

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

SEM 5 (5H) Honours Topic-wise Time Plan

CC9: History of India (c.1526-1605)

1 class per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 1 Sources and Historiography	5	1. Important Sources of Mughal Indian Historiography 2. Modern Interpretations	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To understand the nature of the historical sources for the Mughal period and to be aware of the modern interpretations	Oral assessments Student presentations Quiz
Module 4 Society and Economy	10	1. Conditions of Agriculture and Industry- agricultural productions, zamindars, peasants, rural tensions, non- agricultural productions 2. Development of trade and commerce- patterns of internal commerce, trade routes		To gain a thorough understanding of the nature and significance of the features and evolution of the Mughal economy	Home and class assignments College and University Examinations

CC 10: History of India (c.1605- 1750)

1 class per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 1 Sources	5	Persian and vernacular literary cultures, histories, memoirs and travelogues	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To understand the nature of the historical sources for the Mughal period and to be aware of the modern interpretations	Oral assessments Student presentations Quiz
Module 4 Society and Economy	10	1. Hindu and Muslim Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions 2. Condition of agriculture, crafts and industry: Monetary system		To gain a thorough understanding of the nature and significance of the features and evolution of the Mughal society and economy	Home and class assignments College and University Examinations

CC12: History of India (c. 1750s- 1857)

2 classes per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 1 India in the mid-18 th Century	8	Society , Economy, Polity	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To understand the context of pre-colonial India in the 18 th century	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations
Module 2 Expansion and Consolidation of Colonial Power	16	a)Mercantilism, foreign trade and early forms of exactions in Bengal b)Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh		To critically analyse the narrative and nature of colonial expansion in India	
Module 4 Rural Economy & Society	20	a)Land revenue systems and forest policy b)Commercialization and indebtedness c)Rural society: change and continuity d)Famines e)Pastoral economy and shifting cultivation		To contextualise and discern the nature of colonial policies and their impact on rural India	

SEM 5 History Minor Topic-wise Time Plan

HIS- m1 CC3 History of India (C. 300 BCE to 750 CE)

1 class per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching Method	Learning outcome (output)	Assessment
Module 1	15	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 Group Learning 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 presentations Quiz Home and class assignments 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

3rd Year Honours (5H) Topic-wise Time Plan

CC9: History of India (c.1526-1605)

2 classes per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 2 Establishment of Mughal Rule	5	1. India on the eve of Babur's invasion 2. Mughal-Afghan contest for suremacy- Sher Shah and his administrative and revenue reforms 3. Re-establishment of Mughal Rule under Akbar	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To analyse the circumstances under which Mughal rule was established in India	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations
Module 3 Consolidation of Mughal Rule under Akbar	10	a) Campaigns and conquests: with special reference to Gujarat, Deccan and Bengal- Resistance of Hemu Vikramaditya, Rana Pratap, Rani Durgavati and Chand Bibi b) Evolution of administrative institutions: Zabt, Mansab, Jagir, Madad-i-ma'ash		To comprehend features of the Mughal administration both civil and military To comprehend the modes of resistance offered to Mughal rule	

CC 10: History of India (c.1605- 1750)

1 class per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 3	5	3. Rise of the Marathas under Shivaji; Maratha administration; concept of Hindu Pad Padshahi 4. Beginning of crisis: agrarian and jagir crises 5. Mughal decline: debates	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To understand the circumstances of the rise of Maratha power. To understand the debates and interpretations regarding the decline of the Mughal empire	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations

CC12: HISTORY OF INDIA (C.1750s-1857)

3 classes per week

Topics	Classes allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 3 Colonial State and Ideology	15	a) Arms of the colonial state: army, police, law b) Ideologies of the Raj and racial attitudes c) Education : indigenous & modern	Lecture Peer Teaching Debate and Discussion Group Learning Providing e-books and other references, visual and audio-visual material as study material	To gain a clear concept about the nature and working of the colonial administration	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations
Module 5 Trade and Industry	15	a) De-industrialization b) Trade and fiscal policy c) Drain of Wealth d) Growth of modern industry		To comprehend the complexity of the non-agricultural sectors of the colonial economy	
Module 6 Popular Resistance	15	a) Santhal uprising (1855); b) Uprising of 1857		To understand the nature of anti-colonial uprisings	

SEM 5 History Minor Topic-wise Time Plan

HIS- m1 CC3 History of India (C. 300 BCE to 750 CE)

2 classes per week

Topics	Periods allotted	Topics (as per curriculum)	Teaching Method	Learning outcome (output)	Assessment
Module 2	12	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 Group Learning Providing e-books and other references, visual and audio-visual material as study material	To understand the evolving political context and events and their significance.	Oral assessments Student presentations Quiz Home and class assignments College and University Examinations
Module 3	13	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		To understand the nature and significance of the major polities of the period under review.	
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.	

LORETO COLLEGE
TIME PLAN- 2025
Third Year Honours SEM 5

Name of the teacher: Suparna Ghosh

Initials: SG

Paper- CC11: HISTORY OF MODERN EUROPE (C.1780-1919)

Teaching Objective:

- To understand the concept of revolution and develop an idea about the conservative forces that helped in the restoration of old order vis a vis the revolutionary tendencies in Europe
- To develop an understanding about the process of industrialisation and how it led to the transformation of socio-economic patterns of Europe and helped in modernisation
- To acquire knowledge about the varied concepts of imperialism, militarism and how it led to the first global war and its impact eventually

5th Semester Topic-wise Time Plan
Classes per week 2

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1. Module-II	4	Restoration and Revolution: c. 1815-1848	PPTs and Lecture	To understand the forces of conservatism that tried to restore the old order To critically analyse the revolution of 1830, 1848 and its impact on Europe with special reference to forces of socialism and romanticism	Class test
2. Module III	8	Capitalist Industrialisation and Social and Economic Transformation (Late 18 th century to AD 1914)	PPTs and Interactive Lecture Problem solving	To comprehend and analyse the factors for industrialisation in England and the Continent To compare and contrast the industrial processes in	Class test

				Europe and trace its socio-economic impact with special reference to family, urbanisation, gender and demography	
3. Module V	5	Imperialism, War and Crisis: c. 1880-1918	PPT, Lecture and Discussion Project method	To understand the different theories of imperialism and its relevance and connection with the first world war	Class test

LORETO COLLEGE
TIME PLAN 2025—2026
September to January
Third Year Honours SEM 5

Name of the teacher: Srijita Chakravarty

Initials: SC

Paper 1 HIS- H CC-9 : HISTORY OF INDIA (C.1526-1605)

Teaching Objective:- This paper will make the student understand history of Mughal empire after Akbar, the political culture and economic aspects, orthodoxy and syncretism of religious sphere, visual culture and the crisis of the empire. It also deals about the patterns of regional politics of the empire.

Teaching Plan
Classes per week 1

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1 Unit 3 Module 3	7	Consolidation of Mughal Rule under Akbar III. Incorporation of the Rajputs, creation of the Mughal nobility	E book and references Discussion	The students will be able to analyze the imperial administration	Home assignments
3 Unit 3 Module 3		Growth of a dynastic ideology	Peer teaching	The students will be able to understand the basis of the Mughal Empire	Discussion
2 Unit 3 Module 4	10	Revolts and resistance, pressure from the Ulemas	Lecture and Group Learning	The students will be able to understand the challenges faced in setting up a secular empire and how to successfully overcome them	Quiz

HIS- H CC10: HISTORY OF INDIA (1605-1750)

The course will make the students aware of the post-Akbar Mughal political landscape and its economic and cultural aspects, analyzing the Mughal Empire's crisis and decline, exploring the rise of regional powers and successor states like the Marathas, and evaluating changes and continuities in culture, art, and religion during this transitional period leading to the rise of Company power.

Classes per week 1

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Unit 3 Module 1	5	State and religion under Aurangzeb: policies regarding religious groups and institutions,	PPTs and Lecture Debates	The student will be able to examine the religious orthodoxy and syncretism of the period,	Class test
Unit 3 Module 1	4	Conquests and limits of expansion;	E materials provided	They students will be able to trace the growth and consolidation of the empire	Home assignment
Unit 3 Module 2	2	Resistance of Assam, Mewar and Marwar	Peer teaching	The students will be able to evaluate relationships with other Indian powers like the Rajputs, and discerning its eventual decline.	Debate
Unit 3 Module 3 partially	4	Resistance of Sikhs, Jats and Bundelas	Lecture and discussion	The students will be able to analyse the causes of revolts and resistance in a huge empire	Quiz

Third Year Minor SEM 5
HIS- m1 CC-3 : History of India C 300 BCE to C 750 CE
Classes per week 1

Learning Objective TO allow the students to learn about the early medieval period a comparatively recent periodisation in Indian History. It deals with the sources and the debates about the age and also with the evolution of the political structure, social and economic changes of the age and discussed about the developments of religious and cultural sphere.

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Unit III Module A	5	Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.	Lecture and PPT	The students will be able to recognize the expansion of agriculture and its impact on the economy and society.	Class assignment
Unit III Module B	5	The problem of urban decline	Discussion and debate	The students will be able to correlate trade, agrarian developments, feudalism and its impact on cities	Oral assignment
Unit III Module B		patterns of trade, currency, and urban settlements	Peer teaching	The students will be able to understand the developments in urban centers and the dynamics of trade and commerce.	Quiz
Unit III Module C	5	Varna, proliferation of Jatis: changing norms of marriage and property	Lecture and e materials given	Learn about the evolving social hierarchy, including the proliferation of the caste system	Student presentations

HIS- m1 CC- 4 SEM-4: HISTORY OF EUROPE (C.1453-1650)

Classes per week 3

The students will get a the vivid idea of the ancient history of Europe from the crisis of the Roman Empire and about the Papacy and Feudalism and link it to present day problems

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Module 1	15	Transition Debate on transition from feudalism to capitalism: problems and theories	Peer teaching	The students will be aware of historiographical debates on feudalism its decline and ushering of the early modern period	Class assignment
Module 3	15	Renaissance: its social roots Renaissance humanism Rediscovery of classics Italian renaissance and its impact on art, culture, education and political thought. Its spread in Europe	E material given and discussion	The students will be able to understand the development in arts, literature and the sciences and how it impacted on society	Presentation
Module 4	13	Reformation movements: Origins & courses Martin Luther & Lutheranism 4.3 John Calvin & Calvinism Radical reformation: Anabaptists and Huguenots English reformation and the role of the state	Lecture and PPT	The students will be able to analyse the various movements against orthodoxy.	Oral Assignment (debate)
Module 4	2	Counter Reformation	Debate	The students can analyse how religious reformations from time to time stopped a major upheaval and benefitted the population	Quiz

LORETO COLLEGE
TIME PLAN July -December 2025
SEMESTER 5 MAJOR

Name of the teacher: Dr Sukanya Mitra
Initials: SM

Teaching Objective: To inculcate in the students an understanding of certain aspects of Medieval Indian History

5th Semester (Honours) Topic -Wise Time Plan
HIS-H CC10: History of India (1605-1750)
Classes per week: 1

Topics	Classes allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1.	10	Unit II: Political Culture under Jahangir and Shahjahan <ul style="list-style-type: none"> a) Extension of Mughal rule: changes in Mansab and Jagir systems b) Orthodoxy and syncretism: Naqshbandi Sufis, Miya Mir, Dara Sukoh 	Peer Teaching method	Gain a critical understanding of the political culture under Jahangir and Shah Jahan	Group Discussion, Oral assessment
2.	5	Unit V: Religion and Culture <ul style="list-style-type: none"> 1. Sikhism and other sects in South India, Bengal and Kashmir 2. Development of Mughal Art, architecture, literature 	PPTs and Lecture	Gain a deeper understanding of the religion and culture of this period	Group discussion and presentation

LORETO COLLEGE
TIME PLAN July -December 2025
SEMESTER 5 MAJOR

Name of the teacher: Dr Sukanya Mitra
Initials: SM

Teaching Objective: To gain an understanding of Modern European History and the transition to a new era

5th Semester Major Topic -Wise Time Plan
HIS-H CC-11: History of Modern Europe (c.1780-1939)
Classes per week: 3

Topics	Classes allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1.	20	I. The French Revolution and its European repercussions a) crisis of ancient regime b) Intellectual currents c) social classes and emerging gender relations d) Phases of the French Revolution e) Art and Culture of French Revolution f) Napoleonic consolidation-reform and empire	Discussion method with audio-visual aids	Gain a critical understanding of the French Revolution and its impact on Modern European society	MCQs and Group Discussion
2.	15	IV. Varieties of Nationalism and the remaking of states in the 19th and 20th centuries a) Intellectual currents, popular movements, and the formation of national identities in Germany, Italy, Ireland and the Balkans b) Specifications of economic development, political and administrative reorganization – Italy, Germany c) Revolutions of 1905; the Bolshevik Revolution of 1917 d) Programme of socialist construction and the Soviet Union during the inter-war period 1918-1939.	Discussion method with audio-visual aids	The students should be able to understand important concepts of European history and link them to events belonging to the 19 th and 20 th centuries.	Comparative analysis of German, Italian and Russian history at the end of the module via group discussion

3.	10	VI. Europe Between Two World Wars: <ul style="list-style-type: none"> a) Post War Europe: A Diplomatic History b) The Great Depression c) Rise of Fascism in Italy and Nazism in Germany d) The Spanish Civil War e) Policy of Appeasement and Russo-German Non-Aggression Pact f) Origins and Course of the Second World War 	Peer Teaching and fish-bowl method	The students should gain an understanding of the inter-war period in Europe	MCQs
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