita Chakravarty**

**Initials: SC**

**Minor-**

**HIS-H/CC 1 : History of India From the earliest times to C 300 BCE**

**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	10	Module 1 Reconstructing Ancient Indian History d) Early Indian notions of History and the idea of Bharat e) Sources and tools of Historical reconstruction f) Historical Interpretation (with	<b>Lecture and PPT</b>	To understand how our present knowledge and perceptions have helped	Tutorial

		special reference to gender, environment, technology and regions)		interpreting the past	
2	5	<p>Hunter-gatherers and the advent of food products</p> <ul style="list-style-type: none"> <li>d) Paleolithic cultures- sequence and distribution; stone industries and other technological developments</li> <li>e) Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art</li> </ul>	<b>Lecture and PPT</b>	To understand the importance of pre and protohistory and the difference between the two	Tutorial and class interaction

## LORETO COLLEGE

### TIME PLAN JULY-DECEMBER 2025

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 and archival sources

#### 1<sup>st</sup> Semester (Honours) Topic-wise Time Plan HIS-SEC-1: SEM-1 Repositories of History: Museum and Archives

No of classes=2 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>
1	10	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	Class test/tutorial
2	15	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+hand out/reading material	Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.	Quiz
3	5	III. Museum Presentation and Exhibition	Lecture+hand out/reading material	Undertake field visit to a museum/archive	Assignment

**LORETO COLLEGE**

**TIME PLAN JULY-DECEMBER 2025**

**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

**Minor Course (m1)**

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

**No. of classes=1 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>
1	15	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 b) Central India c) Tamilakam	Lecture+hand out/reading material	Develop a deeper understanding about the diversity and plurality of ancient India	Class test/tutorial

## LORETO COLLEGE

### TIME PLAN JULY-DECEMBER 2025

**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
- Emphasis on historiography and how our present knowledge and perceptions help us to interpret the past

#### **Multidisciplinary Course**

**HIS -MD- CC1**

**History of India from the earliest times to 300 BCE**

**No. of classes=1 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>
1	15	III. 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+hand out/reading material	Develop a deeper understanding about the Indus valley Civilization	Class discussion