

# Program Outcome, Course Outcome, Program Specific Outcome and

## Mapping Matrix of Papers

(Academic Session June 2022 to May 2025)

Mount Mary College

Department of History

Chumthunglo T Jami, HOD

## Meeting Minute

MOUNT MARY COLLEGE  
(Name of Department/Committee/Cell): *Department of History*

Meeting Details  
Date: *21/5/2023*  
Time: *1:00 PM*  
Venue: *AJ Room*  
Meeting Type: *Faculty Meeting* (First Quarterly Review/Session)

Agenda  
1. *Setting up of Programme Outcome for the Institution.*  
2. *Explained that there are 7-8 points (in referendence) for the*  
3. *Documentation of PO-PCO*  
4. *PO-PCO is finalized after the discussion*  
5. *with the concerned faculty members*

Members Present  
Sl. No. Name Designation/Department Signature  
1. *Ruthika Yada*  
2. *Tarun Kumar Jami*  
3. *Nyasha*  
4. *Shweta Negi*  
5. *Shweta Singh*  
6. *Neha Singh*  
7. *Vishal Singh*  
8. *Banshi Gaur*  
9. *Tanusha*  
10. *Chumthunglo*  
11. *Amrita Misra*  
12. *Pranshu*  
13. *Shikha*  
14. *Shikha*  
15. *Shikha*  
16. *Dr. Tarun Kumar Jami*

Discussion Notes (to be expanded later as formal minutes)  
Agenda Item 1: *Setting up of Programme Outcome.*  
1. *Documenting a well rounded understanding of knowledge and Social Science*  
2. *including Critical thinking and reflective thinking - PO.*  
3. *Commitment to critical thinking and reflective thinking - PO.*  
4. *Ability to apply knowledge of Social Science to solve real world challenges - PO.*  
5. *Develop critical thinking skills for examining historical sources and their impact on*  
6. *Contemporary Society - PO.*  
7. *Engage in critical thinking with a foundation in critical thinking and*  
8. *Scholarship Learning.*

Any Other Business (AOB):

Resolutions / Decision Taken  
Sl. No. Action Point / Point Responsibility and Deadline  
1. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
2. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
3. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
4. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
5. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
6. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
7. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
8. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
9. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
10. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
11. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
12. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
13. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
14. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
15. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*  
16. *PO-PCO (2022-2025, 2025-2030) to be finalized by 31st May 2023*

Prepared by (on the right):  
Name: *Chumthunglo T Jami*  
Designation: *HOD*  
Date: *21/5/2023*

Department of History  
Mount Mary College  
Chumthunglo T Jami

Programme Specific Outcomes (PSOs)  
1. *Acquire broad Chronological Knowledge of Indian, World*  
2. *and regional histories, including key events, movements*  
3. *and personalities.*  
4. *Understand historical methods, use of sources and*  
5. *interpretative strategies to critically analyze the past.*  
6. *Identify the evolution of political, economic and*  
7. *socio-cultural institutions through various phases of*  
8. *history.*  
9. *Examine regional diversity and national integration*  
10. *through the lens of historical developments.*  
11. *Apply historical knowledge in academic writing,*  
12. *oral service preparation, teaching and public history*  
13. *domains.*

## **Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) From June 2022 - Nov 2022**

**Course Code: HIS-HC 101 (Major)**

**Course Name: History of India-I**

**Semester: BA 1st Semester (CBCS)**

### **Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical

developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

**Unit I:** Reconstructing Ancient Indian History: Early Indian notions of History, Sources and tools of historical reconstruction, Historical interpretations (with special reference to gender, environment, technology, and regions).

**CO1: Understand early Indian notions of history and the sources used for historical reconstruction, demonstrating an ability to critically analyze historical interpretations.**

**Unit II:** Pre-historic Hunter-Gatherers: Paleolithic cultures: sequence and distribution, Stone industries and other technological developments, Mesolithic cultures: regional and chronological distribution, New developments in technology and economy, Rock art.

**CO2: Analyze the sequence, distribution, and technological developments of Paleolithic and Mesolithic cultures, appreciating their significance in the broader context of human history.**

**Unit III:** The Advent of Food Production: Understanding the regional and chronological distribution of Neolithic and Chalcolithic cultures, Subsistence patterns, Patterns of exchange.

**CO3: Evaluate the regional and chronological distribution of Neolithic and Chalcolithic cultures, understanding their subsistence patterns and exchange networks.**

**Unit IV:** The Harappan Civilization: Origins of the Harappan civilization, Settlement patterns and town planning, Agrarian base, Craft productions and trade, Social and political organization Religious beliefs and practices, Art and cultural achievements, The problem of urban decline and the late/post-Harappan traditions.

**CO4: Examine the origins, cultural practices, and decline of the Harappan civilization, demonstrating an understanding of its significance in ancient Indian history.**

**Unit V:** Cultures in Transition: Settlement patterns and technological developments, Economic developments and social stratification, Political relations and the Aryan Problem, North India (circa 1500 BCE-300 BCE), Central India and the Deccan (circa 1000 BCE - circa 300 BCE), Tamilakam (circa 300 BCE to circa CE 300).

**CO5: Analyze the settlement patterns, technological and economic developments, and cultural practices of ancient Indian societies during the period of transition, contextualizing the Aryan Problem and regional variations.**

**Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops historical knowledge (PSO1) and applies theoretical understanding (PO4) to reconstruct ancient Indian history.
CO2	PSO2	PO2, PO3	Enhances analytical skills (PSO2) and fosters appreciation for diversity (PO3) through understanding pre-historic cultures.
CO3	PSO3	PO1, PO5	Develops cultural awareness (PSO3) and encourages lifelong learning (PO5) through studying the advent of food production.
CO4	PSO4	PO2, PO4	Develops research skills (PSO4) and applies theoretical understanding (PO4) to evaluate the Harappan civilization.
CO5	PSO5	PO3, PO5	Analyzes cultures in transition, fostering appreciation for diversity (PO3) and encouraging lifelong learning (PO5).

## Lesson Plan (CBCS-Revised)

Lesson Plan (CBCS-Revised)		
Unit	Contents/Topics	No. of Classes Required
I	Early Indian notions of History, Sources and tools of historical reconstruction, Historical interpretations (with special reference to gender, environment, technology, and regions).	14
II	Pre-historic Hunter-Gatherers: Paleolithic cultures: sequence and distribution, Stone industries and other technological developments, Mesolithic cultures: regional and chronological distribution, New developments in technology and economy, Rock art.	16
III	The Advent of Food Production: Understanding the regional and chronological distribution of Neolithic and Chalcolithic cultures, Subsistence patterns, Patterns of exchange.	16
IV	The Harappan Civilization: Origins of the Harappan civilization, Settlement patterns and town planning, Agrarian base, Craft productions and trade, Social and political organization, Religious beliefs and practices, Art and cultural achievements, The problem of urban decline and the late/post-Harappan traditions.	16
V	Cultures in Transition: Settlement patterns and technological developments, Economic developments and social stratification, Political relations and the Aryan Problem, North India (circa 1500 BCE-300 BCE), Central India and the Deccan (circa 1200 BCE - circa 300 BCE), Tamilakam (circa 300 BCE to circa CE 300).	16
<b>Format: 2</b>		
Desired Outcome	Students will understand the major developments in ancient Indian history, from pre-historic hunter-gatherers to the early historic period.	
Teaching/ Learning	<ul style="list-style-type: none"> <li>Lecture &amp; Discussion</li> <li>Group Activities</li> <li>Multimedia</li> </ul>	
Materials Needed	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Visual aids</li> <li>Online resources</li> </ul>	
Assignment/ Follow Up	<ul style="list-style-type: none"> <li>Feedback</li> <li>Worksheets</li> <li>Written Assignments</li> <li>Class test</li> </ul>	
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Divided into weekly sessions covering each unit).</li> <li>Final Review &amp; Assessment in the last two weeks.</li> </ul>	

**Course Code: HIS-HGE 101 (Generic Elective)**

**Course Name: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)**

**Semester: BA 1st Semester (CBCS)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Program Specific Outcomes (PSOs)

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes**

**Unit: I** Sources: literary and archaeological; Indus Civilization: origin, extent, urban planning and urban decline; Society, polity, economy and religion in the Rig Vedic Period; Society, polity, economy and religion in the Later Vedic Period.

**CO1: Analyze the early Indian civilizations, including the Indus Civilization and Vedic Periods, and understand their societal, political, and economic structures.**

**Unit: II** Rise of territorial states – Janapadas and Mahajanapadas; Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism; The Mauryas - Background of Mauryan state formation; Asoka: Dhamma - its propagation; Administration and Economy under the Mauryas; Decline of the Mauryas

**CO2: Examine the rise of territorial states, new religious movements such as Jainism and Buddhism, and their social dimensions.**

**Unit :III** Post – Mauryan period: The Sungas, Chedis; Kharavelas and Satavahanas; Sangam Age: literature, society and culture in South India.

**CO3: Evaluate the political developments under various dynasties such as the Mauryas, Guptas, and regional powers, and their administrative and economic policies.**

**Unit: IV** Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas; The Gupta Empire- state and administration; Post Gupta period: Vardhanas and Palas.

**CO4: Understand the cultural and political exchanges between India and Central Asia, and the impact of foreign invasions.**

**Unit: V** Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas; The Arabs and the Turks in Indian politics – Ghaznavides and the Ghorid invasions; Indian Society during 650 – 1200 A.D.- literature & language, temple architecture and Sculpture.

**CO5: Assess the political developments in South India and the influence of Indian society on literature, language, and art during the period up to 1206 CE.**

### Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of early Indian civilizations and their impact on contemporary society.
CO2	PSO1, PSO4	PO2, PO3	Explores the rise of new religious and political movements and their social implications.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of political developments and administrative structures under various dynasties.
CO4	PSO2, PSO4	PO2, PO3	Explains the cultural and political exchanges and their impact on Indian society
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects historical events with post-colonial challenges and nation-building efforts.

### Lesson Plan (CBCS-Revised)

Lesson Plan (CBCS- Revised)		
Unit	Contents/ Topics	No. of Classes Required
I	Sources: literary and archaeological; India Civilization: origin, nature, urban planning and urban decline; Society, polity, economy and religion in the Rigvedic Period; Society, polity, economy and religion in the Later Vedic Period.	14
II	Rise of territorial states- Jatsapada and Mahajanapadas; Rise of new religious movements in north India- Jainism and Buddhism; social dimension of early Jainism and Buddhism; The Mauryas- Background of Mauryan state formation; Ashoka: Dhamma - its propagation; Administration and Economy under the Mauryas; Decline of the Mauryas	16
III	Post-Mauryan period: The Sungas, Cholas, Khemabans and Satavahanas; Sangam Age: literature, society and culture in South India.	16
IV	Central Asian contact and its impact: The Indo-Greeks, Sakas and Kushans; The Gupta Empire- state and administration; Post Gupta period: Varahmihir and Ptolemy.	16
V	Political development in the South - the Pallavas, the Imperial Cholas, the Rashtrakutas and the Cholas; The Arabs and the Turks in Indian politics - Ghaznavides and the Chola invasions; Indian Society during 600 -1200 A.D.: literature & language, temple architecture and sculpture.	16

Format: 2	
Desired Outcome	Developments in Indian history from the earliest times to 1206, covering ancient civilizations, empires, and cultural developments.
Teaching/ Learning	Lecture & Discussion Group Activities
Materials Needed	Textbooks Online resources
Assignment/ Follow Up	Written Assignments Class Test Presentations
Lesson Duration	One Semester (Divided into weekly sessions covering each unit). Final Review & Assessment in the last two weeks.

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Principal  
Mount Mary College  
Chumukedima - Nagaland

**Paper Title: Social Formations and Cultural Patterns of the Ancient World**  
**HIS-HC 102 - Core Course | 1st Semester (CBCS Syllabus, Honours)**

**Programme Outcomes (POs)**

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

11. CO1: Describe the evolutionary stages of human societies from Paleolithic to early agricultural settlements.
12. CO2: Analyze the economic, political, and religious structures of Bronze Age civilizations in Egypt, Mesopotamia, and China.
13. CO3: Understand the impact of nomadic groups and the transition from Bronze to Iron Age in Anatolia and Greece.
14. CO4: Evaluate the structure of slave societies in ancient Greece and their economic and political frameworks.
15. CO5: Discuss the functioning of the polis, the democratic structure of Athens and Sparta, and the contributions of Greek culture.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
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CO1	PSO1, PSO2	PO1, PO4	Introduces early social formations and transition from foraging to food production with critical and analytical skills.
CO2	PSO1, PSO3	PO1, PO2	Examines Bronze Age civilizations to understand administrative, religious, and socio-economic systems using disciplinary tools.
CO3	PSO2, PSO4	PO3, PO4	Connects mobility and intercultural exchange with technological evolution and social change.
CO4	PSO3, PSO4	PO2, PO4	Explores political economy and governance in slave societies with implications for modern historical understanding.
CO5	PSO4, PSO5	PO2, PO5	Links ancient democratic and cultural values to modern civic ideals and academic inquiry.

### **Evaluation Structure and Assessment Pattern**

Under the CBCS system introduced in June 2022, this 6-credit Core Course included 5 lectures and 1 tutorial per week. Assessment was divided into 30 marks for internal evaluation and 70 marks for the end-semester examination. Internal assessment components included assignments, class tests, and presentations. The final university examination consisted of descriptive and analytical questions covering all five units. This pattern applied uniformly to Honours students enrolled in the course.

## Lesson Plan (CBCS-Revised)

### Unit-wise Content Breakdown

Unit	Topics	No. of Classes
I. Evolution of Humankind	a) Paleolithic and Mesolithic cultures b) Beginnings of agriculture and domestication	12
II. Bronze Age Civilizations	Economy, society, state, and religion in: a) Egypt (Old Kingdom) b) Mesopotamia (till Akkadian Empire) c) China (Shang Dynasty)	14
III. Nomadic Groups and the Iron Age	a) Nomads in Central and West Asia b) Transition: Bronze to Iron Age c) Minoan civilization and Iron Debate	12
IV. Slave Society in Ancient Greece	a) Origin of Slavery b) Slavery in Sparta and Athens c) Agrarian economy, urbanization, trade	12
V. Polis in Ancient Greece	a) Democracy in Athens and Sparta b) Greek religion, science, philosophy, art, architecture	14

### Lesson Plan: HIS-HC 102 – Social Formations and Cultural Patterns of the Ancient World (CBCS)

#### Lesson Plan Components

Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Understand evolution of human societies from prehistory to early states.</li> <li>Distinguish cultural formations: slave societies, nomads, civilizations.</li> <li>Critically analyse socio-political institutions in Mesopotamia, Egypt, China, and Greece.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Lectures with timeline visuals and maps</li> <li>Group discussion: agriculture &amp; nomadism</li> <li>Documentaries on Bronze Age and ancient Greece</li> <li>Debates with archaeological/textual evidence</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>* Amar Farooqui, "Early Social Formations"</li> <li>* M.I. Pinsky, "The Ancient Economy"</li> <li>* G. Roux, "Ancient Iraq"</li> <li>* V. Gordon Childe, "What Happened in History"</li> </ul> </li> <li>Projector (maps/visuals)</li> <li>Timeline charts of civilizations</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Assignment: Compare Egypt and Mesopotamian states</li> <li>Quiz: Greek politics &amp; slavery</li> <li>Presentation: Shang China or Minoan achievements</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>Internal Assessment (30 Marks): <ul style="list-style-type: none"> <li>* 10 Marks – Assignments</li> <li>* 10 Marks – Presentation/Quiz</li> <li>* 10 Marks – Unit Test</li> </ul> </li> <li>One Semester (Approx. 16 Weeks)</li> <li>* 2.5 to 3 weeks per unit + time for assessment/review</li> </ul>
Lesson Duration	

  
 Mount Road, College  
 Chittoor District, Andhra Pradesh

**Paper Title: History of India c.A.D. 1550–1750 (Honours Paper IX - Old System)**

**Semester: 3rd | Offered by: History Department**

#### Programme Outcomes (POs)

- PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

- PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- PSO4: Examine regional diversity and national integration through the lens of historical developments.
- PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

11. CO1: Analyze the perspectives and biases of key contemporary historians of the Mughal period.
12. CO2: Understand the administrative structure and political institutions of the Mughal Empire including Mansabdari and Jagirdari systems.
13. CO3: Examine the composition and functions of the Mughal ruling elite, including relations with religious groups.
14. CO4: Discuss the structure of the rural economy, revenue systems, agrarian relations, and the impact of agrarian crisis.
15. CO5: Evaluate the nature of trade, commerce, and the urban economy under the Mughals.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO2	Introduces historiographical interpretations using Persian and European sources.
CO2	PSO1, PSO3	PO1, PO4	Builds foundational understanding of Mughal political structures.
CO3	PSO3, PSO4	PO2, PO4	Examines state-society-religion interactions through elite politics.
CO4	PSO2, PSO3	PO1, PO3	Develops critical knowledge of agrarian society and peasant conditions.
CO5	PSO3, PSO5	PO3, PO5	Highlights India's economic networks and their role in global history.

#### Evaluation Structure and Assessment Pattern

In the academic year 2022–23, History Honours students were assessed through a combination of internal and external evaluations. Internal assessments were worth 30 marks. The final semester examination consisted of five descriptive questions, each carrying 14 marks, amounting to a total of 70 marks. The questions were designed to assess conceptual clarity, historical reasoning, source analysis, and thematic depth.

#### Lesson Plan (Old Course-Revised)

Unit-wise Content Breakdown		
Unit	Topics	No. of Classes
I. Akbar and Jahangir	a) Political expansion b) Religious and Rajput policies	12
II. Shah Jahan and Aurangzeb	a) Imperial consolidation b) Deccan policy and religious orthodoxy	12
III. Regional Kingdoms	a) Rajputana, Bengal, Deccan Sultanates	12
IV. Administrative Institutions	a) Mansabdar system b) Jagirdari and revenue reforms	14
V. Decline of the Mughal Empire	a) Internal weaknesses b) Emergence of regional powers c) British entry	14

Lesson Plan: Paper IX – History of India C.A.D. 1550–1750 (Old Syllabus)	
Lesson Plan Components	
Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Understand political developments, administration, and socio-economic foundations of Mughal India.</li> <li>Analyse policies of key emperors and rise of regional powers.</li> <li>Critically evaluate factors behind Mughal consolidation and decline.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Lecture-based narrative and discussion</li> <li>Mughal miniature art and maps for visuals</li> <li>Comparative charts: emperor reigns and reforms</li> <li>Debates on Akbar's religious policies and Aurangzeb's military expansions</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>Satish Chandra, "Medieval India, Volume II"</li> <li>J.F. Richards, "The Mughal Empire"</li> </ul> </li> <li>Visual maps of Mughal expansion and provinces</li> <li>Ain-i-Akbari excerpts</li> <li>Projector (timelines, fort plans)</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Quiz: emperors and administrative systems</li> <li>Chart: Akbar vs Aurangzeb policies</li> <li>Source analysis: Ain-i-Akbari or noble letters</li> <li>Short project: Deccan, Rajputana, Bengal kingdoms</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>Unit-wise tests (factual and analytical)</li> <li>Final internal assessment (30 Marks): <ul style="list-style-type: none"> <li>* 10 Marks – Unit Tests</li> <li>* 10 Marks – Source Analysis/Projects</li> <li>* 10 Marks – Attendance and Class Interaction</li> </ul> </li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Approx. 16 Weeks)</li> <li>3 weeks per unit; 1 week for review and assessment</li> </ul>

**Course Code: HIS-301 (General)**

**Course Name: History of India (1526 to the 19th Century)**

**Semester: 3rd Semester (Old Course)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Program Specific Outcomes (PSOs)

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Structure & Course Outcomes (COs)**

**Unit I:** Advent of the Mughals: Growth of Mughal Empire (1526 – 1556); Expansion and Consolidation (1556 – 1707); Decline of the Mughal Empire

**CO1: Explain the establishment, rise, and fall of the Mughal Empire**

**Unit II:** Mughal Polity, Economy, and Society: Mansabdari and Jagirdari System; Sher Shah's Administration; Economy, Religion, and Architecture

**CO2: Analyze the administrative and economic policies of the Mughal rulers**

**Unit III:** Advent of European Powers: Portuguese, Dutch, French, and English; British Expansion and Consolidation under Clive, Warren Hastings, Cornwallis, Wellesley, and Dalhousie

**CO3: Evaluate the impact of European expansion and British colonial policies**

**Unit IV:** Colonial Economy: Commercial Policies; Land Revenue Systems and Its Impact; De-industrialization; Drain of Wealth; Growth of Modern Industries; Foreign Trade

**CO4: Assess the economic changes brought by colonial policies and their long-term effects**

**Unit V:** Social and Cultural Changes: Spread of Western Education; Growth of Intelligentsia and Press; Socio-Religious Movements (Rammohan Roy, Ramakrishna, Vivekananda, Swamy Dayanand, Sayyid Ahmad Khan)

**CO5: Examine the rise of socio-religious movements and their role in shaping modern India.**

### **Course Outcomes (COs)**

### **Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops critical thinking (PO1) and applies theoretical understanding (PO4) to analyze the Mughal Empire's growth

			and decline.
CO2	PSO2	PO2, PO3	Enhances communication skills (PO2) and fosters appreciation for diversity (PO3) through understanding Mughal polity and economy.
CO3	PSO3	PO1, PO5	Develops critical thinking (PO1) and encourages lifelong learning (PO5) through analysis of European powers and British expansion.
CO4	PSO4	PO2, PO4	Applies theoretical understanding (PO4) and enhances communication skills (PO2) to evaluate the impact of colonial economy.
CO5	PSO3, PSO	PO3, PO5	Fosters appreciation for diversity (PO3) and encourages lifelong learning (PO5) through analysis of socio-cultural changes.

### Lesson Plan (Old Course-Revised)

**Lesson Plan (Old Syllabus- Revised)**

Unit	Contents/ Topics	No. of Classes Required
I	Growth of Mughal Empire (1526-1556); Expansion and Consolidation (1556-1707); Decline of the Mughal Empire	14
II	Mansabdari and Jagirdari System; Sher Shah's Administration; Economy, Religion, and Architecture	16
III	Advent of European Powers: Portuguese, Dutch, French, and English; British Expansion and Consolidation under Clive, Warren Hastings, Cornwallis, Wellesley, and Dalhousie	16
IV	Colonial Economy: Commercial Policies; Land Revenue Systems and its Impact; De-industrialization; Drain of Wealth; Growth of Modern Industries; Foreign Trade	16
V	Social and Cultural Changes: Spread of Western Education; Growth of Intelligentsia and Press; Socio-Religious Movements (Rammohan Roy, Ramakrishna, Vivekananda, Swami Dayanand, Sayyid Ahmad Khan)	16

3

**Format 2**

Desired Outcome	Students will understand the major trends and developments in India during the Mughal and British periods, focusing on socio-economic and cultural patterns.
Teaching/ Learning	<ul style="list-style-type: none"> <li>- Lecture &amp; Discussion</li> <li>- Group Activities</li> <li>- Multimedia Integration</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>- Textbooks</li> <li>- Visual aids</li> <li>- Online resources</li> </ul>
Assignment/ Follow Up	<ul style="list-style-type: none"> <li>- Feedback</li> <li>- Worksheets</li> <li>- Written Assignments</li> <li>- Class discussions</li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>- One Semester (Divided into weekly sessions covering each unit).</li> <li>- Final Review &amp; Assessment in the last two weeks.</li> </ul>

4

**Paper Title: History of Europe (13th Century to 1789)**

HIS/MJ-302 | 3rd Semester | Academic Year: June 2023 - Nov 2023

**Programme Outcomes (POs)**

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

11. CO1: Analyze the intellectual and cultural revival of Europe through the Renaissance, Reformation, and Counter-Reformation.
12. CO2: Understand the formation of absolute monarchies and the economic underpinnings of mercantilism and colonial expansion.
13. CO3: Explain the decline of feudalism, rise of capitalism, and debates on transition towards early modern states.
14. CO4: Assess the revolutionary changes in science, politics, and economy through the Scientific, Glorious, and Industrial Revolutions.
15. CO5: Evaluate the causes, course, and consequences of the French Revolution and its global historical significance.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores intellectual transformation in Europe and the religious reformations of early modern Europe.
CO2	PSO3, PSO4	PO2, PO3	Highlights absolutism,



			mercantilist policies, and European colonial expansion.
CO3	PSO1, PSO3	PO1, PO4	Explains structural transitions in European socio-economic systems and political thought.
CO4	PSO2, PSO5	PO3, PO5	Interprets modern European revolutions and their impact on historical consciousness.
CO5	PSO1, PSO4	PO4, PO5	Analyzes French revolutionary processes and their legacy in global democratic movements.

#### Evaluation Structure and Assessment Pattern

As per the FYUGP framework effective from 2023, HIS/MJ-302 is a 4-credit core paper offered in the 3rd semester. Internal assessment comprises 30 marks and includes components such as assignments, presentations, and class tests. The university examination is of 70 marks and consists of five descriptive questions equally distributed across the five units. The evaluation is designed to measure conceptual understanding, analytical clarity, and historical argumentation.

#### Lesson Plan (Old Course-Revised)

Unit-wise Content Breakdown		
Unit	Topics	No. of Classes
I. Renaissance and Reformation	a) Causes and spread of Renaissance b) Martin Luther and Protestant Reformation	12
II. Age of Absolutism	a) France under Louis XIV b) England under Tudor and Stuart monarchs	12
III. Scientific Revolution and Enlightenment	a) Galileo, Newton b) Voltaire, Rousseau, Locke	12
IV. French Revolution	a) Social and economic causes b) Course and aftermath of revolution	14
V. Industrial Revolution	a) Technological innovations b) Impact on society, economy and politics	14

Lesson Plan: Paper V – History of Europe (Old Syllabus - Restructured)	
Lesson Plan Components	
Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Understand major transitions in European history from the Renaissance to the Industrial Revolution.</li> <li>Analyze intellectual, political, and economic transformations.</li> <li>Identify key events and assess their historical global impact.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Lecture &amp; Explanation (PPTs, visual timelines)</li> <li>Interactive discussions and group work</li> <li>Videos/documentaries (e.g., Enlightenment, French Revolution, Industrial Europe)</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>* C.J.H. Hayes, Modern Europe to 1670</li> <li>* David Thompson, Europe Since Napoleon</li> </ul> </li> <li>Maps of Europe (15th-19th centuries)</li> <li>Projector, PPTs, YouTube (CrashCourse, BBC History)</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Unit tests (MCQ/Short answers)</li> <li>Timeline: French Revolution events</li> <li>Group Project: Enlightenment's impact on revolutions</li> <li>Unit-end quizzes and revision worksheet</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>30 Marks Internal: <ul style="list-style-type: none"> <li>* 10 Marks - Unit Tests</li> <li>* 10 Marks - Assignments / Projects</li> <li>* 10 Marks - Class Participation &amp; Attendance</li> </ul> </li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Approx. 16 Weeks)</li> <li>3-4 weeks per unit, with final 2 weeks for review and internal assessment</li> </ul>

**Paper Title: Social and Economic History of Modern India (18th–20th Century)**



Honours Paper XII – 5th Semester | Offered by: History Department |  
Academic Year: June 2022 - Nov 2022

**Programme Outcomes (POs)**

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

11. CO1: Understand the structure of pre-colonial Indian society and the early phases of social reform and modernization.
12. CO2: Analyze the impact of British trade policies, de-industrialization, and emergence of new social classes.
13. CO3: Evaluate economic changes under Crown rule, including industrialization, transport, and rural finance.
14. CO4: Examine the influence of World Wars on Indian economy, growth of economic nationalism, and Swadeshi movement.
15. CO5: Assess Gandhi's economic ideas, role in social reform, and socio-economic effects of the Partition of India.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
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CO1	PSO1, PSO2	PO1, PO4	Introduces transitions in Indian society from pre-colonial to colonial phase.
CO2	PSO1, PSO3	PO2, PO4	Highlights early colonial economic transformation and class emergence.
CO3	PSO3, PSO4	PO1, PO3	Analyzes state-led industrial growth and rural economic challenges.
CO4	PSO3, PSO5	PO3, PO5	Explains economic nationalism, Swadeshi, and WW-led financial impacts.
CO5	PSO2, PSO4	PO2, PO5	Explores reform movements, Gandhian vision, and partition-related change.

#### Evaluation Structure and Assessment Pattern

In the academic year 2022–23, History Honours students were assessed through a combination of internal and external evaluations. Internal assessments were worth 30 marks. The final semester examination consisted of five descriptive questions, each carrying 14 marks, amounting to a total of 70 marks. The question paper was designed to assess historical understanding, analysis of social and economic processes, and clarity of argument.

#### Lesson Plan (Old Course-Revised)

Unit-wise Content Breakdown			Lesson Plan: Paper XII – Social and Economic History of Modern India (18th–20th Century)- Old Syllabus	
Unit	Topics	No. of Classes	Lesson Plan Components	
I. Colonial Economy	a) Drain of Wealth b) Deindustrialization c) Commercialization of agriculture	12	Component	Details
II. Land Revenue Systems	a) Zamindari b) Ryotwari c) Mahalwari	12	Desired Outcomes	<ul style="list-style-type: none"> <li>Critically evaluate impact of colonial economic policies on Indian society.</li> <li>Understand revenue systems, labor conditions, infrastructure, and reform movements.</li> <li>Connect socio-economic patterns with political consequences.</li> </ul>
III. Infrastructure Development	a) Railways b) Roads and Ports c) Telegraphs and irrigation	12	Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Lectures and whiteboard explanation (agrarian systems, colonial economy)</li> <li>Economic graphs, railway maps</li> <li>Group discussions (Drain of Wealth, labour)</li> <li>Chart-making and working-class case studies</li> </ul>
IV. Social Reform and Change	a) Caste b) Education c) Women's condition	14	Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>Bipan Chandra, "India's Struggle for Independence"</li> <li>R.C. Dutt, "The Economic History of India"</li> </ul> </li> <li>Visual timeline (railways, trade)</li> <li>Projector for maps, flowcharts, videos</li> </ul>
V. Labour and Working Class	a) Plantation workers b) Industrial labor c) Labor movements	14	Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Assignment: Railway development &amp; British motives</li> <li>Chart: Zamindari vs Ryotwari vs Mahalwari</li> <li>Weekly quiz</li> <li>Mini project: Life of tea garden coolie or artisan</li> </ul>
			Assessment Strategy	<ul style="list-style-type: none"> <li>Class tests and response sheets</li> <li>Final internal assessment (30 Marks): <ul style="list-style-type: none"> <li>10 Marks – Unit Tests</li> <li>10 Marks – Project/Chart</li> <li>10 Marks – Interaction and Punctuality</li> </ul> </li> <li>One Semester (Approx. 16 Weeks)</li> <li>3 weeks per unit; 1 week for assessment and wrap-up</li> </ul>
			Lesson Duration	

## **Program Outcomes (POs), Program Specific Outcomes (PSOs) and**

### **Course Outcomes (COs) From Dec 2022 - May 2023**

**Paper Title: History of India (c. 1206–1757)**

HIS-HGE 201 - Generic Elective | 2nd Semester (CBCS System) |

Academic Year: Dec 2022 - May 2023

#### **Programme Outcomes (POs)**

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### **Programme Specific Outcomes (PSOs)**

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### **Course Outcomes (COs)**

11. CO1: Explain the foundation and expansion of the Delhi Sultanate, including major rulers and administrative structures.
12. CO2: Analyze the decline of the Sultanate and emergence of provincial kingdoms, focusing on socio-economic systems.
13. CO3: Examine the consolidation and governance strategies of the Mughal Empire and its political culture.
14. CO4: Understand the rise of Maratha power, the decline of Mughal centralization, and associated institutional changes.
15. CO5: Explore religious movements and cultural expressions from the Sultanate to the Mughal period.

#### **Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Introduces major political and administrative transitions under the Delhi Sultanate.
CO2	PSO3, PSO4	PO2, PO4	Explores socio-economic shifts and decentralization post-Sultanate.
CO3	PSO1, PSO2	PO1, PO4	Analyzes Mughal imperial formation, consolidation, and policy frameworks.
CO4	PSO3, PSO5	PO3, PO5	Focuses on regional assertion, fiscal structure, and socio-political transformations.
CO5	PSO2, PSO4	PO2, PO5	Examines Bhakti-Sufi traditions and their impact on Indian pluralism and art forms.

#### Evaluation Structure and Assessment Pattern

Under the CBCS system, HIS-HGE 201 is a 6-credit Generic Elective paper offered to non-History majors in their 2nd semester. The course includes 5 lectures and 1 tutorial weekly. Internal assessments carry 30 marks, based on assignments, presentations, or tests. The remaining 70 marks are evaluated through the end-semester university examination, based on descriptive questions from all units.

#### Lesson Plan (CBCS-Revised)


### Unit-wise Content Breakdown

Unit	Topics	No. of Classes
I. Foundation and Expansion of the Delhi Sultanate	a) Ilutmish, Razia, Balban b) Alauddin Khalji and administration c) Muhammad bin Tughlaq and Firoz Shah	14
II. Decline of Sultanate and Rise of Regional Powers	a) Vijaynagar and Bahmani b) Iqtadari system c) Economy and trade under the Sultanate	12
III. Establishment and Expansion of Mughal Rule	a) Babur, Humayun, Sher Shah b) Akbar to Aurangzeb c) Rajput policy and religion	14
IV. Decline of Mughal Power	a) Shivaji and Marathas b) Disintegration of Mughals c) Mansabdari, Jagirdari, trade and agriculture	12
V. Cultural Developments	a) Art, literature, and architecture b) Bhakti movement: Nanak, Kabir, Mirabai c) Sufism and its orders	14

### Lesson Plan: HIS-HGE 201 – History of India (c.1206–1757) (CBCS)

#### Lesson Plan Components

Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Understand formation, consolidation, and decline of the Delhi Sultanate and Mughal Empire.</li> <li>Evaluate administrative systems, socio-economic life, and cultural syncretism.</li> <li>Analyze regional powers, religious movements like Bhakti and Sufism.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Lectures with maps and dynastic timelines</li> <li>Administration &amp; court culture discussions</li> <li>Visuals of monuments and art styles</li> <li>Readings from Baburnama and Sufi poetry</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>Satish Chandra, "Medieval India, Volume I &amp; II"</li> <li>Catherine Asher &amp; Cynthia Talbot, "India Before Europe"</li> </ul> </li> <li>Map charts (Sultanate &amp; Mughal expansions)</li> <li>Visuals of medieval monuments</li> <li>Projector for documentaries/excerpts</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Quiz: Sultanate and Mughal rulers</li> <li>Assignment: Sher Shah vs Akbar administration</li> <li>Poster presentation: Bhakti and Sufi saints</li> <li>Discussion: Causes of Mughal decline</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>Internal Assessment (30 Marks): <ul style="list-style-type: none"> <li>10 Marks – Short test</li> <li>10 Marks – Assignment/Poster</li> <li>10 Marks – Class engagement &amp; attendance</li> </ul> </li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Approx. 16 Weeks)</li> <li>3 weeks per unit + 1 week revision/assessment</li> </ul>

  
 Pratikruti  
 Mount Mary College  
 Chumukedda - Nagaland

### Paper Title: History of India - II

### HIS-HC 201 - Core Course | 2nd Semester (CBCS System, Honours)

#### Programme Outcomes (POs)

31. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
32. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
33. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
34. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
35. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

36. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
37. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
38. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
39. PSO4: Examine regional diversity and national integration through the lens of historical developments.
40. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

41. CO1: Examine the socio-economic structures and cultural developments from circa 300 BCE to CE 300, including caste, class, and gender.
42. CO2: Analyze political formations like the Mauryan Empire, Kushanas, Satavahanas, and gana-sanghas.
43. CO3: Understand the transition to early medieval India through agrarian expansion, urban decline, and political restructuring.
44. CO4: Evaluate religious and philosophical traditions including Brahmanism, Mahayana Buddhism, and early Tantricism.
45. CO5: Interpret early Indian literary, scientific, and artistic traditions from Mauryan to post-Gupta period.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores caste, varna, and gender through ancient Indian society and socio-economic structures.
CO2	PSO1, PSO2	PO1, PO2	Introduces major empires and republican traditions of early India with scholarly methodology.
CO3	PSO3, PSO4	PO3, PO4	Analyzes early medieval transitions including agrarian systems and political restructuring.
CO4	PSO2, PSO5	PO2, PO5	Connects religious diversity with emerging philosophies and cultural transformations.
CO5	PSO3, PSO4	PO2, PO5	Interprets early Indian cultural forms and contributions in a historical and ethical framework.

#### Evaluation Structure and Assessment Pattern

Under the CBCS system implemented from 2022, HIS-HC 201 is a 6-credit Honours Core Course. It includes 5 lectures and 1 tutorial per week. The assessment structure includes 30 marks for internal assessments (such as assignments, tests, presentations) and 70 marks for the end-semester university examination. The final exam contains descriptive and analytical questions based on the five units of the syllabus.

#### Lesson Plan (CBCS- Revised)



#### Unit-wise Content Breakdown

Unit	Topics	No. of Classes
I. Economy and Society (300 BCE - 300 CE)	a) Agrarian expansion and production relations b) Urban growth and trade c) Social stratification and gender roles	14
II. Political Formations (300 BCE - 300 CE)	a) Mauryan Empire b) Kushanas and Satavahanas c) Gana-Sanghas	12
III. Towards Early Medieval India (4th-8th century CE)	a) Agrarian expansion and land grants b) Urban decline and currency trends c) Gupta, Pallava, Chalukya, Vardhana polities	14
IV. Religion and Philosophy (300 BCE - 750 CE)	a) Brahmanical consolidation and dharma traditions b) Mahayana and Puranic cults c) Tantric practices	12
V. Cultural Developments (300 BCE - 750 CE)	a) Literature – Sanskrit, Tamil, Pali, Prakrit b) Scientific writings c) Art and architecture across dynasties	14

#### Lesson Plan: HIS-HC 201 – History of India-II (CBCS)

##### Lesson Plan Components

Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Analyze transitions in Indian society and economy from Mauryan to early medieval periods.</li> <li>Evaluate political, religious, and cultural changes over centuries.</li> <li>Develop critical understanding of caste, gender, land relations, and philosophy through historical lens.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Chronological lectures with maps and charts</li> <li>Discussions on caste, economy, political shifts</li> <li>Documentaries (Mauryan &amp; Gupta art/admin)</li> <li>Group analysis: inscriptions, coins, literature</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>Romila Thapar, "The Mauryas Revisited"</li> <li>D.D. Kosambi, "An Introduction to the Study of Indian History"</li> <li>Upinder Singh, "A History of Ancient and Early Medieval India"</li> </ul> </li> <li>Political formation charts</li> <li>Images (architecture, trade artifacts)</li> <li>Projector (maps, inscriptions)</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Quiz: Mauryan admin &amp; Ashokan edicts</li> <li>Assignment: Gupta vs Satavahana land systems</li> <li>Presentation: Early medieval economy</li> <li>Debate: Evolution of caste and Varma-jati</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>Internal Assessment (20 Marks): <ul style="list-style-type: none"> <li>10 Marks – Quiz/Test</li> <li>10 Marks – Presentation/Assignment</li> </ul> </li> <li>10 Marks – Attendance and Participation</li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Approx. 16 Weeks)</li> <li>3 weeks per unit; 1 week for revision/assessment</li> </ul>

  
 PRINCIPAL  
 Mount Mary College  
 Chikmagalur - Karnataka

## Course Report

**Course Code: HIS-HC 202 (Major)**

**Course Name: Social Formations and Cultural Patterns of the Medieval World**

**Semester: BA 2nd Semester (CBCS)**

## Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

**Unit: I** Roman Republic: I: Roman Empire; Slave society and Agrarian economy; Trade and Urbanization in Roman Empire.

**CO1: Analyze the political and social structures of the Roman Republic and Empire, including the role of slavery and agrarian economy.**

**Unit: II** Roman Republic: II: Religion and Culture in Ancient Rome; Crisis of the Roman Empire; External Factors of decline of Roman Empire

**CO2: Evaluate the cultural and religious developments in Ancient Rome and their impact on subsequent European history.**

**Unit: III** Economic developments in Europe from the 7th to the 14th

centuries: Organization of production, towns and trade; Technological developments;

Crisis of feudalism.



**CO3: Examine the economic developments in Europe from the 7th to the 14th centuries, including changes in production, trade, and technology.**

**Unit: IV** Religion and culture in medieval Europe: Expansion of Christianity; Development of the Catholic Church; Religion, Culture and Society in Medieval Europe.

**CO4: Understand the expansion of Christianity and the development of the Catholic Church in medieval Europe.**

**Unit: V** Societies in Central Islamic Lands: The tribal background, Ummah, Caliphate ; rise of Sultanates; Religious developments: Sharia, Mihna, Sufism; Urbanization and trade.

**CO5: Analyze the societal structures and cultural developments in Central Islamic Lands, including the rise of Sultanates and the role of Sufism.**

### Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of early human societies and their development, crucial for understanding historical narratives and their impact.
CO2	PSO1, PSO4	PO2, PO3	Explores the complexities of Bronze Age civilizations, enhancing understanding of social and economic structures.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of nomadic groups and their influence on historical developments, relevant to the formation of modern societies.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the institution of slavery and its impact on ancient Greek society, promoting critical thinking on historical and contemporary issues.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the development of the polis and Greek culture with broader historical and cultural themes, encouraging lifelong learning and scholarly curiosity.

### Lesson Plan (CBCS- Revised)

Lesson Plan (CBCS- Revised)		
Unit	Contents/ Topics	No. of Classes
I	Roman Republic: I: Roman Empire; Slave society and Agrarian economy; Trade and Urbanization in Roman Empire.	14
II	Roman Republic: II: Religion and Culture in Ancient Rome; Crisis of the Roman Empire; External Factors of decline of Roman Empire.	10
III	Economic developments in Europe from the 7th to the 14th centuries: Organization of production, towns and trade; Technological developments; Crisis of feudalism.	10
IV	Religion and culture in medieval Europe: Expansion of Christianity; Development of the Catholic Church; Religion, Culture and Society in Medieval Europe.	10
V	Societies in Central Islamic Lands: The virtual background; Umayyad, Abbasid; rise of Shi'ism; religious developments; Spain, Khwarezm, Saffar; Urbanization and trade.	10
<b>Format: 2</b>		
Desired Outcome	Students will understand the social, economic, and cultural developments in the medieval world, covering ancient Rome, medieval Europe, and Central Islamic lands.	
Teaching/ Learning	Lecture & Discussion Group Activities	
Materials/ Resource	Textbooks Visual aids Online resources	
Assignment/ Follow up	Written Assignments Class Test Presentations	
Lesson Duration	One Semester (Divided into weekly sessions covering each unit) Final Review & Assessment in the last two weeks.	

## Paper Title: History of the United States of America (Honours Paper X - Old Syllabus)

Semester: 4th | Offered by: History Department | Academic Year: Dec 2022 - May 2023

### Programme Outcomes (POs)

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Programme Specific Outcomes (PSOs)

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### Course Outcomes (COs)

11. CO1: Understand the factors behind European colonization and the American War of Independence.
12. CO2: Analyze the making of the U.S. Constitution and early national policies including the Monroe Doctrine and expansion.
13. CO3: Examine Jacksonian democracy, the Civil War, and post-war Reconstruction.
14. CO4: Evaluate economic growth, industrialization, agrarian movements, and social changes during the industrial era.
15. CO5: Assess the rise of U.S. imperialism and its role in the Spanish-American War, the Philippines, and the two World Wars.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO4	Introduces foundations of U.S. history and revolutionary political change.
CO2	PSO1, PSO3	PO1, PO2	Explores constitutional development and political theory in early America.
CO3	PSO2, PSO4	PO2, PO4	Analyzes transformation of governance and rights during and after the Civil War.
CO4	PSO3, PSO5	PO3, PO5	Investigates socio-economic shifts under capitalism and industrial growth.
CO5	PSO4, PSO5	PO3, PO5	Explains U.S. emergence as a global power through wars and foreign policy.

#### Evaluation Structure and Assessment Pattern

In the academic year 2022–23, History Honours students were assessed through a combination of internal and external evaluations. Internal assessments were worth 30 marks. The final semester examination consisted of five descriptive questions, each carrying 14 marks, amounting to a total of 70 marks. The questions aimed to assess analytical thinking, historical interpretation, and clarity in argumentation.

#### Lesson Plan (Old Course- Revised)

### Unit-wise Content Breakdown

Unit	Topics	No. of Classes
I. American Revolution	a) Causes and colonial discontent b) War of Independence and its outcomes	12
II. U.S. Constitution	a) Federal system b) Bill of Rights and balance of powers	12
III. Civil War and Reconstruction	a) Slavery and sectional conflict b) Lincoln, Emancipation, and post-war reconstruction	12
IV. Industrial Growth	a) Economic expansion b) Rise of cities and immigration	14
V. U.S. Foreign Policy (19th-20th century)	a) Isolationism vs Expansion b) Entry into World Wars	14

### Lesson Plan: Paper X – History of the United States of America (Old Syllabus)

Lesson Plan Components	
Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Understand political, social, and economic transformations in U.S. history from the Revolution to World Wars.</li> <li>Explore themes of democracy, civil war, industrialization, and foreign policy.</li> <li>Critically analyze individuals and institutions shaping modern America.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Lecture &amp; Timeline explanations</li> <li>Classroom debates (American Revolution, Civil War)</li> <li>Videos/documentaries (PBS, History Channel)</li> <li>Reading extracts: Declaration of Independence, Gettysburg Address, U.S. Constitution</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>H.W. Brands, "American Stories"</li> <li>Tindall and Shi, "America: A Narrative History"</li> </ul> </li> <li>U.S. historical maps, presidential timelines</li> <li>Projector</li> <li>Internet for archives and media clips</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>MCQ and timeline-based quizzes</li> <li>Presentation: Civil War's impact on racial policy</li> <li>Group project: Expansionism and foreign policy</li> <li>Role-play: Founding Fathers debate</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>Unit-wise MCQ and written assessments</li> <li>Final internal assessment (20 Marks)</li> <li>10 Marks - Presentation/Role-play</li> <li>10 Marks - Unit Tests</li> <li>10 Marks - Participation and Attendance</li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Approx. 16 Weeks)</li> <li>3 weeks per unit; 1 week for review and internal assessment.</li> </ul>

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Mount Mary College  
Chennai - 600 034

### Paper Title: Indian Nationalism (General Paper - Old Syllabus)

Semester: 4th | Offered by: History Department | Academic Year: June 2022 - Nov 2022

#### Programme Outcomes (POs)

- PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

- PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- PSO4: Examine regional diversity and national integration through the lens of historical developments.

10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

11. CO1: Describe major tribal and peasant uprisings in colonial India including the Revolt of 1857.

12. CO2: Analyze the emergence of Indian nationalism and the early phases of the Indian National Congress.

13. CO3: Evaluate key constitutional developments from 1909 to 1935 and their political implications.

14. CO4: Understand Gandhian movements and their role in the mass mobilization of Indian society.

15. CO5: Examine the complexities of communalism, partition, and the integration of princely states post-independence.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of resistance movements crucial to political and social development.
CO2	PSO1, PSO4	PO2, PO3	Explores emergence of Indian nationalism through mass movements and party politics.
CO3	PSO2, PSO3	PO1, PO4	Fosters constitutional understanding relevant to the formation of the modern Indian state.
CO4	PSO2, PSO4	PO2, PO3	Explains Gandhi's strategies and grassroots engagement with democratic thought.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects late nationalist events with post-colonial challenges and nation-building efforts.

#### Evaluation Structure and Assessment Pattern

In the academic year 2022–23, students were assessed both internally and externally. Internal assessments carried 30 marks while the end-semester external exam carried 70 marks. The question pattern varied based on the student's stream:

1. For History Honours students: The 70 marks were distributed across five long-descriptive questions, each carrying 14 marks.

2. For students from other disciplines (who opted this paper as an elective):

- 50 marks: Long-descriptive questions
- 10 marks: Short-answer questions
- 5 marks: Multiple choice questions (MCQs)
- 5 marks: True or False statements

Separate question papers were administered for Honours and non-Honours students, ensuring parity with the students' disciplinary depth while maintaining standard academic outcomes.

## Lesson Plan (Old Course- Revised)

Unit-wise Content Breakdown		
Unit	Topics	No. of Classes
I. Popular resistance to colonial rule	a) Peasant and tribal movements - Indigo, Santhal, Moplahs b) Revolt of 1857	14
II. Rise of Nationalism	a) National consciousness b) INC - Moderates & Extremists c) Partition of Bengal, Swadeshi, Home Rule	14
III. Constitutional Development	a) Government of India Acts: 1909, 1919, 1935	13
IV. National Movement	a) Gandhi's rise b) Non-Cooperation, Civil Disobedience, Quit India c) INA	13
V. Towards Independence	a) Communalism and Partition b) Transfer of Power, Princely States c) Making of the Constitution	14

Lesson Plan: Paper IV – Indian Nationalism (Old Syllabus – Revised)	
Lesson Plan Components	
Component	Details
Desired Outcomes	<ul style="list-style-type: none"> <li>Understand key political, constitutional, and mass mobilization phases of the Indian freedom struggle.</li> <li>Assess roles of peasants, tribals, moderates, extremists, and Gandhi in nationalism.</li> <li>Critically analyze constitutional developments and communal politics leading to independence.</li> </ul>
Teaching / Learning Methods	<ul style="list-style-type: none"> <li>Timeline-based lectures and discussions</li> <li>Documentary videos (e.g., on Gandhi and Partition)</li> <li>Primary source excerpts (e.g., GOI Acts, Gandhi's writings)</li> <li>Newspaper analysis and group work (e.g., Swadeshi, Quit India)</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>Readings: <ul style="list-style-type: none"> <li>* Bipin Chandra, "India's Struggle for Independence"</li> <li>* Sekhar Bandyopadhyay, "From Plassey to Partition"</li> </ul> </li> <li>Archival visuals (Dandi March, INA Trials)</li> <li>Projector and charts for movement timelines</li> </ul>
Assignments / Follow-Up	<ul style="list-style-type: none"> <li>Debate: Gandhi vs Revolutionaries</li> <li>Assignment: Compare 1909, 1919, and 1935 Acts</li> <li>Short quiz on major movements</li> <li>Group project: Constitutional timeline</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>Unit tests and class presentations</li> <li>Internal assessment (30 Marks): <ul style="list-style-type: none"> <li>* 10 Marks - Assignments/Projects</li> <li>* 10 Marks - Unit Tests</li> <li>* 10 Marks - Class Participation and Punctuality</li> </ul> </li> </ul>
Lesson Duration	<ul style="list-style-type: none"> <li>One Semester (Approx. 16 Weeks)</li> <li>3 weeks per unit; final weeks for review and assessment</li> </ul>

**Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) From June 2023 - Nov 2023**

**Paper Title: History of Europe (13th Century to 1789)**

HIS/MJ-302 | 3rd Semester | Academic Year: June 2023 - Nov 2023

**Programme Outcomes (POs)**

61. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
62. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
63. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
64. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
65. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

66. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
67. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
68. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
69. PSO4: Examine regional diversity and national integration through the lens of historical developments.
70. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

71. CO1: Analyze the intellectual and cultural revival of Europe through the Renaissance, Reformation, and Counter-Reformation.
72. CO2: Understand the formation of absolute monarchies and the economic underpinnings of mercantilism and colonial expansion.
73. CO3: Explain the decline of feudalism, rise of capitalism, and debates on transition towards early modern states.
74. CO4: Assess the revolutionary changes in science, politics, and economy through the Scientific, Glorious, and Industrial Revolutions.
75. CO5: Evaluate the causes, course, and consequences of the French Revolution and its global historical significance.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores intellectual transformation in Europe and the religious reformations of early modern Europe.

CO2	PSO3, PSO4	PO2, PO3	Highlights absolutism, mercantilist policies, and European colonial expansion.
CO3	PSO1, PSO3	PO1, PO4	Explains structural transitions in European socio-economic systems and political thought.
CO4	PSO2, PSO5	PO3, PO5	Interprets modern European revolutions and their impact on historical consciousness.
CO5	PSO1, PSO4	PO4, PO5	Analyzes French revolutionary processes and their legacy in global democratic movements.

#### Evaluation Structure and Assessment Pattern

As per the FYUGP framework effective from 2023, HIS/MJ-302 is a 4-credit core paper offered in the 3rd semester. Internal assessment comprises 30 marks and includes components such as assignments, presentations, and class tests. The university examination is of 70 marks and consists of five descriptive questions equally distributed across the five units. The evaluation is designed to measure conceptual understanding, analytical clarity, and historical argumentation.

#### Lesson Plan (FYUGP)



MOUNT MARY COLLEGE			
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)			
Course Name: History of Europe: 15 <sup>th</sup> Century to 1789.			
Subject Code: C-6: HIS/M3-302			
Semester: 3 <sup>rd</sup> Semester			
Name of Teacher: Basant Givi			
Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
Unit 1		① Part of Europe ② Renaissance: Development of literature, Art and Architecture. ③ Reformation and Counter Reformation: The 16 <sup>th</sup> Century	① Introductory Class → 6 ② Detailed Topic Class → 7 ③ Detailed Topic Class → 7
Unit 2		① The Age of Absolutism ② Expansion: Factors of the emergence of Expansion and the Industrial Revolution	① Introductory Class → 5 ② Detailed Topic Class → 5 ③ Detailed Topic Class → 5
Unit 3		① The decline of Absolutism ② Debate on the emergence of Capitalism ③ Emergence of National States: An Overview	① Introductory Class → 5 ② Detailed Topic Class → 5 ③ Detailed Topic Class → 5
Unit 4		① The Scientific Revolution ② The Industrial Revolution	① Introductory Class → 5 ② Detailed Topic Class → 5 ③ Detailed Topic Class → 5
Unit 5		① The French Revolutionary Period ② The French Revolution ③ Impact of the French Revolution	① Introductory Class → 5 ② Detailed Topic Class → 5 ③ Detailed Topic Class → 5

Lesson Plan	
Teacher: Basant Givi	
Semester: 3 <sup>rd</sup> Semester, HIS/M3-302	
Paper: History of Europe: 15 <sup>th</sup> Century to 1789	
Lesson Topic	Unit 1: Part of Europe and Renaissance Years ① Part of Europe ② Renaissance: Development of literature, Art and Architecture. ③ Reformation and Counter Reformation: The 16 <sup>th</sup> Century
Desired Outcome	Students are expected to learn the transformation Europe was experiencing in the late 14 <sup>th</sup> century. The unit focuses on the importance of cultural diffusion. Hence, students are expected to relate cultural diffusion with the developments in the society.
Teaching / Learning Method	Lectures, Discussion and Assignment after the first Unit is completed.
Materials Needed	① A History of the Modern World 1500-2000 AD ② The Scientific Revolution ③ The Industrial Revolution in Europe ④ J.R. Hale, Renaissance Europe, 1700-1840.
Assignment / Follow Up	An Assignment will be assigned to each student. Assignment's outcome is expected to be reflected in giving the feedback on students' ability to understand the concept of cultural diffusion and its importance in the society.
Lesson Duration	7 Lectures including introductory class. (16/12/24 to 6/1/25) Ten hours

Lesson Plan	
Teacher: Basant Givi	
Semester: 3 <sup>rd</sup> Semester, HIS/M3-302	
Paper: History of Europe: 18 <sup>th</sup> Century to 1789	
Lesson Topic	Unit 2: Age of Absolutism ① Age of Absolutism ② Absolutism: Factors of the emergence of Absolutism and its impact.
Desired Outcome	From this Unit, students are expected to learn the relation between Absolutism (1600-1700) and emergence of modern states in the Age of Absolutism. Students are expected to relate Absolutism and its consequences causing Capitalism.
Teaching / Learning Method	Lectures, Class Discussion and Test.
Materials Needed	① Meenaxi Phukan, Rise of the Modern World ② The Scientific Revolution ③ The Industrial Revolution in Europe
Assignment / Follow Up	An assignment will be assigned to each student to get the feedback on their understanding of the unit.
Lesson Duration	6 Lectures including introductory class. (16/12/24 to 6/1/25) Ten hours

Lesson Plan	
Teacher: Basant Givi	
Semester: 3 <sup>rd</sup> Semester, HIS/M3-302	
Paper: History of Europe: 18 <sup>th</sup> Century to 1789	
Lesson Topic	Unit 3: Transition from Absolutism to Capitalism ① The decline of Absolutism ② Debate on the emergence of Capitalism ③ Emergence of National States: An Overview
Desired Outcome	This unit is expected to make students learn the relationship between Absolutism and Capitalism. Students are expected to comprehend under what circumstances Absolutism declined and Nationalism rose.
Teaching / Learning Method	Lecture, Discussion with class on topics and test.
Materials Needed	① Meenaxi Phukan, Rise of the Modern World ② Peter Krafft, Russia, Landlords and Peasants ③ The Scientific Revolution ④ The Industrial Revolution in Europe
Assignment / Follow Up	Test and Presentation will be given for the unit.
Lesson Duration	7 Lectures including introductory and discussion classes. (16/12/24 to 6/1/25) Ten hours

Lesson Plan	
Teacher: Basant Givi	
Semester: 3 <sup>rd</sup> Semester, HIS/M3-302	
Paper: History of Europe: 18 <sup>th</sup> Century to 1789	
Lesson Topic	Unit 4: Age of Revolution ① The Scientific Revolution ② The Industrial Revolution ③ The French Revolution
Desired Outcome	Students are expected to learn the changes that were taking place in Europe during the 18 <sup>th</sup> century. The unit aims to understand the changes in the political, social and economic changes in Europe and other parts of the world.
Teaching / Learning Method	Lectures, Class Discussion, Brainstorming Session.
Materials Needed	① A History of the Modern World 1500-2000 AD ② The Scientific Revolution ③ Meenaxi Phukan, Rise of the Modern World ④ The Industrial Revolution in Europe
Assignment / Follow Up	Students are expected to make a presentation in mind about the changes in Europe that affected the entire world. They are expected to be based on the changes that spread from Europe to other parts of the world.
Lesson Duration	6 Lectures for the Unit excluding introductory and discussion classes. (16/12/24 to 15/1/25) Ten hours

Lesson Plan	
Teacher: Basant Givi	
Semester: 3 <sup>rd</sup> Semester, HIS/M3-302	
Paper: History of Europe: 18 <sup>th</sup> Century to 1789	
Lesson Topic	Unit 5: French Revolution ① The French Revolutionary Period ② Causes leading to the Revolution ③ Impact of the French Revolution
Desired Outcome	Students are expected to learn the changes that were taking place in Europe during the 18 <sup>th</sup> century. The unit aims to understand the changes in the political, social and economic changes in Europe and other parts of the world.
Teaching / Learning Method	Lecture, Discussion with class, Test and Presentation.
Materials Needed	① A History of the Modern World 1500-2000 AD ② The Scientific Revolution ③ Meenaxi Phukan, Rise of the Modern World ④ The Industrial Revolution in Europe
Assignment / Follow Up	An Assignment will be assigned to each student to get the feedback on their understanding of the unit.
Lesson Duration	7 Lectures including introductory and discussion classes. (16/12/24 to 6/1/25) Ten hours

Course Code: HIS- 502 (Honours)

Course Name: History of Christianity in Nagaland (1813-1972)

Semester: BA 6th Semester (Old Course)

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### **Course Structure & Course Outcomes (COs)**

**Unit I:** Naga societies and religion before the advent of Christianity; the Shan mission in Upper Assam; Namsang Naga mission.

**CO1: Analyze the religious and cultural landscape of Nagaland before the arrival of Christianity.**

**Unit II:** American Baptist Mission to the Nagas: Ao, Angami, Lotha, Chakhesang, Sema.

**CO2: Assess the contributions of different Christian missions, including the Shan, American Baptist, and Catholic missions.**

**Unit III:** Advent of Catholic Mission: Among the Angamis and the Lothas; Tuensang and Zeliangrong area.

**CO3: Examine how Christianity expanded among different Naga tribes and its impact on their social structures.**

**Unit IV:** Nagas mission to the other Naga tribes: Konyak, Sangtam, Chang, Phom, and Rengma.

**CO4: 4. Formulate a historical understanding of Christianity' s role in shaping modern Nagaland and its integration into Naga identity.**

**Unit V:** Christian Impact: Naga society and culture; humanitarian service; literature; medical; education.

**CO5: Discuss the changes in Naga society, including humanitarian services, literature, medical aid, and education brought by Christian influences.**

**Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops historical knowledge (PSO1) and applies theoretical understanding (PO4) to understand Naga societies and religion.
CO2	PSO2	PO2, PO3	Enhances analytical skills (PSO2) and fosters appreciation for diversity (PO3) through understanding the American Baptist Mission's role.
CO3	PSO3	PO1, PO5	Develops cultural awareness (PSO3) and encourages lifelong learning (PO5) through studying the Catholic mission's impact.
CO4	PSO4	PO2, PO4	Develops research skills (PSO4) and applies theoretical understanding (PO4) to evaluate Naga missions' role.
CO5	PSO5	PO3, PO5	Analyzes the impact of Christianity on Naga society and culture, fostering appreciation for diversity (PO3) and encouraging lifelong learning (PO5).


**Lesson Plan (Old Syllabus- Revised)**

Lesson Plan (Old Syllabus- Revised)		
Unit	Contents/ Topics	No of Classes Required
I	Naga societies and religion before the advent of Christianity; the Shan mission in Upper Assam; Namsang Naga mission.	14
II	American Baptist Mission to the Nagas: Ao, Angami, Lotha, Chakhesang, Sema.	16
III	Advent of Catholic Mission: Among the Angamis and the Lothas; Tuensang and	16
IV	Naga mission to the other Naga tribes: Konyak, Sangtam, Chang, Phom, and Rengma.	16
V	Christian Impact: Naga society and culture; humanitarian service; literature; medical; education.	16

Format: 2	
Desired Outcome	Students will understand the history of Christianity in Nagaland, from its introduction in the 19th century to 1972, focusing on its impact on Naga society and culture.
Teaching/ Learning	- Lecture & Discussion - Group Activities
Materials Needed	- Textbooks - Online resources
Assignment/ Follow Up	- Written Assignments - Class test - Presentations
Lesson Duration	- One Semester (Divided into weekly sessions covering each unit). - Final Review & Assessment in the last two weeks.



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## Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) From Dec 2023 - May 2024

**Course Code: C-2: HIS/MJ-102 (Major)**

**Course Name: Social Formations and Cultural Patterns of the Ancient World**

**Semester: BA 1st Semester (FYUGP)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Program Specific Outcomes (PSOs)

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

#### **Unit: I Evolution of Humankind**

- a) Paleolithic and Mesolithic cultures
- b) Food production: Beginnings of agriculture
- c) Animal husbandry

**CO1: Analyze the evolution of humankind, focusing on Paleolithic and Mesolithic cultures, the beginnings of agriculture, and animal husbandry.**

**Unit: II Bronze Age Civilizations: economy, social stratification, state structure, Religion.**

- a) Egypt (Old Kingdom)
- b) China (Shang Dynasty)

**CO2: Examine the Bronze Age civilizations, including their economies, social stratification, state structures, and religious practices, with a specific focus on Egypt (Old Kingdom) and China (Shang Dynasty).**

#### **Unit: III Nomadic groups in Central and West Asia (From Bronze to Iron Age)**

- a) Anatolia and Greece
- b) Minoan Civilization
- c) Debate on Iron

**CO3: Discuss the role and impact of nomadic groups in Central and West Asia from the Bronze to Iron Age, including regions such as Anatolia, Greece, and the Minoan Civilization.**

**Unit: IV** Slave society in Ancient Greece

- a) Origin of Slavery and Slavery in Greece
- b) Debate on Slavery
- c) Agrarian economy, urbanization and trade

**CO4: Evaluate the institution of slavery in Ancient Greece, including its origins, debates surrounding it, and its influence on the agrarian economy, urbanization, and trade.**

**Unit: V** Polis in ancient Greece

- a) Development of democracy in Athens and Sparta
- b) Greek Culture-Science, Philosophy, and religion
- c) Greek art and architecture

**CO5: Investigate the development of the polis in ancient Greece, including the evolution of democracy in Athens and Sparta, Greek culture (science, philosophy, and religion), and Greek art and architecture.**

**Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of early human societies and their development, crucial for understanding historical narratives and their impact.
CO2	PSO1, PSO4	PO2, PO3	Explores the complexities of Bronze Age civilizations, enhancing understanding of social and economic structures.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of nomadic groups and their influence on historical developments, relevant to the formation of modern societies.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the institution of slavery and its impact on ancient Greek society, promoting critical thinking

			on historical and contemporary issues.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the development of the polis and Greek culture with broader historical and cultural themes, encouraging lifelong learning and scholarly curiosity.

## Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)  
Course Name: Social Foundations and Cultural Patterns of the Ancient World  
Subject Code: CS-1103/N3-102  
Semester: 1<sup>st</sup> Semester  
Name of Teacher: Chandan Singh T. Jami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		14. Paleolithic and Neolithic culture 15. Food Production, Beginning of agriculture 16. Animal husbandary	14
II		24. Egypt (old kingdom) 25. China (Shang Dynasty)	13
III		34. Anatolia and Greece 3.2. Minoan Civilization 33. Debate on Aem	15
IV		44. Origin of slavery and slavery in Greece 45. Debate on slavery 43. Agrarian economy, urbanization and trade	15
V		54. Development of Democracy in Athens and Sparta 55. Greek culture - science, philosophy and religion 53. Greek art and architecture	15

Principal  
Mount Mary College  
Chandigarh

FORMAT-2  
Lesson Plan  
Teacher: Chandan Singh T. Jami  
Semester: 1<sup>st</sup> Semester  
Page: CS-1103/N3-102

Unit - I	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1	1) Paleolithic & Neolithic culture 2) Food Production: Beginning of agriculture 3) Animal husbandary	1) It helps to understand the historical development of human civilization around the world. 2) It helps to understand various socio-cultural and economic developments of early human civilization. 3) It helps to learn about the challenges and processes faced by these early civilizations and their influence on world history.	1) Differentiation 2) Student-Centred Learning 3) Online Learning	1) Textbooks 2) Teacher's Guide 3) Supplementary Materials	1) Class instructions 2) Peer Collaboration 3) Reflection 4) Feedback	14 classes (5 <sup>th</sup> June - 4 <sup>th</sup> July)

FORMAT-2  
Lesson Plan  
Teacher: Chandan Singh T. Jami  
Semester: 1<sup>st</sup> Semester  
Page: CS-1103/N3-102

Unit - II	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
2	1) Egypt (old kingdom) 2) China (Shang Dynasty)	1) It helps to understand various socio-cultural, economic, religious and state structure of early human civilization. 2) It helps to understand the significant developments in world history.	1) Class Text 2) Class discussion 3) Enrichment	1) Textbooks 2. Teacher's Guide 3. Multimedia and Digital Resources	1) Presentations 2. written work	13 classes (5 <sup>th</sup> July - 25 <sup>th</sup> Aug)

FORMAT-2  
Lesson Plan  
Teacher: Chandan Singh T. Jami  
Semester: 1<sup>st</sup> Semester  
Page: CS-1103/N3-102

Unit - III	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
3	1) Anatolia and Greece 2) Minoan Civilization 3) Debate on Aem	Student will understand the Homeric poems in central and west Asia from Bronze age to Iron age.	1) Utilizing digital platforms and resources for instruction and collaboration 2) Lecture - Based Teaching	1. Textbooks 2. Multimedia and Digital Resources	1. Presentations 2. written work	15 classes (27 <sup>th</sup> Aug - 20 <sup>th</sup> Sept)

FORMAT-2  
Lesson Plan  
Teacher: Chandan Singh T. Jami  
Semester: 1<sup>st</sup> Semester  
Page: CS-1103/N3-102

Unit - IV	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
4	1) Origin of slavery and slavery in Greece 2) Debate on slavery 3) Agrarian economy, urbanization and trade	Students will be acquainted with the slave society and also to understand the economy, urbanization and trade in ancient Greece.	1) Lecture - Based Teaching 2) oral discussions 3) Debates	1) Textbooks 2) workbooks 3) Teacher's Guide	1) Texts, workbooks and Presentations	15 classes (23 <sup>rd</sup> Sept - 16 <sup>th</sup> Oct)

FORMAT-2  
Lesson Plan  
Teacher: Chandan Singh T. Jami  
Semester: 1<sup>st</sup> Semester  
Page: CS-1103/N3-102

Unit - V	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
5	1) Development of Democracy in Athens and Sparta 2) Greek culture - science, philosophy & religion 3) Greek art and architecture	1) It helps to understand the social stratification of ancient Greek 2) It gives the students basic knowledge of ancient Greek art & architecture	1) Multimedia Presentations 2) Demonstrations 3) Lectures	1) Textbooks 2) Supplementary Materials	1) Presentations 2) Texts 3) written work	15 classes (17 <sup>th</sup> Oct - 5 <sup>th</sup> Nov)

**Course Code: C-2: HIS/MJ-201 (Major & Minor)**

**Course Name: History of India (Post Gupta to 1200 C.E)**

**Semester: BA 2nd Semester (FYUGP)**

**Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various



phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

#### **Unit I: Beginnings of Early Medieval India**

- a) Sources: Texts, epigraphic and numismatic data
- b) Huna Invasion and its impact
- c) Feudal formation in India

**CO1: Analyze the transition from ancient to early medieval India, focusing on the Huna invasion and feudal formation.**

#### **Unit II : Political Structures**

- a) Harsha
- b) Tripartite Struggle and the Rise of the Rajputs
- c) Chola administration

**CO2: Examine the political structures of the time, including Harsha's reign, the Tripartite Struggle, and the Chola administration.**

#### **Unit III: Society and Economy**

- a) Proliferation of castes
- b) Inter-regional trade; Maritime trade
- c) Merchant guilds of South India

**CO3: Discuss the social and economic developments, including caste proliferation, inter-regional trade, and merchant guilds in South India.**

#### **Unit IV: Emergence of New Powers**

- a) Arab conquest of Sindh
- b) Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

**CO4: Evaluate the emergence of new powers, such as the Arab conquest of Sindh and Turkish invasions.**

**Unit V: Religious and Cultural Developments**

- a) Puranic traditions, Tantrism
- b) Islamic intellectual traditions: Al-Biruni
- c) Art and architecture: Evolution of regional styles

**CO5: Investigate the religious and cultural developments, including Puranic traditions, Tantrism, Islamic intellectual traditions, and regional art and architecture.**

**Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Develops understanding of early medieval India's transition and feudal formation, crucial for historical analysis.
CO2	PSO1, PSO4	PO2, PO3	Explores complex political structures, enhancing understanding of governance and power dynamics.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of social and economic changes, relevant to contemporary societal issues.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the emergence of new powers and their impact on Indian history, promoting critical thinking.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects religious and cultural developments with broader historical themes, encouraging lifelong learning.

## Lesson Plan (FYUGP)

FORMAT-1

General Lesson Plan for the Academic Session ( )

Course Name: History of India (part 1) (upto 1200 CE)

Subject Code: HIS/MJ-201

Semester: B.A. 2nd

Name of Teacher: Chanthangla T. Jami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		1) Sources: Texts, Epigraphy & numismatic data 2) Huna invasion & impact 3) Fungal formation in India	16
II		1) Harsha 2) Tripartite struggle and the rise of the Rajputs 3) Chola administration	16
III		1) Polification of castes 2) Anti-regional trade, practice trade, merchant guilds of South India	16
IV		1) Arab conquest of Sindh 2) Turkish invasion; Mahmud of Ghazni; Shahab-ud-din of Ghori	15
V		1) Islamic institutionalisation 2) Art & Architecture; Evolution of regional styles	18

FORMAT-2

Lesson Plan

Teacher: Chanthangla T. Jami

Semester: B.A. 2nd

Page: HIS/MJ-201

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
a) Sources: Texts, Epigraphy & numismatic data b) Huna invasion & impact c) Fungal formation in India	1. Students understand the significance of epigraphy in understanding Indian culture. 2. Students comprehend the importance of numismatics in reconstructing historical/economic. 3. Students understand the impact of Fungal on Indian society/economy/culture.	1. Delivering lectures to provide an overview of the topic 2. Using textbooks as a primary source of information 3. Discussion-based learning	1. Handouts 2. Textbooks 3. PDF	1. Essay question 2. Group project 3. Individual presentation	16 days

FORMAT-2

Lesson Plan

Teacher: Chanthangla T. Jami

Semester: B.A. 2nd

Page: HIS/MJ-201

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1. Harsha 2. Tripartite struggle and the rise of the Rajputs 3. Chola administration	1. Students understand the significance of the Harsha dynasty 2. Students analyse the administrative system of Chola and understand the impact.	1. Delivering lectures to provide an overview of the topic 2. Using textbooks as a primary source of information 3. Multimedia resources	1. Handouts 2. Textbooks 3. PDF	1. Essay question 2. Group project 3. Individual presentation	16 days

FORMAT-2

Lesson Plan

Teacher: Chanthangla T. Jami

Semester: B.A. 2nd

Page: HIS/MJ-201

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
a) Polification of castes b) Anti-regional trade, practice trade c) Merchant guilds of South India	1. Students understand the importance of different caste system present in India 2. They also understand about the trading system.	1. Lectures 2. Using textbooks 3. Discussion-based learning	1. Textbooks 2. PDF 3. Lecture notes	1. Group project 2. Presentation 3. Debates	16 days

FORMAT-2

Lesson Plan

Teacher: Chanthangla T. Jami

Semester: B.A. 2nd

Page: HIS/MJ-201

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1. Arab conquest of Sindh 2. Turkish invasion; Mahmud of Ghazni; Shahab-ud-din of Ghori	1. Students understand the impact of Arab invasion in India. 2. They also understand how Mahmud of Ghazni invaded India.	1. Lectures 2. Textbooks 3. Multimedia resources	1. Textbooks 2. Videos 3. Online quizzes	1. Group project 2. Presentation 3. Debate 4. Self-assessment	15 days

FORMAT-2

Lesson Plan

Teacher: Chanthangla T. Jami

Semester: B.A. 2nd

Page: HIS/MJ-201

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
a) Puranic traditions, tantra b) Islamic institutionalisation c) Art & Architecture, Evolution of regional styles	1. Students understand about different Indian traditions and their impact.	1. Textbooks 2. Lectures 3. Multimedia resources	1. Textbooks 2. PDF 3. Videos	1. Self-assessment 2. Debates 3. Class discussion	18 days

**Paper Title: Social Formations and Cultural Patterns of the Medieval World**  
**HIS/MJ-202 | 2nd Semester | Academic Year: Dec 2023 - May 2024**

### Programme Outcomes (POs)

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

11. CO1: Understand the socio-economic structure and urban life in the Roman Empire during its republican and imperial phases.
12. CO2: Analyze the cultural and religious foundations of the Roman world and identify causes of its political and economic crises.
13. CO3: Evaluate medieval European feudal systems, trade patterns, and technological innovations between the 7th and 14th centuries.
14. CO4: Examine the rise of Christianity and the Catholic Church's institutional development in medieval Europe.
15. CO5: Investigate the social, political, and religious structures of Islamic societies in Central Islamic lands during the medieval period.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Examines urbanization, economy, and slave society in the Roman world.
CO2	PSO1, PSO2	PO1, PO4	Explores cultural transitions and religious developments in the Roman Empire.
CO3	PSO1, PSO3	PO2, PO3	Analyzes feudal socio-economic formations and market structures in medieval Europe.
CO4	PSO2, PSO4	PO3, PO4	Interprets ecclesiastical institutions and spiritual movements in medieval Christianity.

CO5

PSO3, PSO5

PO3, PO5

Explains early Islamic institutions and theological-political systems.

### Evaluation Structure and Assessment Pattern

As per the FYUGP structure introduced in 2023, HIS/MJ-202 is a 4-credit core paper offered in the 2nd semester. Internal assessment carries 30 marks and includes components like assignments, presentations, and class tests. The university examination is of 70 marks, comprising five descriptive questions aligned to the five syllabus units. The evaluation emphasizes source-based inquiry, comparative analysis, and clarity of historical interpretation.

### Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session 2023-24  
Course Name: Social Formation and Cultural Patterns of the Medieval Period  
Subject Code: HIS/MJ-202-C4  
Semester: II<sup>nd</sup> Semester  
Name of Teacher: *Reem Gini*

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1		(A) Slave Society. (B) Agrarian Economy. (C) Trade and Urbanization in the Roman Empire.	8 classes (as 15 minutes) (16 <sup>th</sup> Feb to 21 <sup>st</sup> Feb)
2		(A) Religion (B) Culture (C) Crisis of the Roman Empire.	8 classes (as 15 minutes) (23 <sup>rd</sup> Feb to 28 <sup>th</sup> Feb)
3		(A) Feudalism: Meaning and Features (B) Medieval Society, Towns and Trade (C) Technological Developments.	8 classes (as 15 minutes) (1 <sup>st</sup> Feb to 6 <sup>th</sup> Feb)
4		(A) Expansion of Christianity (B) Development of the Catholic Church.	5 classes (as 15 minutes) (8 <sup>th</sup> Feb to 13 <sup>th</sup> Feb)
5		(A) The Islamic Background, (Jihad, Caliphate) (B) Religious Developments: Sufism, Shi'ism (C) Urbanization and Trade.	8 classes (as 15 minutes) (15 <sup>th</sup> Feb to 20 <sup>th</sup> Feb)

FORMAT-2  
Lesson Plan  
Teacher: *Reem Gini*  
Semester: II<sup>nd</sup> Semester  
Page: HIS/MJ-202-C4, Social Formation and Cultural Patterns of the Medieval Period.

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) Slave Society. (B) Agrarian Economy. (C) Trade and Urbanization in the Roman Empire.	Students are expected to learn various forms of sources of production in ancient Rome were based on Slave Society.	Lecture Method (1) PPT (2) Blended Technique.	(1) World Civilization - Edward Marshall Burns et al (2) Pong Anderson - Changes from Antiquity to Feudalism	An Assignment will be given to the students based on the topic.	8 classes - 19 <sup>th</sup> Jan - 21 <sup>st</sup> Jan

FORMAT-3  
Lesson Plan  
Teacher: *Reem Gini*  
Semester: II<sup>nd</sup> Semester  
Page: HIS/MJ-202-C4

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) Religion (B) Culture (C) Crisis of the Roman Empire.	Students are expected to learn the relationship between Religion and Culture. Study that was prominent during the period. We must also guide students to learn changes of prevailing Culture led to the empire's collapse.	Lecture Method (1) PPT (2) Blended Technique.	(1) World Civilization - Edward Marshall Burns et al (2) Pong Anderson - Changes from Antiquity to Feudalism	An Assignment will be given to the students based on the topic.	1 <sup>st</sup> Feb to 15 <sup>th</sup> Feb (8 lectures)

FORMAT-3  
Lesson Plan  
Teacher: *Reem Gini*  
Semester: II<sup>nd</sup> Semester  
Page: HIS/MJ-202-C4, Social Formation and Cultural Patterns of the Medieval Period.

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) Feudalism: Meaning and Features (B) Medieval Society, Towns and Trade (C) Technological Developments	Students are expected to learn the Feudalism and change that took place in Europe from Ancient Rome to the Medieval Empire, especially in the context of rise of Feudalism.	Lecture Method: (1) PPT (2) Blended Technique.	(1) World Civilization - Edward Marshall Burns (2) Pong Anderson - Social Formation.	An Assignment will be given to students to understand the changes and make a note out of it.	8 classes (16 <sup>th</sup> Feb to 20 <sup>th</sup> Feb)

FORMAT-2  
Lesson Plan  
Teacher: *Reem Gini*  
Semester: II<sup>nd</sup> Semester  
Page: HIS/MJ-202-C4, Social Formation and Cultural Patterns of the Medieval Period.

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) Expansion of Christianity (B) Development of the Catholic Church.	Students are expected to learn the changes in the spread of Christianity during Christianity. The role of Catholic Church in the medieval Europe.	Lecture Method: (1) PPT (2) Blended Technique.	(1) World Civilization - Edward Marshall Burns et al (2) James William Redman, Change & Religion in medieval Europe.	Class Test.	5 classes (22 <sup>nd</sup> Feb to 26 <sup>th</sup> March)

FORMAT-2  
Lesson Plan  
Teacher: *Reem Gini*  
Semester: II<sup>nd</sup> Semester  
Page: HIS/MJ-202-C4, Social Formation and Cultural Patterns of the Medieval Period.

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) The Islamic Background, (Jihad, Caliphate) (B) Religious Developments: Sufism, Shi'ism (C) Urbanization and Trade.	Students are expected to learn the advent of Islam in Europe and its clash with other prevailing beliefs such as Christianity.	Lecture Method: (1) PPT (2) Blended Technique.	(1) World Civilization - Edward Marshall Burns et al (2) R.K. Hitti - History of Syria (3) M.G.S. Vaidya - The Muslim of Islam.	Class Test and Assignment.	8 classes - 6 <sup>th</sup> March to 16 <sup>th</sup> March

**Paper Title: History of India (C. 1526–1605)**

HIS/MJ-401 | 4th Semester | Academic Year: Dec 2023 - May 2024

**Programme Outcomes (POs)**

1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

11. CO1: Identify and evaluate primary Persian and vernacular literary sources along with modern historical interpretations of early Mughal India.
12. CO2: Understand the political challenges during the establishment of Mughal rule, including Babur, Humayun, and Sher Shah's contributions.
13. CO3: Examine Akbar's administrative systems, military campaigns, and his policy of religious inclusivity and integration.
14. CO4: Analyze Mughal expansion strategies across the Indian subcontinent and their policies toward regional powers and integration.
15. CO5: Assess the rural economy, land revenue systems, agricultural patterns, and internal and overseas trade under early Mughal rule.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO4	Encourages source-based inquiry and historiographical analysis.



CO2	PSO1, PSO3	PO2, PO4	Introduces foundational developments of Mughal state formation.
CO3	PSO1, PSO4	PO1, PO3	Explains institutional and ideological frameworks under Akbar's rule.
CO4	PSO3, PSO4	PO3, PO5	Interprets expansionist campaigns and integration of diverse communities.
CO5	PSO3, PSO5	PO2, PO5	Evaluates socio-economic foundations of Mughal agrarian economy and trade.

### Evaluation Structure and Assessment Pattern

Under the FYUGP system implemented from 2023, HIS/MJ-401 is a 4-credit core paper offered in the 4th semester. Internal assessment carries 30 marks, based on tests, assignments, and presentations. The university examination is of 70 marks, consisting of five descriptive questions based on each of the five units. Evaluation emphasizes understanding of primary sources, analysis of imperial policies, and comprehension of early Mughal socio economic systems.

## Lesson Plan (FYUGP)

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2024-25)

Course Name: History of India

Subject Code: HIS/MJ-401 - C7

Semester: 4<sup>th</sup> Sem

Name of Teacher: B. S. G. S.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1		<ul style="list-style-type: none"> <li>Pre-Mughal History Sources</li> <li>Pre-Mughal History Foundations</li> <li>Modern Interpretations</li> </ul>	8 Class (As 15 min) 19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan
2		<ul style="list-style-type: none"> <li>India on the eve of British Invasion</li> <li>Historical Background for British</li> <li>Other States of the Government of the Mughals</li> </ul>	8 Class (As 15 min) 1 <sup>st</sup> Feb - 15 <sup>th</sup> Feb
3		<ul style="list-style-type: none"> <li>Conquest and Conquest</li> <li>Early Mughal Empire</li> <li>Foundation of the Mughal Empire</li> </ul>	8 Class (As 15 min) 16 <sup>th</sup> Feb - 26 <sup>th</sup> Feb
4		<ul style="list-style-type: none"> <li>Expansion of Mughal Empire</li> <li>Other Mughal Empires (Mughal Empire - 7th Class)</li> <li>Conquest of Bengal</li> </ul>	8 Class (As 15 min) 27 <sup>th</sup> Feb - 1 <sup>st</sup> March
5		<ul style="list-style-type: none"> <li>Decline of Mughal Empire</li> <li>Other Mughal Empires (Mughal Empire - 7th Class)</li> <li>Conquest of Bengal</li> </ul>	8 Class (As 15 min) 2 <sup>nd</sup> March - 12 <sup>th</sup> March

Signature: B. S. G. S.

FORMAT-2

Lesson Plan

Teacher: B. S. G. S.

Semester: 4<sup>th</sup> Sem

Page: HIS/MJ-401 - C7 - History of India

Lesson Topic	<ul style="list-style-type: none"> <li>Pre-Mughal History Sources</li> <li>Pre-Mughal History Foundations</li> <li>Modern Interpretations</li> </ul>
Desired Outcome	Students are expected to learn: <ul style="list-style-type: none"> <li>Relationship between and difference between the sources provided by the conquerors, indigenous and the Mughal and historical sources.</li> </ul>
Teaching / Learning Method	<ul style="list-style-type: none"> <li>1) Direct Method</li> <li>2) Blended Reading</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>1) Sakshi Chandra - History of Medieval India</li> <li>2) Medieval India - Sakshi Chandra</li> <li>3) From Sultanat to the Mughals</li> </ul>
Assignment / Follow Up	<ul style="list-style-type: none"> <li>1) Assignments will be given on the</li> </ul>
Lesson Duration	8 Class: 19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan

Signature: B. S. G. S.

FORMAT-2

Lesson Plan

Teacher: B. S. G. S.

Semester: 4<sup>th</sup> Sem

Page: HIS/MJ-401

Lesson Topic	<ul style="list-style-type: none"> <li>India on the eve of British invasion</li> <li>Historical Background for British</li> <li>Other States of the Government of the Mughals: Acharya Pratap and</li> <li>Historical Background</li> </ul>
Desired Outcome	Students are expected to learn: <ul style="list-style-type: none"> <li>Early expansion and decline of the Mughal Empire</li> </ul>
Teaching / Learning Method	<ul style="list-style-type: none"> <li>1) Direct Method</li> <li>2) Blended Reading</li> <li>3) Blended Reading</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>1) History of Medieval India - Sakshi Chandra</li> <li>2) J. F. Richards - The Mughal Empire</li> </ul>
Assignment / Follow Up	<ul style="list-style-type: none"> <li>1) Assignment will be given on the</li> <li>2) Task will be given on the</li> <li>3) Task will be given on the</li> </ul>
Lesson Duration	7 <sup>th</sup> Feb - 15 <sup>th</sup> Feb (8 Class 15 min)

Signature: B. S. G. S.

FORMAT-2 Lesson Plan (5)

Teacher: Basant G.  
 Semester: 4<sup>th</sup> Sem  
 Page: HIS/MJ-401-CF

Lesson Topic	(A) Campaign and Conquests. (B) Evolution of administrative institutions Zabt, Nisab, Jagir. (C) Religious Policy of Akbar.
Desired Outcome	The students are expected to learn the relationship between the Campaigns and conquest of Mughal Empire and administrative changes that took place in order to strengthen the <u>consolidation of the empire</u> .
Teaching / Learning Method	# Lecture Method (A) Pippal Classroom Technique. (B) Blended Technique.
Materials Needed	(A) History of Mughal Empire - Chandra (B) J.P. Richards - The Mughal Empire.
Assignment / Follow Up	# Only assignments will be provided to the students for the topic. The Blended Technique. Assignments will be used to get the feedback.
Lesson Duration	8 Class - 16 <sup>th</sup> Feb - 26 <sup>th</sup> Feb.

FORMAT-2 Lesson Plan (6)

Teacher: Basant G.  
 Semester: 4<sup>th</sup> Sem  
 Page: HIS/MJ-401-CF

Lesson Topic	(A) Disintegration of Sultanate and other religious groups in Mughal society. (B) Mughal Court Functionary - Darbar (C) Conquest of Bengal.
Desired Outcome	Students are expected to learn that administrative changes were very much influenced by the ideas of Sultanate and Dar-i-Makhi. The idea of religious groups was very much influenced by the ideas of Sultanate.
Teaching / Learning Method	# Lecture Method: (A) Pippal Classroom technique. (B) Blended Technique.
Materials Needed	(A) Inhi Chandra's History of Mughal Empire. (B) J.P. Richards - The Mughal Empire.
Assignment / Follow Up	# Assignment and Task will used to get the feedback on the student's group on the topic and the further planning of the lecture.
Lesson Duration	8 Class (27 <sup>th</sup> Feb - 7 <sup>th</sup> March).

FORMAT-2 Lesson Plan (8)

Teacher: Basant G.  
 Semester: 4<sup>th</sup> Sem  
 Page: HIS/MJ-401-CF

Lesson Topic	(A) Land Revenue System (B) Agriculture Production; with pattern (C) Trade routes and patterns of internal Commerce, Overseas trade.
Desired Outcome	Students are expected to learn the administrative system that was prevailing especially in the context of revenue collection in the empire.
Teaching / Learning Method	# Lecture Method (A) Pippal Classroom (B) Blended Technique.
Materials Needed	(A) History of Mughal Empire - Chandra (B) J.P. Richards - The Mughal Empire.
Assignment / Follow Up	# Assignment will be provided to the students in connection with the early semester for students to develop the ability to connect.
Lesson Duration	8 Class (8 <sup>th</sup> March - 17 <sup>th</sup> March)

Course Code: C-8 HIS/MJ- 402 (Major)

Course Name: History of Europe: 1789-1919

Semester: BA 4th Semester (FYUGP)

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.



### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

**UnitI :** Rise of new nationalism in Europe

- a) Age of Napoleon and the spread of French influence
- b) Downfall of Napoleon
- c) Congress of Vienna

**CO1: Analyze the impact of the French Revolution and Napoleonic Wars on European politics and society.**

**UnitII :** Rise of new nations

- a) Unification of Germany
- b) Unification of Italy

**CO2: Understand the processes of national unification in Germany and Italy during the 19th century.**

**UnitIII :** Capitalist Industrialization and Socio Economic Transformation

- a) Process of Capitalist development in Britain, France, and Germany
- b) New Social Classes: Bourgeoisie, Proletariat and Peasantry

**CO3: Examine the socio-economic transformations brought about by capitalist industrialization in Europe.**

**Unit IV :** Unit V : International Relations: New Era and the Concept of Balance of Power

- a) Germany: Congress of Berlin and the Creation of Alliance

b) Rise of Nationalism in Turkey

c) The Bolshevik Revolution

**CO4: Evaluate the role of ideological shifts, including socialism and nationalism, in shaping modern Europe.**

**Unit: V** Road to First World War and New World Order

a) Circumstances leading to First World War

b) Break-up of European monopoly (intervention of USA & Japan)

c) Peace Conference of Paris & New World Order.

**CO5: Assess the causes and consequences of the First World War and the subsequent reorganization of the international order.**

### Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of revolutionary movements and their impact on European politics and society, crucial for understanding contemporary political structures.
CO2	PSO1, PSO4	PO2, PO3	Explores the unification processes in Germany and Italy, highlighting the role of nationalism and political integration in historical developments.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the socio-economic transformations due to industrialization, relevant to the formation of modern European society.
CO4	PSO2, PSO4	PO2, PO3	Explains the ideological shifts, including the rise of socialism and nationalism, and their impact on

			European history.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the historical events leading to the First World War with post-war challenges and the reorganization of the international order, relevant to contemporary global politics.

## Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session ( )  
Course Name: History of Europe  
Subject Code: HIS/145-146  
Semester: BA 6th  
Name of Teacher: Chanthungla T. Jami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		A) Age of Imperialism and the spread of French influence B) Triumph of Napoleon C) Congress of Vienna	16
II		A) Unification of Germany B) Unification of Italy	15
III		A) Process of capitalist development in Britain, France and Germany B) New social class: Bourgeoisie, Proletariat and Peasantry.	17
IV		A) Germany: Congress of Berlin and the outbreak of alliance B) Rise of Nationalism in Turkey C) The Bolshevik Revolution	17
V		A) Circumstances leading to first world war B) Breakup of European empires C) Early influence of First World War	17

FORMAT-2  
Lesson Plan  
Teacher: Chanthungla T. Jami  
Semester: BA 6th  
Page: HIS/145-146

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
A) Age of Imperialism and the spread of French influence B) Triumph of Napoleon C) Congress of Vienna	Students understand the significance of the spread of age of Imperialism and his influence. They also understand the various factors responsible for the Congress of Napoleon	1. Textbooks 2. Lectures 3. Multimedia resources	1. Books 2. Textbooks 3. PPT	1. Self-assessment 2. Debates 3. Class discussion	16 days

FORMAT-3  
Lesson Plan  
Teacher: Chanthungla T. Jami  
Semester: BA 6th  
Page: HIS/145-146

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
A) Unification of Germany B) Unification of Italy	Students understand the influence of the unification of Germany and Italy and its impact in the European countries.	1. Lectures 2. Textbooks 3. Discussion-based learning	1. Handouts 2. Textbooks 3. Multimedia resources	1. Essay questions 2. Group project 3. Individual presentation	15 days

FORMAT-2  
Lesson Plan  
Teacher: Chanthungla T. Jami  
Semester: BA 6th  
Page: HIS/145-146

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1) Process of capitalist development in Britain, France and Germany. 2) New social class: Bourgeoisie, proletariat and peasantry.	Students understand the process of capitalist development in the European countries and how it affected the common people.	1. Lectures 2. Textbooks 3. Discussion-based learning	1. Handouts 2. Textbooks 3. Multimedia resources	1. Essay questions 2. Group project 3. Individual presentation	17 days

FORMAT-2  
Lesson Plan  
Teacher: Chanthungla T. Jami  
Semester: BA 6th  
Page: HIS/145-146

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
A) Germany: Congress of Berlin and the outbreak of alliance B) Rise of Nationalism in Turkey C) The Bolshevik Revolution	Students understand how Germany made an alliance with other European powers and what was their benefits. Students analyse the importance of Nationalism and Revolution.	1. Textbook 2. Lectures 3. Multimedia resources	1. PPT 2. Textbooks 3. Videos	1. Self-assessment 2. Group discussion 3. Debates	17 days

FORMAT-2  
Lesson Plan  
Teacher: Chanthungla T. Jami  
Semester: BA 6th  
Page: HIS/145-146

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
A) Circumstances leading to first world war B) Break up of European empires C) Peace conference of Paris and new world order.	Students get to know the major causes of the first world war. Students also understand the treaty made between the European powers.	1. Lectures 2. PPT	1. Textbook 2. Lecture notes 3. Multimedia resources	1. Individual presentation 2. Project work 3. Self-assessment	17 days

Course Code: HIS-601(General)

Course Name: Modern World

Semester: BA 6th Semester (Old Syllabus)

### **Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Structure & Course Outcomes (COs)**

**Unit I:** Rise of New Imperialism: Partition of Africa; Opium wars; Taiping rebellion; Boxer uprising; Meiji Restoration; Militarism in Japan.

**CO1:** Explain the rise of new imperialism and its manifestations in various parts of the world, including Africa, China, and Japan.

**Unit II:** Rise of Liberalism and Nationalism: Liberalism in England; German unification; Italian Unification. The Russian Revolution of 1917.

**CO2: Analyze the development of liberalism and nationalism in Europe, highlighting key events and figures.**

**Unit III: World War I: Causes and Results; the Treaty of Versailles; League of Nation.**

**CO3: Discuss the causes and consequences of World War I, including the Treaty of Versailles and the League of Nations.**

**Unit IV: Economic and Social Crisis in the Inter-war years: The Great Depression. Emergence of new Ideologies- Nazism and Fascism.**

**CO4: Evaluate the economic and social crises of the inter-war period, including the Great Depression and the emergence of new ideologies like Nazism and Fascism.**

**Unit V: World War II: causes and Consequences; UNO, Decline of Imperialism and the concept of Decolonization. Emergence of Cold War.**

**CO5: Assess the causes and consequences of World War II, including the decline of imperialism, decolonization, and the emergence of the Cold War.**

#### **Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces key events and movements (PSO1) and analyzes their impact on contemporary society (PO4), fostering a well-rounded understanding (PO1).
CO2	PSO2, PSO4	PO2, PO3	Enhances understanding of historical methods (PSO2) and examines regional diversity (PSO4), improving communication skills (PO2) and applying interdisciplinary knowledge (PO3).
CO3	PSO2, PSO3	PO1, PO4	Develops critical analysis of historical events (PSO2) and identifies institutional evolution (PSO3), demonstrating a comprehensive understanding (PO1) and analytical skills (PO4).

CO4	PSO2, PSO4	PO2, PO3	Utilizes historical methods to analyze crises (PSO2) and examines national integration (PSO4), enhancing communication (PO2) and applying interdisciplinary knowledge (PO3).
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects historical knowledge (PSO1) with contemporary issues (PSO4) and applies it in various domains (PSO5), promoting civic responsibility (PO3) and lifelong learning (PO5).

## Lesson Plan (Old Syllabus- Revised)

Lesson Plan (Old Syllabus- Revised)		
Unit	Contents/ Topics	No. of Classes Required
I	Rise of New Imperialism: Partition of Africa; Opium wars; Taiping rebellion; Boxer uprising; Meiji Restoration; Militarism in Japan.	14
II	Rise of Liberalism and Nationalism: Liberalism in England; German unification; Italian Unification. The Russian Revolution of 1917.	16
III	World War I: Causes and Results; the Treaty of Versailles; League of Nations.	16
IV	Economic and Social Crisis in the inter-war years: The Great Depression. Emergence of new Ideologies- Nazism and Fascism.	16
V	World War II: causes and Consequences; UNO, Decline of Imperialism and the concept of Decolonization. Emergence of Cold War.	16
<b>Format 2</b>		
Desired Outcome	Students will understand the major developments in the Modern World, including the rise of new imperialism, liberalism, and nationalism, and the impact of the two World Wars on global politics and society.	
Teaching/ Learning	<ul style="list-style-type: none"> <li>- Lecture &amp; Discussion</li> <li>- Group Activities</li> </ul>	
Materials Needed	<ul style="list-style-type: none"> <li>- Textbooks</li> <li>- Online resources</li> </ul>	
Assignment/ Follow Up	<ul style="list-style-type: none"> <li>- Written Assignments</li> <li>- Class test &amp; Quizzes</li> <li>- Presentations</li> </ul>	
Lesson Duration	<ul style="list-style-type: none"> <li>- One Semester (Divided into weekly sessions covering each unit).</li> <li>- Final Review &amp; Assessment in the last two weeks.</li> </ul>	

**Course Code: HIS-602 (Honours)**

**Course Name: Political History of the Nagas**

**Semester: BA 6th Semester (Old Course)**

### **Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Structure & Course Outcomes (COs)**

**Unit I:** Pre-Colonial Naga Polity-The Chief of Village-Village Council-Function of the Council-The Executive Power- Administrative Power-Judicial Power-Law of inheritance.

**CO1: Explain the pre-colonial Naga and its administrative structures.**

**Unit II:** Treaty of Yandabo 1826;-British contact with Naga;First Stage of Annexation; Second Stage of Annexation.

**CO2: Discuss the impact of the Treaty of Yandabo and British annexation on Naga society.**

**Unit III:** Consolidation of British Rule-The colonial administrative policy-Transformation of Naga Political System

**CO3: Analyze the transformation of Naga political systems under British rule.**

**Unit IV:** First World War; Formation of Club 1918 and Simon Commission, Formation of Tribal Council and Naga National Council-Role of NNC.

**CO4: Evaluate the role of Naga resistance movements in the formation of Nagaland State.**

**Unit V:** Naga Resistance Movement-1951 to 1953-Formation of Federal Government; and Naga People Convention- Emergence of Nagaland State.

**CO5: Assess the significance of key historical events in the emergence of Nagaland.**

#### **Mapping Matrix**


COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO3	Understanding pre-colonial Naga polity enhances critical thinking and appreciation of cultural heritage.
CO2	PSO1, PSO2	PO1, PO4	Analyzing the Treaty of Yandabo and British annexation develops historical context and theoretical understanding.
CO3	PSO2, PSO4	PO2, PO4	Evaluating the transformation under British rule enhances communication skills and applies theoretical knowledge.
CO4	PSO3, PSO5	PO3, PO5	Assessing Naga resistance movements fosters appreciation of cultural heritage and encourages lifelong learning.
CO5	PSO3, PSO4, PSO5	PO1, PO3, PO5	Linking key historical events to the emergence of Nagaland State promotes critical thinking and cultural awareness.

#### **Lesson Plan (Old Syllabus- Revised)**



Lesson Plan (Old Syllabus- Revised)		
Unit	Contents/ Topics	No of Classes Required
I	Pre-Colonial Naga Polity-The Chief of Village-Village Council-Function of the Council-The Executive Power-Administrative Power-Judicial Power-Law of Inheritance.	14
II	Treaty of Yandabo 1826; British contact with Naga; First Stage of Annexation; Second Stage of Annexation.	16
III	Consolidation of British Rule-The colonial administrative policy-Transformation of Naga Political System	16
IV	First World War, Formation of Club 1918 and Simon Commission, Formation of Tribal Council and Naga National Council-Role of NNLC.	16
V	Naga Resistance Movement-1951 to 1953-Formation of Federal Government; and Naga People Convention-Emergence of Nagaland State.	16

Format 2	
Desired Outcome	Students will understand the political history of the Nagas, from pre-colonial to state formation, covering key events, institutions, and movements.
Teaching/ Learning	- Lecture & Discussion - Group Activities
Materials Needed	- Textbooks - Online resources
Assignment/ Follow Up	- Written Assignments - Class test & Quizzes - Presentations
Lesson Duration	- One Semester (Divided into weekly sessions covering each unit). - Final Review & Assessment in the last two weeks.

  
 PRINCIPAL  
 Mount Mary College  
 Chimpalekima, Nagaland

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**Course Code: HIS-603B**

**Course Name: INTRODUCTION TO ARCHAEOLOGY**

**Semester: BA 6th Semester (Old Course)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Program Specific Outcomes (PSOs)

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Structure & Course Outcomes (COs)**

**Unit I:** Definition of Archaeology, Aims and Scopes; Methods and Sources; Relationship of Archaeology and History. History of Archaeology from Antiquarian Stage to 20th Century Developments; the Three Age System; Cultural- Historical Approach, Processual and Post-processual Schools.

**CO1: Explain the definition, aims, and scopes of archaeology.**

**Unit II:** Basic concepts in Archaeology: Concept of Culture; Definition of an Archaeological Site; Role of Stratigraphy in Archaeology; Typology and Classification; Classes of Archaeological Record; Temporal framework and context in Archaeology; Different branches of Archaeology.

**CO2: Identify and analyze the historical development of archaeology.**

**Unit III:** Field methods: Types of exploration and location of Archaeological Sites; Excavation- vertical and horizontal method of excavation; Three-dimensional method of recording Archaeological finds.

**CO3: Understand and apply field methods in archaeology.**

**Unit IV:** Reconstruction and Interpretation of evidence: The use of Environmental and Ethnographic Data; Experimental Techniques; Role of Ethnoarchaeology in the Reconstruction of Prehistoric Societies.

**CO4: Reconstruct and interpret archaeological evidence using various techniques.**

**Unit V:** Archaeology in India: Establishment of the Asiatic Society; Alexander Cunningham and the establishment of the Archaeological Survey; Contributions of Lord Curzon and John Marshall; Mortimer Wheeler and the Introduction of Scientific Techniques in Indian

Archaeology Difference between Relative and Absolute Dating Method; Typology, Stratigraphy and

Geochronology; Radio Carbon and Thermoluminescence Dating Method.

**CO5: Analyze the significance of archaeology in the Indian context.**

**Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops critical thinking (PO1) and applies theoretical understanding (PO4) to define archaeology and its scope.
CO2	PSO2	PO2, PO3	Enhances communication skills (PO2) and fosters appreciation for diversity (PO3) through understanding basic archaeological concepts.
CO3	PSO3	PO1, PO5	Develops critical thinking (PO1) and encourages lifelong learning (PO5) through learning field methods in archaeology.
CO4	PSO4	PO2, PO4	Applies theoretical understanding (PO4) and enhances communication skills (PO2) to reconstruct and interpret archaeological evidence.
CO5	PSO5	PO3, PO5	Fosters appreciation for diversity (PO3) and encourages lifelong learning (PO5) through studying the history of archaeology in India.

**Lesson Plan (Old Syllabus- Revised)**

Lesson Plan (Old Syllabus- Revised)		
Unit	Contents/ Topics	No of Classes
I	Definition of Archaeology, Aims and Scope; Methods and Sources; Relationship of Archaeology and History, History of Archaeology from Antiquarian Stage to 20th Century Developments; the Three Age System; Cultural-Historical Approach, Procession and Post-process Schools.	14
II	Basic concepts in Archaeology; Concept of Culture; Definition of an Archaeological Site; Role of Stratigraphy in Archaeology; Typology and Classification; Classes of Archaeological Record; Temporal Framework and context in Archaeology; Different branches of Archaeology.	15
III	Field methods: Types of exploration and location of Archaeological Sites; Excavation-vertical and horizontal method of excavation; Three-dimensional method of recording Archaeological finds.	16
IV	Reconstruction and Interpretation of evidence: The use of Environmental and Ethnographic Data; Experimental Techniques; Role of Ethno archaeology in the Reconstruction of Prehistoric Societies.	16
V	Archaeology in India: Establishment of the Asiatic Society; Alexander Cunningham and the establishment of the Archaeological Survey; Contributions of Lord Curzon and John Marshall; Mortimer Wheeler and the introduction of Scientific Techniques in India Archaeology Difference between Relative and Absolute Dating Method; Typology, Stratigraphy and Geochronology; Radio Carbon and Thermo luminescence Dating Method.	16

Format 2	
Desired Outcome	Students will understand the nature of archaeological data, its methods, and multidisciplinary approaches to studying past societies.
Teaching/ Learning	- Lecture & Discussion - Group Activities
Materials Needed	- Textbooks - Online resources
Assignment/ Follow Up	- Written Assignments - Class test & Quizzes - Presentations
Lesson Duration	- One Semester (Divided into weekly sessions covering each unit). - Final Review & Assessment in the last two weeks.

## Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) From June 2024 - Nov 2024

**Paper Title: History of Modern World (1919–1945)**

**HIS/MJ-501 | 5th Semester | Academic Year: June 2024 - Nov 2024**

### Programme Outcomes (POs)

91. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
92. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
93. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
94. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

95. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

96. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

97. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

98. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

99. PSO4: Examine regional diversity and national integration through the lens of historical developments.

100. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

101. CO1: Analyze the creation and challenges of the League of Nations and the imperial mandate system post-WWI.

102. CO2: Understand the rise and characteristics of totalitarian regimes in Germany, Italy, and Japan.

103. CO3: Evaluate major anti-imperialist movements in Asia and the Middle East and their global implications.

104. CO4: Examine the economic crisis of capitalism through the Great Depression, the New Deal, and the Bretton Woods system.

105. CO5: Assess the causes, consequences, and aftermath of the Second World War including the formation of the UNO and the Cold War.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO3	Examines early 20th century international relations and institutions like the League of Nations and mandate system.
CO2	PSO1, PSO4	PO1, PO4	Explores authoritarian ideologies and their social-political impact in interwar Europe and Asia.
CO3	PSO2, PSO4	PO2, PO3	Highlights global anti-colonial struggles and ideological responses in non-Western regions.
CO4	PSO3, PSO5	PO3, PO5	Investigates economic collapse, recovery models, and the establishment of

			global financial institutions.
CO5	PSO1, PSO5	PO4, PO5	Interprets WWII developments, post-war diplomacy, and origins of the Cold War.

### Evaluation Structure and Assessment Pattern

In accordance with the FYUGP system introduced in 2023, HIS/MJ-501 is a 4-credit core paper offered in the 5th semester. Internal assessment is worth 30 marks and includes class tests, assignments, and presentations. The university examination carries 70 marks and is structured around five descriptive questions based on each unit. The evaluation system emphasizes conceptual clarity, analytical thinking, and global-historical awareness.

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (June 2024-Dec, 2024)  
Course Name: History of Modern World: 1919-1945  
Subject Code: HIS/MJ-501  
Semester: 5<sup>th</sup> Semester  
Name of Teacher: Basant Gini

Unit	Chapter	Contents / Topics	No. of Class Requested (Duration)
1	A new world order.	① Breakdown of the League of Nations ② Organizational Administrative Functions ③ The San Remo Conference ④ League of Nations System ⑤ League and France.	① Introductory Class ② Detailed Class ③ Total → 8-10
2	Rise of Nationalism	① Nationalism in Germany ② Nationalism in Italy ③ Nationalism in Japan	① Introductory Class ② Detailed Class ③ Total → 8-10
3	Anti-Imperial Movement between the Great Wars	① Arab Awakening ② Nationalist Movement in China ③ Anti-Imperial Movement in India ④ The Great Depression ⑤ R.D. Deneau and Policy of New Deal ⑥ League of Nations System, IMF and the World Bank	① Introductory Class ② Detailed Class ③ Total → 8-10
4	Crises on Capitalism	① The Great Depression ② R.D. Deneau and Policy of New Deal ③ League of Nations System, IMF and the World Bank	① Introductory Class ② Detailed Class ③ Total → 8-10
5	The Second World War	① Causes leading to the Second World War ② Formation of UNO and its Organization ③ The Cold War	① Introductory Class ② Detailed Class ③ Total → 8-10

FORMAT-2  
Lesson Plan  
Teacher: Basant Gini  
Semester: 5<sup>th</sup> Semester  
Subject: HIS/MJ-501  
Page: History of Modern World: 1919-1945

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 1: - A New World Order 1) Formation of the League of Nations: Organizational Administrative Functions & Failure. 2) The San Remo Conference: Mandate System - Britain and France.	Students are expected to learn that the League of Nations was a failure to give an idea of League of Nations world system influenced by imperialism. It is a failure to give an idea of League of Nations world system influenced by imperialism. It is a failure to give an idea of League of Nations world system influenced by imperialism.	① Primarily based on R.D. Deneau's "A Study of the League of Nations" ② A Study of League of Nations And the World (1919-1945) by R.D. Deneau ③ Discussion within class, Lecture.	① To read a Comprehensive idea on League of Nations (1919-1945) by R.D. Deneau ② A Study of League of Nations And the World (1919-1945) by R.D. Deneau ③ A Study of League of Nations And the World (1919-1945) by R.D. Deneau	Each lesson includes only 1 assignment. Google Survey (Creating Google form and collecting data according to the kind of student) and its presentation will be assigned to the students of Unit 1 on assigned date.	6 Lectures for Unit 1 including introductory or discussion classes. (10/12/24 to 15/12/24) Tentative.

FORMAT-3  
Lesson Plan  
Teacher: Basant Gini  
Semester: 5<sup>th</sup> Semester  
Subject: HIS/MJ-501  
Page: History of Modern World: 1919-1945

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 2: - Rise of Nationalism ① Nationalism in Germany ② Nationalism in Italy ③ Nationalism in Japan	A Unit 2 focused on the description of changes/transformations especially after the Great War. Second unit emphasizes on ideas that shaped the world during this period. Students are expected to understand under what circumstances such ideas (Nationalism, Imperialism) can gain momentum in world.	Lectures, Documentary design on various ideologies, Discussion and feedback.	① A Study of Modern Europe And the World (1919-1945) by R.D. Deneau ② R.D. Deneau, "The League of Nations"	Assignment will be assigned to all the students after the completion of Unit 2. Google Survey will be made according to the kind of student and its presentation will be assigned to the students of Unit 2 on assigned date.	6 Lectures for Unit 2 including introductory or discussion classes. (17/12/24 to 23/12/24) Tentative.

FORMAT-2  
Lesson Plan  
Teacher: Basant Gini  
Semester: 5<sup>th</sup> Semester  
Subject: HIS/MJ-501  
Page: History of Modern World: 1919-1945

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 3: - Anti-Imperial Movement between the Great Wars. ① Arab Awakening ② Nationalist Movement in China: Role of Dr. Sun Yat Sen ③ Anti-Imperial Movement in India	Students are expected to learn that the League of Nations was a failure to give an idea of League of Nations world system influenced by imperialism. It is a failure to give an idea of League of Nations world system influenced by imperialism.	Lectures, Discussion within class.	① A Study of Modern Europe And the World (1919-1945) by R.D. Deneau ② Imagined Communities by Benedict Anderson ③ R.D. Deneau, "The League of Nations"	① After the completion of Unit 3 → Assignment ② After completion of Unit 3 → Google Survey and presentation will be assigned to the students of Unit 3 on assigned date. ③ Expected Outcome is the understanding of Capitalism.	6 Lectures for Unit 3 including introductory or discussion classes. (26/12/24 to 31/12/24) Tentative.

FORMAT-2  
Lesson Plan  
Teacher: Basant Gini  
Semester: 5<sup>th</sup> Semester  
Subject: HIS/MJ-501  
Page: History of Modern World: 1919-1945

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 4: - Crisis on Capitalism ① The Great Depression ② R.D. Deneau and Policy of New Deal ③ League of Nations System, IMF and the World Bank	Students are expected to learn that the League of Nations was a failure to give an idea of League of Nations world system influenced by imperialism. It is a failure to give an idea of League of Nations world system influenced by imperialism.	Lectures, Discussion and feedback to the students on entire syllabus of Unit 4.	① A Study of Modern Europe And the World (1919-1945) by R.D. Deneau ② R.D. Deneau, "The League of Nations"	① Assignment will be assigned to each student after the completion of Unit 4. Google Survey will be made according to the kind of student and its presentation will be assigned to the students of Unit 4 on assigned date.	6-7 Lectures including introductory or discussion classes. (19/12/24 to 25/12/24) Tentative.

FORMAT-2  
Lesson Plan  
Teacher: Basant Gini  
Semester: 5<sup>th</sup> Semester  
Subject: HIS/MJ-501  
Page: History of Modern World: 1919-1945

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 5: - The Second World War: ① Causes leading to the Second World War ② Formation of UNO and its Organization ③ The Cold War	Students are expected to learn that the League of Nations was a failure to give an idea of League of Nations world system influenced by imperialism. It is a failure to give an idea of League of Nations world system influenced by imperialism.	Lectures, Discussion on the League of Nations, Presentation made by groups made among students. Brainstorming sessions on the topics from the entire syllabus.	① A Study of Modern Europe And the World (1919-1945) by R.D. Deneau ② A Study of Modern Europe And the World (1919-1945) by R.D. Deneau ③ R.D. Deneau, "The League of Nations"	① Assignment will be assigned to each student after the completion of Unit 5. Google Survey will be made according to the kind of student and its presentation will be assigned to the students of Unit 5 on assigned date.	6-7 Lectures including introductory or discussion classes. (06/01/25 to 12/01/25) Tentative.

## **Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) From June 2024 - May 2025**

**Paper Title: History of India (From Earliest Times to Gupta Period)**

**Paper Code: HIS/MJ-101 | FYUGP Core Course – 1st Semester | Academic Year: June 2023 - Nov 2023**

### **Programme Outcomes (POs)**

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Programme Specific Outcomes (PSOs)**

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

CO1: Understand the major historiographical trends and archaeological sources of ancient Indian history up to 300 CE.



CO2: Analyze the development, features, and debates surrounding the Harappan and Vedic civilizations.

CO3: Examine socio-political and religious transformations during the Mahajanapadas, Buddhism, Jainism, and Mauryan Empire.

CO4: Evaluate post-Mauryan polity and society including Indo-Greeks, Kushanas, and Satavahanas; assess Sangam culture.

CO5: Explore Gupta polity, economy, society, and cultural achievements as a culmination of ancient Indian civilization.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO4	Explains historical methods and prehistoric developments forming the foundation of Indian history.
CO2	PSO1, PSO3	PO1, PO2	Introduces key debates in early civilizations and comparative cultural developments.
CO3	PSO1, PSO3	PO2, PO3	Connects political shifts with religious movements and institutional transformations.
CO4	PSO3, PSO4	PO3, PO5	Highlights post-Mauryan regional diversity and contributions to art and society.
CO5	PSO1, PSO5	PO4, PO5	Identifies the Gupta period's legacy in classical Indian history and knowledge systems.

#### Evaluation Structure and Assessment Pattern

Under the FYUGP system implemented from 2023, HIS/MJ-101 is a 4-credit core paper. Internal assessment is worth 30 marks and consists of assignment(s), presentations, and class tests. The university examination carries 70 marks and includes five descriptive questions covering all five units equally. The evaluation emphasizes historical analysis, factual accuracy, and conceptual clarity.

#### Lesson Plan (FYUGP)



FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: C1 → HIS/MJ-101 → History of India.  
Subject Code: C1: HIS/MJ-101  
Semester: 1<sup>st</sup> Semester  
Name of Teacher: R. Srinivas / G. Sri

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1	① Sources and historiography of ancient India ② Period of Pre-historic India: Palaeolithic, Mesolithic, Neolithic and Chalcolithic cultures	① Introductory Class → 5 ② Detailed Class → 6
2	2	① Origin, growth and decline of Harappan Civilization ② Decline and Post-Harappan period	① Introductory Class → 5 ② Detailed Class → 6
3	3	① Origin, growth and decline of Vedic Civilization ② Decline and Post-Vedic period	① Introductory Class → 5 ② Detailed Class → 6
4	4	① Origin, growth and decline of Mauryan Empire ② Decline and Post-Mauryan period	① Introductory Class → 5 ② Detailed Class → 6
5	5	① Origin, growth and decline of Gupta Empire ② Decline and Post-Gupta period	① Introductory Class → 5 ② Detailed Class → 6
6	6	① Origin, growth and decline of Medieval India ② Decline and Post-Medieval period	① Introductory Class → 5 ② Detailed Class → 6
7	7	① Origin, growth and decline of Modern India ② Decline and Post-Modern period	① Introductory Class → 5 ② Detailed Class → 6

Signature: \_\_\_\_\_

FORMAT-2  
Lesson Plan  
Teacher: R. Srinivas / G. Sri  
Semester: 1<sup>st</sup> Semester  
Page: C1: HIS/MJ-101 → History of India (From Earliest Times to Gupta Period)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 1: Sources, Historiography and Pre-historic India ① Sources and historiography of ancient India ② Period of Pre-historic India: Palaeolithic, Mesolithic, Neolithic and Chalcolithic cultures	After this lesson, the student should be able to identify the sources of ancient Indian history and the period of Pre-historic India.	Maple Book, Lecture, Interactive session among students.	① R.S. Sharma's 'Indic Archaeology' and second year NCERT books. ② Digital resources: 'Indus Valley Civilization' by Dr. B.P. Chakrabarti.	Unit 1 and 2. Research to be submitted after the completion of Unit 2.	6 Lectures excluding discussion classes (10/10/24 to 6/12/24) Tentative

Signature: \_\_\_\_\_

FORMAT-2  
Lesson Plan  
Teacher: R. Srinivas / G. Sri  
Semester: 1<sup>st</sup> Semester  
Page: C1: HIS/MJ-101 → History of India (From Gupta Period to Modern India)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 2: Gupta Civilization ① Origin, growth and decline of Gupta Civilization ② Decline and Post-Gupta period	After this lesson, the student should be able to identify the sources of Gupta Civilization and the period of Gupta Civilization.	Maple Book, Lecture, Interactive session among students.	① R.S. Sharma's 'Indic Archaeology' and second year NCERT books. ② Digital resources: 'Gupta Civilization' by Dr. B.P. Chakrabarti.	Unit 2 and 3. Research to be submitted after the completion of Unit 3.	6 Lectures excluding discussion classes (7/12/24 to 25/12/24) Tentative

Signature: \_\_\_\_\_

FORMAT-2  
Lesson Plan  
Teacher: R. Srinivas / G. Sri  
Semester: 1<sup>st</sup> Semester  
Page: C1: HIS/MJ-101 → History of India (From Modern India to Gupta Period)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 3: Modern India ① Origin, growth and decline of Modern India ② Decline and Post-Modern period	After this lesson, the student should be able to identify the sources of Modern India and the period of Modern India.	Maple Book, Lecture, Interactive session among students.	① R.S. Sharma's 'Indic Archaeology' and second year NCERT books. ② Digital resources: 'Modern India' by Dr. B.P. Chakrabarti.	Unit 3 and 4. Research to be submitted after the completion of Unit 4.	6 Lectures excluding discussion classes (26/12/24 to 18/1/25) Tentative

Signature: \_\_\_\_\_

FORMAT-2  
Lesson Plan  
Teacher: R. Srinivas / G. Sri  
Semester: 1<sup>st</sup> Semester  
Page: C1: HIS/MJ-101 → History of India (From Gupta Period to Modern India)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 4: Gupta Civilization ① Origin, growth and decline of Gupta Civilization ② Decline and Post-Gupta period	After this lesson, the student should be able to identify the sources of Gupta Civilization and the period of Gupta Civilization.	Maple Book, Lecture, Interactive session among students.	① R.S. Sharma's 'Indic Archaeology' and second year NCERT books. ② Digital resources: 'Gupta Civilization' by Dr. B.P. Chakrabarti.	Unit 4 and 5. Research to be submitted after the completion of Unit 5.	6 Lectures excluding discussion classes (19/1/25 to 15/10/25) Tentative

Signature: \_\_\_\_\_

FORMAT-2  
Lesson Plan  
Teacher: R. Srinivas / G. Sri  
Semester: 1<sup>st</sup> Semester  
Page: C1: HIS/MJ-101 → History of India (From Gupta Period to Modern India)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 5: Gupta Civilization ① Origin, growth and decline of Gupta Civilization ② Decline and Post-Gupta period	After this lesson, the student should be able to identify the sources of Gupta Civilization and the period of Gupta Civilization.	Maple Book, Lecture, Interactive session among students.	① R.S. Sharma's 'Indic Archaeology' and second year NCERT books. ② Digital resources: 'Gupta Civilization' by Dr. B.P. Chakrabarti.	Unit 5 and 6. Research to be submitted after the completion of Unit 6.	6 Lectures excluding discussion classes (16/10/24 to 6/11/24) Tentative

Signature: \_\_\_\_\_

Course Code: HIS/MJ-301 (Major&Minor)

Course Name: History of India (1206-1526)

Semester: BA 3rd Semester (FYUGP)

### **Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

**Unit I:** Interpreting the Delhi Sultanate

Sources

a) Persian tarikh tradition

b) Vernacular histories

c) Epigraphy

**CO1: Identify and analyze the major political developments in the History of India from 1206-**

**1526, including the foundation, expansion, and consolidation of the Delhi Sultanate and the emergence of provincial dynasties.**

**UnitII : Sultanate Political Structures**

- a) Foundation, expansion and consolidation: The Khaljis and the Tughlaqs
- b) Mongol threat and Timur's invasion
- c) The Lodis and their downfall

**CO2: Outline the changes and continuities in the field of society and economy during the Delhi Sultanate period, including the impact of iqta and revenue-free grants, agricultural production, technology, and changes in rural society.**

**UnitIII : Emergence of Provincial Dynasties**

- a) Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- b) Consolidation of regional identities
- c) Regional art, architecture and literature

**CO3: Delineate the development of trade and urban complexes during this period, including the role of monetization, market regulations, and the growth of urban centers.**

**UnitIV : Society and Economy**

- a) Iqta and the revenue-free grants
- b) Agricultural production; technology; Changes in rural society; revenue systems
- c) Monetization; market regulations; growth of urban centers; trade and commerce

**CO4: Acquire knowledge on the Bhakti and Sufi movements, including their origins, teachings, and impact on Indian society.**

**UnitV : Religion**

- a) Bhakti and Sufi Movements: Origins, Teachings, and Impact.
- b) Women Bhaktas
- c) Sikhism and the Sant tradition

**CO5: Analyze the significance of regional art, architecture, and literature during the Delhi Sultanate period and the emergence of provincial dynasties.**

**Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of political developments and regional identities crucial to understanding the Delhi Sultanate period.
CO2	PSO1, PSO4	PO2, PO3	Explores changes and continuities in society and economy during the Delhi Sultanate period, including the impact of iqta and revenue-free grants.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the development of trade and urban complexes during this period, including the role of monetization and market regulations.
CO4	PSO2, PSO4	PO2, PO3	Explains the origins, teachings, and impact of Bhakti and Sufi movements on Indian society.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects regional art, architecture, and literature with the broader cultural and historical context of the Delhi Sultanate period.

## Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)  
Course Name: History of India (1500-1524)  
Subject Code: C-5: HIS/MS-301  
Semester: 5<sup>th</sup> Semester  
Name of Teacher: Chingthanglo T. Jami

Unit	Chapter	Contents / Topics	No. of Class (Duration)
I		1) Persian Saikh Tradition 2) Vernacular Histories 3) Epigraphy	15
II		1) Foundation, expansion & consolidation of the Tughlugs 2) Mongol rule & Timur's invasion 3) The Lodis and their downfall	15
III		1) Bahmanis, Vijayanagar, Gujarat Sultan, Jaunpur & Bengal 2) Consolidation of regional identities 3) Regional art, architecture & literature	16
IV		1) Arts and literature - two parallel independent production 2) Changes in social societies, human system 3) Regional art, architecture, literature and culture (India, Trade & Commerce)	16
V		1) Bhakti & Sufi movements, origins, teachings and impact 2) Bhakti & Sufi 3) Bhakti and the Sant tradition	16

Signature: \_\_\_\_\_

FORMAT-2 Lesson Plan  
Teacher: Chingthanglo T. Jami  
Semester: 5<sup>th</sup> Semester  
Page: C-5: HIS/MS-301

Unit / Topic	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
UNIT - I	1) Persian Saikh Tradition 2) Vernacular Histories 3) Epigraphy	It helps the students to understand the period when new languages were introduced with a significant growth in the sphere of language and literature.	1) Verbal communication 2) Supplementary Readings 3) Lecture-based Teaching	1) Textbooks & Handbooks 2) Teachers Guide	Presentations	13 classes (3 <sup>rd</sup> June - 6 <sup>th</sup> July)

FORMAT-2 Lesson Plan  
Teacher: Chingthanglo T. Jami  
Semester: 5<sup>th</sup> Semester  
Page: C-5: HIS/MS-301

Unit / Topic	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
UNIT - II	1) Foundation, expansion & consolidation of the Tughlugs 2) Mongol rule & Timur's invasion 3) The Lodis and their downfall	It helps students to understand to identify the major political developments in the history of India from 1206-1526	1) Lecture-based Teaching 2) oral discussions 3) questions and answer sessions	1) Textbooks 2) Multimedia & Digital resources 3) Teachers Guide	1) Tests 2) Presentations	15 classes (8 <sup>th</sup> July - 3 <sup>rd</sup> Aug)

FORMAT-2 Lesson Plan  
Teacher: Chingthanglo T. Jami  
Semester: 5<sup>th</sup> Semester  
Page: C-5: HIS/MS-301

Unit / Topic	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
UNIT - III	1) Bahmanis, Vijayanagar, Gujarat, Rana, Jaunpur and Bengal 2) Consolidation of regional identities 3) Regional art, architecture & literature	Students will learn the establishment of the Bahmani Kingdom, an understanding into the political situation in Deccan It also helps to understand about the paintings and literature of that period.	1) Lecture-based Teaching 2) Regularly assessing student progress during instruction. 3) class discussion	1) Supplementary Readings 2) Teachers Guide	1) Essays 2) written work	16 classes (15 <sup>th</sup> Aug - 31 <sup>st</sup> Aug)

FORMAT-2 Lesson Plan  
Teacher: Chingthanglo T. Jami  
Semester: 5<sup>th</sup> Semester  
Page: C-5: HIS/MS-301

Unit / Topic	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
UNIT - IV	1) Arts and the revenue - fragments 2) Agricultural production; technology, changes in social societies, human system 3) Revolutionary market regulations, growth and urban centres; Trade & Commerce.	It helps to understand the land revenue system during regional period It also helps to understand a glimpse of market regulations and Trade & Commerce.	1) Lecture-based Teaching 2) oral discussion 3) visual learning	1) Textbooks 2) Supplementary materials 3) Teachers Guide	1) Peer collaboration 2) Presentations	16 classes (2 <sup>nd</sup> Sept - 23 <sup>rd</sup> Sept)

FORMAT-2 Lesson Plan  
Teacher: Chingthanglo T. Jami  
Semester: 5<sup>th</sup> Semester  
Page: C-5: HIS/MS-301

Unit / Topic	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
UNIT - V	1) Bhakti & Sufi movements, origins, teachings and impact 2) Bhakti & Sufi 3) Bhakti and the Sant tradition	Students will witness the origins and teachings of Bhakti and the Sufi traditions.	1) Utilizing digital platforms and resources for instruction 2) Lecture-based Teaching	1) Textbooks 2) Multimedia and Digital Resources	1) written work 2) tests	16 classes (24 <sup>th</sup> Sept - 25 <sup>th</sup> Sept)

#### PO - PSO - CO Mapping Matrix

Paper Title: Understanding Heritage (2024 June- Nov 2024)

Paper Code: HIS/MD-304

Semester: 3rd Semester

Type: Skill Enhancement Course

Offered by: Department of History

#### Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

CO Code

Course Outcome Statement

CO1

Define key terms such as antiquity, archaeological site, and distinguish between tangible and intangible heritage.

CO2

Understand the development of heritage legislation and the role of government institutions and global conventions.

CO3

Evaluate challenges in heritage conservation including smuggling, development pressures, and repatriation.

CO4

Analyze how cultural heritage and landscape influence travel, tourism, and identity construction.

### PO - PSO - CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO2	Introduces key heritage concepts and classification using foundational historical and archaeological knowledge.
CO2	PSO2, PSO3	PO3, PO4	Connects legal and institutional heritage frameworks to contemporary governance and civic responsibility.
CO3	PSO3, PSO5	PO1, PO4, PO5	Discusses real-world threats to heritagewith ethical, analytical, and preservation-oriented perspectives.
CO4	PSO4, PSO5	PO2, PO3	Encourages critical engagement with how heritage is represented and consumed through tourism and culture.

### Lesson Plan (FYUGP)

FORMAT-1  
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)  
Course Name: Understanding Heritage  
Subject Code: HIS/MD-304  
Semester: 3<sup>rd</sup> Semester  
Name of Teacher: Ranjit Gini

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
Unit 1 Defining Heritage		1) Meaning of Heritage and Understanding its 2) Tangible Heritage and Intangible Heritage 3) Built Heritage	1) Introduction Class → 8 2) Detailed Topic Class → 6 Total → 14
Unit 2 Evolution of Heritage Legislation and the National Monuments Act		1) Conservation and Arts - International and National 2) Heritage - National government character, Monuments and National Monuments	1) Introduction Class → 8 2) Detailed Topic Class → 6 Total → 14
Unit 3 Challenges facing Heritage and Intangible Heritage		1) Conservation Initiatives 2) Heritage Smuggling and Destruction	1) Introduction Class → 8 2) Detailed Topic Class → 6 Total → 14
Unit 4 Heritage and Tourism		1) Meaning of Heritage Sites 2) Relationship between Cultural Heritage, Landscape and Travel Trade	1) Introduction Class → 8 2) Detailed Topic Class → 6 Total → 14

Signature: Ranjit Gini

FORMAT-2 Lesson Plan  
Teacher: Ranjit Gini  
Semester: 3<sup>rd</sup> Sem. HIS/MD-304  
Page: Understanding Heritage

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 1: Defining Heritage 1) Meaning of Heritage and Understanding its 2) Tangible Heritage and Intangible Heritage 3) Built Heritage	After Syllabus is framed on providing knowledge of Heritage and its importance to India's development. Come also places in connectivity of Heritage with sustainable development. Hence, not just a given idea of heritage but each student has to think the nation.	Mainly lectures, Class discussion, fresh and introduction of different cultural aspects around the world globally.	1) David Lowenthal, 'Dismantled By the Past: The Heritage Crusade and the Spoils of History'	Assignment will be assigned after the completion of each unit. 2) Presentation will be assigned to the class on the basis of each lecture discussion (Presentation will start after 10/1/24 to 12/1/24)	6 Lectures excluding discussion classes and tests (10/1/24 to 6/7/24)

Signature: Ranjit Gini

FORMAT-2 Lesson Plan  
Teacher: Ranjit Gini  
Semester: 3<sup>rd</sup> Sem. HIS/MD-304  
Page: Understanding Heritage

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Unit 2: Evolution of Heritage Legislation and the National Monuments Act 1) Conservation and Arts - International and National 2) Heritage - National government character, Monuments and National Monuments	It is expected from students to understand the time and origin for the evolution of any specific Conservation or Arts. 3) Understanding the evolution of conservation laws and regulations within the country-level governance.	Lectures on the introduction of heritage governing bodies, Class discussion.	1) David Lowenthal, 'Dismantled By the Past: The Heritage Crusade and the Spoils of History' 2) S.S. Biswas, 'Protecting the Cultural Heritage: National Legislation and International Conventions'	Assignment will be assigned to each student emphasizing the importance of conservation in the governance of Heritage.	6-7 Lectures excluding discussion classes (7/7/24 to 25/8/24) Tentative

Signature: Ranjit Gini



FORMAT-2 Lesson Plan		FORMAT-2 Lesson Plan	
Teacher: <u>Baraj Gini</u> Semester: <u>5th Sem, HIS/MJ-304</u> Paper: <u>Understanding Heritage</u>		Teacher: <u>Baraj Gini</u> Semester: <u>5th Sem, HIS/MJ-304</u> Paper: <u>Understanding Heritage</u>	
Lesson Topic	Unit 6: Challenge facing tangible and intangible heritage. ⑥ Conservation Initiatives, Development. ⑦ Authenticity, Authenticity and Restoration.	Lesson Topic	Unit IV: Heritage and Travel. ④ Viewing Heritage for the Relationship between Cultural Heritage, Landscape and Travel Trends.
Desired Outcome	Students are expected to have the awareness among the people to protect the heritage is shown by various measures such as (conservation) and hence, heritage as well as challenge differs from one region to another.	Desired Outcome	Students are expected to have the various aspects of speculation that any heritage can mean different. This includes having idea of the current digital platform which may provide information and help in collecting data, such as, Google Maps.
Teaching / Learning Method	Lecture, Discussion within the class and Text on awareness.	Teaching / Learning Method	Lecture, Discussion within class and Text for feedback to students and teacher.
Materials Needed	① ACP, Clarity and Awareness available on UNESCO, ASI websites. ② Authenticity and Authenticity, 1972.	Materials Needed	① David Lowenthal, <i>Demanded By the Past: The Heritage Crusade and the Spoils of History</i> . ② Survey / Field trip to one of the heritage.
Assignment / Follow Up	Assignment will be assigned to each student on the awareness of Conservation Initiatives and Restoration Policy.	Assignment / Follow Up	Assignment will be assigned to each student on the aspects of field trip and importance of digital platform to protect.
Lesson Duration	6 - Lectures including discussion classes (26/8/24 to 20/9/24) Tentative.	Lesson Duration	7 - 8 Lectures including field trip, a field and discussion classes. (21/8/24 to 21/10/24) Tentative.

**Course Code: C-10: HIS/MJ-502 (Major)**

**Course Name: History of India (C. 1605-1707)**

**Semester: BA 5th Semester (FYUGP)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Program Specific Outcomes (PSOs)

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.



**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

#### **Unit I: Mughal Empire after Akbar**

- a) Consolidation under Jahangir and Shah Jahan
- b) Aurangzeb: Religious and Rajput Policies
- c) The Deccan Campaigns

**CO1: Analyze the consolidation of the Mughal Empire under Jahangir and Shah Jahan, and evaluate Aurangzeb's religious and Rajput policies.**

#### **Unit II: Patterns of Regional Politics**

- a) Rajput political culture and state formation
- b) Deccan kingdoms
- c) Emergence of the Marathas under Shivaji

**CO2: Examine the patterns of regional politics, including Rajput political culture, Deccan kingdoms, and the emergence of the Marathas under Shivaji.**

#### **Unit III: Trade and Commerce**

- a) Crafts and technologies
- b) Monetary system
- c) Markets and urban trade centers

**CO3: Understand the dynamics of trade and commerce during the Mughal period, including crafts, monetary systems, and urban trade centers.**

#### **Unit IV: Society and Cultural Developments**

- a) The nobility
- b) Village communities and Peasantry
- c) Art and Architecture under the Mughals

**CO4: Investigate the societal and cultural developments under the Mughals, focusing on the nobility, village communities, peasantry, and art and architecture.**

**UnitV : Decline of the Mughal Empire**

- a) Agrarian and Jagirdari Crisis
- b) Revolts: Jats and Satnamis
- c) Causes for the decline of Mughal Empire

**CO5: Discuss the decline of the Mughal Empire, including the agrarian and jagirdari crisis, revolts by Jats and Satnamis, and the overall causes for the decline.**

#### Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of Mughal political structures and policies crucial to understanding state formation.
CO2	PSO1, PSO4	PO2, PO3	Explores regional political dynamics and their impact on the Mughal state and society.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of economic systems and their role in shaping Mughal India.
CO4	PSO2, PSO4	PO2, PO3	Explains societal and cultural developments and their interrelations with political structures.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the decline of the Mughal Empire with broader historical trends and contemporary implications.

# Lesson Plan (FYUGP)

**FORMAT-1**

**General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)**

Course Name: History of India (C-10.1) (1805-1709)

Subject Code: C-10.1/H1/H2-502

Semester: 5<sup>th</sup> Semester

Name of Teacher: Chappathangale T. Jini

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		1) Consolidation under Jahangir & Shah Jahan 2) Aurangzeb's religious & political policies 3) The Deccan Campaign	14
II		1) Rajput political culture & state formation 2) Aurangzeb's campaigns 3) Emergence of the Marathas & Shivaji	15
III		1) Arts and technologies 2) Monetary system 3) Markets & urban trade centres	15
IV		1) The nobility 2) Village communities & peasantry 3) Art & architecture under the Mughals	16
V		1) Agrarian and jagirdari crisis 2) Revolts, famines & satraps 3) Causes for the decline of Mughal Empire	15

*Signature*

**FORMAT-2**

**Lesson Plan**

Teacher: Chappathangale T. Jini

Semester: 5<sup>th</sup> Semester

Page: C-10.1/H1/H2-502

Unit - I	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1.1/17-1	1) Consolidation under Jahangir & Shah Jahan 2) Aurangzeb's religious & political policies 3) The Deccan campaigns	It provides the students with a firm basis for the understanding of a rural Mughal world rulers	1) verbal communication 2) Lectures 3) question and answers session	1) Textbooks 2) Digital resources 3) Teachers' Guides	1) Quizzes 2) written work	14 classes (3 <sup>rd</sup> June - 28 <sup>th</sup> June)

**FORMAT-3**

**Lesson Plan**

Teacher: Chappathangale T. Jini

Semester: 5<sup>th</sup> Semester

Page: C-10.1/H1/H2-502

Unit - II	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
2.1/17-11	1) Rajput political culture & state formation 2) Aurangzeb's campaigns 3) Emergence of the Marathas & Shivaji	Students will acquire multifaceted understanding of the factors that shaped state & society in the Mughal period.	1) Multimedia presentation 2) Demonstrations 3) Lectures	1) Textbooks 2) Supplementary materials	1) Presentation 2) written work	16 classes (3 <sup>rd</sup> July - 24 <sup>th</sup> July)

**FORMAT-4**

**Lesson Plan**

Teacher: Chappathangale T. Jini

Semester: 5<sup>th</sup> Semester

Page: C-10.1/H1/H2-502

Unit - III	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
3.1/17-111	1) Crafts and technologies 2) Monetary system 3) Markets & urban trade centres	It provides the students to understand the monetary system and markets policies during Mughal period.	1) Lecture-based teaching 2) Online learning 3) Class discussion	1) Textbooks 2) Digital materials 3) Teachers' guides	1) Quizzes 2) tests 3) worksheets	16 classes (25 <sup>th</sup> Aug - 25 <sup>th</sup> Sept)

**FORMAT-5**

**Lesson Plan**

Teacher: Chappathangale T. Jini

Semester: 5<sup>th</sup> Semester

Page: C-10.1/H1/H2-502

Unit - IV	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
4.1/17-1V	1) Nobility 2) Village communities & peasantry 3) Art & architecture under the Mughals	It helps to understand the basic knowledge of village communities & peasantry in Mughal Empire.	1) Lectures 2) Visual learning 3) question and answers session	1) Textbooks 2) Multimedia & digital resources 3) Teachers' guides	1) Peer collaboration 2) worksheets	16 classes (26 <sup>th</sup> Sept - 22 <sup>nd</sup> Oct)

**FORMAT-6**

**Lesson Plan**

Teacher: Chappathangale T. Jini

Semester: 5<sup>th</sup> Semester

Page: C-10.1/H1/H2-502

Unit - V	Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
5.1/17-V	1) Agrarian and jagirdari crisis 2) Revolts, famines & satraps 3) Causes for the decline of Mughal Empire	It helps students to know about the policies of jagirdari system and its crisis. Students will witness the fall of the Mughal empire.	1) Oral discussion 2) Lectures 3) question and answers session	1) Textbooks 2) Teachers' guides 3) Digital resources	1) Presentation 2) written work	16 classes (23 <sup>rd</sup> Oct - 8 <sup>th</sup> Nov)

**Course Code: C-11: HIS/MJ-503 (Major)**

**Course Name: Historiography**

**Semester: BA 5th Semester (FYUGP)**

**Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

**Unit I : What is History?**

a) Definitions, Nature and Scope

b) History as Science

c) History as Literature

**CO1: Define the basic concepts of history, including its nature and scope.**

**UnitII :** History, Analysis and Interpretation

a) Causation and Objectivity

b) Periodization in history

**CO2: Analyze the role of history as a science and literature.**

**Unit: III** History and the other Social Sciences

a) Archaeology, Anthropology

b) Sociology, Economics

c) Political Science, Geography

**CO3: Understand the principles of historical analysis and interpretation, including causation and objectivity.**

**Unit: IV** Major trends in Historiography

a. Herodotus, Empiricism

b. L.V. Ranke, Historical Materialism

c. A.J. Toynbee, March Bloch

**CO4: Examine the relationship between history and other social sciences, such as archaeology, anthropology, sociology, economics, political science, and geography.**

**Unit: V** Trends in Modern Indian Historiography

a) Imperialist Historiography, Orientalist Historiography

b) Nationalist Historiography, Marxist Historiography

c) Postcolonialism, Subaltern Historiography

**CO5: Identify major trends in historiography, including the contributions of key historians and schools of thought.**

#### **Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge

			of historical concepts and their significance.
CO2	PSO1, PSO4	PO2, PO3	Explores the role of history as a science and literature, and its relationship with other disciplines.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of historical analysis and interpretation, including causation and objectivity.
CO4	PSO2, PSO4	PO2, PO3	Examines the relationship between history and other social sciences.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects major trends in historiography with contemporary historical debates and issues.

## Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Historiography  
Subject Code: C-11: H3/H2 - 5e3  
Semester: 5<sup>th</sup> Semester  
Name of Teacher: Chandrasekhar T. Jami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		a) Definitions, Nature & Scope b) History as Science c) History as Literature	14
II		a) Causation and objectivity b) Periodization in history	14
III		a) Archaeology, Anthropology b) Sociology, Economics c) Political Science, Geography	16
IV		a) Herodotus, Empiricism b) L.V. Ranke, Historical Materialism c) A.S. Toynbee, March Block	16
V		a) Empiricist historiography, scientific historiography b) Postcolonial historiography, Marxist historiography c) Postmodernist, Subaltern historiography	16

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

FORMAT-2  
Lesson Plan  
Teacher: Chandrasekhar T. Jami  
Semester: 5<sup>th</sup> Semester  
Paper: C-11: H3/H2 - 5e3

Unit - I	a) Definitions, Nature & Scope b) History as Science c) History as Literature
Desired Outcome	It helps to understand the concepts and issues of history, evolution of historiography and Renaissance to Enlightenment historiography.
Teaching / Learning Method	a) Online learning b) Student - centered learning c) Lecture - based teaching
Materials Needed	a) Textbooks b) Supplementary Materials
Assignment / Follow Up	a) class instructions b) Feedback c) worksheets
Lesson Duration	14 classes (3 <sup>rd</sup> June - 1 <sup>st</sup> July)

FORMAT-2  
Lesson Plan  
Teacher: Chandrasekhar T. Jami  
Semester: 5<sup>th</sup> Semester  
Paper: C-11: H3/H2 - 5e3

Unit - II	a) Causation and objectivity b) Periodization in history
Desired Outcome	It helps students to know about chronological in approach, as part events, developments etc. all that is presented as unnumbered of the past specially in written form.
Teaching / Learning Method	a) Lecture - based teaching b) Group discussion c) Problem - solving activities
Materials Needed	a) Textbooks & workbooks b) Multimedia Presentations c) Teachers Guides
Assignment / Follow Up	a) worksheets b) Presentations
Lesson Duration	14 classes (5 <sup>th</sup> July - 2 <sup>nd</sup> Aug)

FORMAT-2  
Lesson Plan  
Teacher: Chandrasekhar T. Jami  
Semester: 5<sup>th</sup> Semester  
Paper: C-11: H3/H2 - 5e3

Unit - III	a) Archaeology, Anthropology b) Sociology, Economics c) Political Science, Geography
Desired Outcome	It helps students to know about the ancient monuments, epigraphy, numismatics etc. It also helps to know the social, political, cultural & economic history of ancient India.
Teaching / Learning Method	a) Lectures b) Debates c) Group discussion
Materials Needed	a) Textbooks b) Digital materials c) Teachers Guides
Assignment / Follow Up	a) Supplementary Readings b) Presentations c) Quizzes
Lesson Duration	16 classes (2 <sup>nd</sup> Aug - 24 Sept)

FORMAT-2  
Lesson Plan  
Teacher: Chandrasekhar T. Jami  
Semester: 5<sup>th</sup> Semester  
Paper: C-11: H3/H2 - 5e3

Unit - IV	a) Herodotus, Empiricism b) L.V. Ranke's Historical Materialism c) A.S. Toynbee, March Block
Desired Outcome	It helps to understand the life story of a famous historian in ancient Greece and a critical founder of western history.
Teaching / Learning Method	a) Lectures b) Question and answer sessions c) Encourage student participation & engagement
Materials Needed	a) Textbooks b) Teachers Guides c) Supplementary Materials
Assignment / Follow Up	a) Written assignments b) oral discussions c) Presentations
Lesson Duration	16 classes (25 Sept - 1 <sup>st</sup> Oct)

FORMAT-2  
Lesson Plan  
Teacher: Chandrasekhar T. Jami  
Semester: 5<sup>th</sup> Semester  
Paper: C-11: H3/H2 - 5e3

Unit - V	a) Empiricist historiography, scientific historiography b) Postcolonial historiography, Marxist historiography c) Postmodernist, Subaltern historiography
Desired Outcome	It helps to understand the historiography of an ancient historian.
Teaching / Learning Method	a) Online learning b) Empowering students to take ownership of their learning process. c) Lecture - based teaching
Materials Needed	a) Textbooks b) Multimedia & Digital materials c) Teachers Guides
Assignment / Follow Up	a) written assignments b) oral discussions c) presentations
Lesson Duration	16 classes (1 <sup>st</sup> Oct - 9 <sup>th</sup> Nov)

## **Program Outcomes (POs), Program Specific Outcomes (PSOs) & Course Outcomes (COS) Dec 2024 - May 2025**

**Course Code: C-2: HIS/MJ-201 (Major & Minor)**

**Course Name: History of India (Post Gupta to 1200 C.E)**

**Semester: BA 2nd Semester (FYUGP)**

### **Program Outcomes (POs)**

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

## **Course Outcomes (COs)**

### **Unit I: Beginnings of Early Medieval India**

- a) Sources: Texts, epigraphic and numismatic data
- b) Huna Invasion and its impact
- c) Feudal formation in India

**CO1: Analyze the transition from ancient to early medieval India, focusing on the Huna invasion and feudal formation.**

### **Unit II : Political Structures**

- a) Harsha
- b) Tripartite Struggle and the Rise of the Rajputs
- c) Chola administration

**CO2: Examine the political structures of the time, including Harsha's reign, the Tripartite Struggle, and the Chola administration.**

### **Unit III: Society and Economy**

- a) Proliferation of castes
- b) Inter-regional trade; Maritime trade
- c) Merchant guilds of South India

**CO3: Discuss the social and economic developments, including caste proliferation, inter-regional trade, and merchant guilds in South India.**

### **Unit IV: Emergence of New Powers**

- a) Arab conquest of Sindh
- b) Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

**CO4: Evaluate the emergence of new powers, such as the Arab conquest of Sindh and Turkish invasions.**

### **Unit V: Religious and Cultural Developments**

- a) Puranic traditions, Tantrism
- b) Islamic intellectual traditions: Al-Biruni
- c) Art and architecture: Evolution of regional styles



**CO5: Investigate the religious and cultural developments, including Puranic traditions, Tantrism, Islamic intellectual traditions, and regional art and architecture.**

### **Mapping Matrix**

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Develops understanding of early medieval India's transition and feudal formation, crucial for historical analysis.
CO2	PSO1, PSO4	PO2, PO3	Explores complex political structures, enhancing understanding of governance and power dynamics.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of social and economic changes, relevant to contemporary societal issues.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the emergence of new powers and their impact on Indian history, promoting critical thinking.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects religious and cultural developments with broader historical themes, encouraging lifelong learning.

### **Lesson Plan (FYUGP)**

FORMAT-1 General Lesson Plan for the Academic Session ( )			
MOUNT MARY COLLEGE			
Course Name: History of India (part 1) (HIS/MJ-202)			
Subject Code: HIS/MJ-202			
Semester: I-B 2nd			
Name of Teacher: Chandrahanga T. Jansi			
Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		1) Sources: Texts, Epigraphy & numismatic data 2) Huna invasion & impact 3) Fudral formation in India	16
II		1) Harsha 2) Tripartite struggle and the rise of the Rajputs 3) Chola administration	16
III		1) Polification of castes 2) Anti-regional trade, merchant guilds 3) Merchant guilds of South India	16
IV		1) Arab conquest of Sindh 2) Turkish invasion: Mahmud of Ghazni, Shahab-ud-din of Ghori	15
V		1) Persian traditions, lanternism 2) Islamic institutional, album 3) Art & architecture, evolution of regional styles	18

FORMAT-2 Lesson Plan	
Teacher: Chandrahanga T. Jansi	
Semester: I-B 2nd	
Page: HIS/MJ-202	
Lesson Topic	1) Sources: Texts, Epigraphy & numismatic data 2) Huna invasion & impact 3) Fudral formation in India
Desired Outcome	1. Students understand the significance of epigraphy in understanding Indian culture. 2. Students comprehend the importance of numismatics in reconstructing historical/economic. 3. Students understand the role of fudralism in Indian society, economy & politics.
Teaching / Learning Method	1. Delivering lectures to provide an overview of the topic. 2. Using textbooks as a primary source of information. 3. Discussion-based learning <b>Practical media resources</b>
Materials Needed	1. Handouts 2. Textbook 3. PDF
Assignment / Follow Up	1. Essay question 2. Group project 3. Individual presentation
Lesson Duration	16 days

FORMAT-2 Lesson Plan	
Teacher: Chandrahanga T. Jansi	
Semester: I-B 2nd	
Page: HIS/MJ-202	
Lesson Topic	1) Harsha 2) Tripartite struggle and the rise of the Rajputs 3) Chola administration
Desired Outcome	1. Students understand the significance of the Harsha dynasty. 2. Students analyze the administrative system of Chola and understand the impact.
Teaching / Learning Method	1. Delivering lectures to provide an overview of the topic. 2. Using textbooks as a primary source of information. 3. Multimedia resources
Materials Needed	1. Handouts 2. Textbooks 3. PDF
Assignment / Follow Up	1. Essay question 2. Group project 3. Individual presentation
Lesson Duration	16 days

FORMAT-2 Lesson Plan	
Teacher: Chandrahanga T. Jansi	
Semester: I-B 2nd	
Page: HIS/MJ-202	
Lesson Topic	1) Polification of castes 2) Anti-regional trade, Merchant trade 3) Merchant guilds of South India
Desired Outcome	1. Students understand the importance of different caste systems present in India. 2. They also understand about the trading system.
Teaching / Learning Method	1. Lectures 2. Using textbooks 3. Discussion-based learning
Materials Needed	1. Textbooks 2. PDF 3. Lecture notes
Assignment / Follow Up	1. Group project 2. Presentation 3. Debates
Lesson Duration	16 days

FORMAT-2 Lesson Plan	
Teacher: Chandrahanga T. Jansi	
Semester: I-B 2nd	
Page: HIS/MJ-202	
Lesson Topic	1) Arab conquest of Sindh 2) Turkish invasion: Mahmud of Ghazni, Shahab-ud-din of Ghori
Desired Outcome	1. Students understand the impact of Arab invasion in India. 2. They also understand how Mahmud of Ghazni invaded India.
Teaching / Learning Method	1. Lecture 2. Textbooks 3. Multimedia resources
Materials Needed	1. Textbooks 2. Videos 3. Online quizzes
Assignment / Follow Up	1. Group project 2. presentation 3. Debates 4. Self-assessment
Lesson Duration	15 days

FORMAT-2 Lesson Plan	
Teacher: Chandrahanga T. Jansi	
Semester: I-B 2nd	
Page: HIS/MJ-202	
Lesson Topic	1) Persian traditions, lanternism 2) Islamic institutional, album 3) Art & architecture, evolution of regional styles
Desired Outcome	1. Students understand about different Indian traditions and their impact.
Teaching / Learning Method	1. Textbooks 2. Lectures 3. Multimedia resources
Materials Needed	1. Textbooks 2. PDF 3. Videos
Assignment / Follow Up	1. Self-assessment 2. Debates 3. Class discussion
Lesson Duration	18 days

**Paper Title: Social Formations and Cultural Patterns of the Medieval World**  
**HIS/MJ-202 | 2nd Semester | Academic Year: Dec 2023 - May 2024**  
**Programme Outcomes (POs)**

- PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

CO1: Understand the socio-economic structure and urban life in the Roman Empire during its republican and imperial phases.

CO2: Analyze the cultural and religious foundations of the Roman world and identify causes of its political and economic crises.

CO3: Evaluate medieval European feudal systems, trade patterns, and technological innovations between the 7th and 14th centuries.

CO4: Examine the rise of Christianity and the Catholic Church's institutional development in medieval Europe.

CO5: Investigate the social, political, and religious structures of Islamic societies in Central Islamic lands during the medieval period.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Examines urbanization, economy, and slave society in the Roman world.
CO2	PSO1, PSO2	PO1, PO4	Explores cultural transitions and religious developments in the Roman Empire.
CO3	PSO1, PSO3	PO2, PO3	Analyzes feudal socio-economic formations and market structures in medieval Europe.
CO4	PSO2, PSO4	PO3, PO4	Interprets ecclesiastical institutions and spiritual movements in medieval Christianity.

Explains early Islamic institutions and theological-political systems.

As per the FYUGP structure introduced in 2023, HIS/MJ-202 is a 4-credit core paper offered in the 2nd semester. Internal assessment carries 30 marks and includes components like assignments, presentations, and class tests. The university examination is of 70 marks, comprising five descriptive questions aligned to the five syllabus units. The evaluation emphasizes source-based inquiry, comparative analysis, and clarity of historical interpretation.

FORMAT-2

**Lesson Plan**

General Lesson Plan for the Academic Session (2024-25)

Course Name: Slavery and Cultural Patterns of the Medieval Period

Subject Code: HIS/M3-202-C7

Session: 1<sup>st</sup> Semester

Name of Teacher: Dr. Ravi Singh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1		(A) Slave Society. (B) Agrarian Economy. (C) Trade and Urbanization in the Medieval Period.	8 classes (45 minutes) (19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan)
2		(A) Religion. (B) Culture. (C) Crisis of the Roman Empire.	8 classes (45 minutes) (1 <sup>st</sup> Feb to 15 <sup>th</sup> Feb)
3		(A) Feudalism and its features. (B) Medieval Society, Town and Trade. (C) Technological Developments.	8 classes (45 minutes) (16 <sup>th</sup> Feb to 26 <sup>th</sup> Feb)
4		(A) Expansion of Christianity. (B) Development of the Catholic Church.	5 classes (45 minutes) (27 <sup>th</sup> Feb to 5 <sup>th</sup> March)
5		(A) The Islamic Empires. (B) Religious Developments. (C) Urbanization and Trade.	8 classes (45 minutes) (6 <sup>th</sup> March to 16 <sup>th</sup> March)

*Dr. Ravi Singh*

FORMAT-2

**Lesson Plan**

Teacher: Dr. Ravi Singh

Session: 1<sup>st</sup> Semester

Page: HIS/M3-202-C7, Slavery and Cultural Patterns of the Medieval Period.

Lesson Topic	(A) Slave Society. (B) Agrarian Economy. (C) Trade and Urbanization in the Medieval Period.
Desired Outcome	Students are expected to learn various aspects of economy in ancient times were based on Slave Society.
Teaching / Learning Method	Lecture Method. (A) PPT slides. (B) Blackboard Technique.
Materials Needed	(A) World Civilization - Edward H. Leach. (B) Primary Sources - Sources from Antiquity to Modernity.
Assignment / Follow Up	An assignment will be given to the students based on the topic.
Lesson Duration	8 classes - 19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan

*Dr. Ravi Singh*

FORMAT-2

**Lesson Plan**

Teacher: Dr. Ravi Singh

Session: 1<sup>st</sup> Semester

Page: HIS/M3-202-C7, Slavery and Cultural Patterns of the Medieval Period.

Lesson Topic	(A) Feudalism: Manors and Feudalism. (B) Medieval Society, Town and Trade. (C) Technological Developments.
Desired Outcome	Students are expected to learn the economy and change that took place in Europe from ancient times to the Medieval Period, especially in the context of the rise of Feudalism.
Teaching / Learning Method	Lecture Method. (A) PPT slides. (B) Blackboard Technique.
Materials Needed	(A) World Civilization - Edward H. Leach. (B) Primary Sources - Sources from Antiquity to Modernity.
Assignment / Follow Up	An assignment will be given to the students to understand the changes and make a note out of it.
Lesson Duration	8 classes (16 <sup>th</sup> Feb to 26 <sup>th</sup> Feb)

*Dr. Ravi Singh*

FORMAT-2

**Lesson Plan**

Teacher: Dr. Ravi Singh

Session: 1<sup>st</sup> Semester

Page: HIS/M3-202-C7, Slavery and Cultural Patterns of the Medieval Period.

Lesson Topic	(A) Expansion of Christianity. (B) Development of the Catholic Church.
Desired Outcome	Students are expected to learn the various aspects of Christianity and its role in the development of the Catholic Church in the medieval period.
Teaching / Learning Method	Lecture Method. (A) PPT slides. (B) Blackboard Technique.
Materials Needed	(A) World Civilization - Edward H. Leach. (B) Primary Sources - Sources from Antiquity to Modernity.
Assignment / Follow Up	An assignment will be given to the students.
Lesson Duration	5 classes (27 <sup>th</sup> Feb to 5 <sup>th</sup> March)

*Dr. Ravi Singh*

FORMAT-2

**Lesson Plan**

Teacher: Dr. Ravi Singh

Session: 1<sup>st</sup> Semester

Page: HIS/M3-202-C7, Slavery and Cultural Patterns of the Medieval Period.

Lesson Topic	(A) The Islamic Empires. (B) Religious Developments. (C) Urbanization and Trade.
Desired Outcome	Students are expected to learn the various aspects of Islam and its role in the development of the Islamic world in the medieval period.
Teaching / Learning Method	Lecture Method. (A) PPT slides. (B) Blackboard Technique.
Materials Needed	(A) World Civilization - Edward H. Leach. (B) Primary Sources - Sources from Antiquity to Modernity.
Assignment / Follow Up	An assignment will be given to the students.
Lesson Duration	8 classes - 6 <sup>th</sup> March to 16 <sup>th</sup> March

*Dr. Ravi Singh*

FORMAT-2

**Lesson Plan**

Teacher: Dr. Ravi Singh

Session: 1<sup>st</sup> Semester

Page: HIS/M3-202-C7, Slavery and Cultural Patterns of the Medieval Period.

Lesson Topic	(A) Religion. (B) Culture. (C) Crisis of the Roman Empire.
Desired Outcome	Students are expected to learn the various aspects of Roman Empire and its role in the development of the Western world.
Teaching / Learning Method	Lecture Method. (A) PPT slides. (B) Blackboard Technique.
Materials Needed	(A) World Civilization - Edward H. Leach. (B) Primary Sources - Sources from Antiquity to Modernity.
Assignment / Follow Up	An assignment will be given to the students.
Lesson Duration	1 <sup>st</sup> Feb to 15 <sup>th</sup> Feb (8 lessons)

*Dr. Ravi Singh*

**Paper Title: History of India (C. 1526–1605)**

HIS/MJ-401 | 4th Semester | Academic Year: Dec 2023 - May 2024

**Programme Outcomes (POs)**

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

CO1: Identify and evaluate primary Persian and vernacular literary sources along with modern historical interpretations of early Mughal India.

CO2: Understand the political challenges during the establishment of Mughal rule, including Babur, Humayun, and Sher Shah's contributions.

CO3: Examine Akbar's administrative systems, military campaigns, and his policy of religious inclusivity and integration.

CO4: Analyze Mughal expansion strategies across the Indian subcontinent and their policies toward regional powers and integration.

CO5: Assess the rural economy, land revenue systems, agricultural patterns, and internal and overseas trade under early Mughal rule.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
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CO1	PSO1, PSO2	PO1, PO4	Encourages source-based inquiry and historiographical analysis.
CO2	PSO1, PSO3	PO2, PO4	Introduces foundational developments of Mughal state formation.
CO3	PSO1, PSO4	PO1, PO3	Explains institutional and ideological frameworks under Akbar's rule.
CO4	PSO3, PSO4	PO3, PO5	Interprets expansionist campaigns and integration of diverse communities.
CO5	PSO3, PSO5	PO2, PO5	Evaluates socio-economic foundations of Mughal agrarian economy and trade.

### Evaluation Structure and Assessment Pattern

Under the FYUGP system implemented from 2023, HIS/MJ-401 is a 4-credit core paper offered in the 4th semester. Internal assessment carries 30 marks, based on tests, assignments, and presentations. The university examination is of 70 marks, consisting of five descriptive questions based on each of the five units. Evaluation emphasizes understanding of primary sources, analysis of imperial policies, and comprehension of early Mughal socio economic systems.

## Lesson Plan (FYUGP)

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2024-25)

Course Name: History of India

Subject Code: HIS/MJ-401 - C7

Semester: 4<sup>th</sup> Semester

Name of Teacher: B. S. G. G. G.

Unit	Chapter	Contents / Topics	No. of Class Periods (Duration)
1		(A) Persian Literary Sources (B) Vernacular Literary Traditions (C) Modern Interpretations	8 Classes (As per schedule) 19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan
2		(A) India on the eve of Babur's invasion (B) Babur's Struggle for Empire (C) Babur's Policy of Governance	8 Classes (As per schedule) 1 <sup>st</sup> Feb - 11 <sup>th</sup> Feb
3		(A) Campaigns and Conquests (B) Babur's Administration (C) Babur's Policy of Governance	8 Classes (As per schedule) 15 <sup>th</sup> Feb - 26 <sup>th</sup> Feb
4		(A) Consolidation of Empire and the emergence of a new dynasty (B) Akbar's Policy of Governance (C) Akbar's Policy of Governance	8 Classes (As per schedule) 1 <sup>st</sup> Mar - 7 <sup>th</sup> Mar
5		(A) Akbar's Policy of Governance (B) Akbar's Policy of Governance (C) Akbar's Policy of Governance	8 Classes (As per schedule) 11 <sup>th</sup> Mar - 18 <sup>th</sup> Mar

FORMAT-2

Lesson Plan

Teacher: B. S. G. G. G.

Semester: 4<sup>th</sup> Sem

Page: HIS/MJ-401 - C7 - History of India

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) Persian Literary Sources (B) Vernacular Literary Traditions (C) Modern Interpretations	Students are expected to have a clear understanding of the sources and the different perspectives on the Mughal Empire as presented by the historians. Students should be able to identify the sources and the different perspectives on the Mughal Empire.	* Lecture Method:- (1) Direct Classroom (2) Blended Learning	(A) Sahib Gaddi - History of Mughal India (B) Modern India - A History (C) Modern India - A History	(A) Assignments will be given on the	8 Classes: 19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan

FORMAT-3

Lesson Plan

Teacher: B. S. G. G. G.

Semester: 4<sup>th</sup> Sem

Page: HIS/MJ-401 - C7

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
(A) India on the eve of Babur's invasion (B) Babur's Struggle for Empire (C) Babur's Policy of Governance	Students are expected to have a clear understanding of the sources and the different perspectives on the Mughal Empire as presented by the historians. Students should be able to identify the sources and the different perspectives on the Mughal Empire.	* Lecture Method:- (1) Direct Classroom (2) Blended Learning	(A) Sahib Gaddi - History of Mughal India (B) Modern India - A History (C) Modern India - A History	(A) Assignments will be given on the	8 Classes: 1 <sup>st</sup> Feb - 11 <sup>th</sup> Feb (8 classes/4 weeks)

FORMAT-2 Lesson Plan (5)

Teacher: Basant G.  
 Semester: 4<sup>th</sup> Sem  
 Page: HIS/MJ-402-CF

Lesson Topic	(A) Campaign and Conquests. (B) Extension of administrative institutions. (C) Religious Policy of Akbar.
Desired Outcome	The students are expected to learn the relationship between the Campaigns and conquests of Mughal Empire and administrative changes that took place in order to strengthen the <u>extension of the empire</u> .
Teaching / Learning Method	# Lecture Method (A) Pippal Classroom Technique. (B) Blended Technique.
Materials Needed	(A) History of Mughal India - Chandra (B) J.P. Richards - The Mughal Empire.
Assignment / Follow Up	# Only assignments will be provided to the students for the topic. The Blended Technique thoroughly will be used to get the feedback.
Lesson Duration	8 Class - 16 <sup>th</sup> Feb - 28 <sup>th</sup> Feb.

FORMAT-2 Lesson Plan (6)

Teacher: Basant G.  
 Semester: 4<sup>th</sup> Sem  
 Page: HIS/MJ-402-CF

Lesson Topic	(A) Interpretations of Shikhs and other religious groups in Mughal society. (B) Mughal-Portuguese Contact - Daman (C) Conquest of Bengal.
Desired Outcome	Students are expected to learn that religious policy changes were very much influenced by the ideas of Sultans and Divan-i-Mahli. The idea of religious tolerance was much influenced by the <u>ideas of Akbar</u> .
Teaching / Learning Method	# Lecture Method: (A) Pippal Classroom technique. (B) Blended Technique.
Materials Needed	(A) In his Chandra's History of Mughal India. (B) J.P. Richards - The Mughal Empire.
Assignment / Follow Up	# Assignment and Task will be used to get the feedback on the student's group on the topic and the further planning of the lecture.
Lesson Duration	8 Class (27 <sup>th</sup> Feb - 7 <sup>th</sup> March).

FORMAT-2 Lesson Plan (8)

Teacher: Basant G.  
 Semester: 4<sup>th</sup> Sem  
 Page: HIS/MJ-402-CF

Lesson Topic	(A) Land Revenue System (B) Agriculture Production; with pattern (C) Trade routes and patterns of internal Commerce, Overseas trade.
Desired Outcome	Students are expected to learn the administrative system that was prevailing especially in the context of revenue collection in the empire.
Teaching / Learning Method	# Lecture Method (A) Pippal Classroom (B) Blended Technique.
Materials Needed	(A) History of Mughal India - Chandra (B) J.P. Richards - The Mughal Empire.
Assignment / Follow Up	# Assignment will be provided to the students in connection with the early semester for students to develop the ability to connect.
Lesson Duration	8 Class (8 <sup>th</sup> March - 17 <sup>th</sup> March)

Course Code: C-8 HIS/MJ- 402 (Major)

Course Name: History of Europe: 1789-1919

Semester: BA 4th Semester (FYUGP)

Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

**UnitI :** Rise of new nationalism in Europe

- a) Age of Napoleon and the spread of French influence
- b) Downfall of Napoleon
- c) Congress of Vienna

**CO1: Analyze the impact of the French Revolution and Napoleonic Wars on European politics and society.**

**UnitII :** Rise of new nations

- a) Unification of Germany



b) Unification of Italy

**CO2: Understand the processes of national unification in Germany and Italy during the 19th century.**

**UnitIII : Capitalist Industrialization and Socio Economic Transformation**

a) Process of Capitalist development in Britain, France, and Germany

b) New Social Classes: Bourgeoisie, Proletariat and Peasantry

**CO3: Examine the socio-economic transformations brought about by capitalist industrialization in Europe.**

**Unit IV : Unit V : International Relations: New Era and the Concept of Balance of Power**

a) Germany: Congress of Berlin and the Creation of Alliance

b) Rise of Nationalism in Turkey

c) The Bolshevik Revolution

**CO4: Evaluate the role of ideological shifts, including socialism and nationalism, in shaping modern Europe.**

**Unit: V Road to First World War and New World Order**

a) Circumstances leading to First World War

b) Break-up of European monopoly (intervention of USA & Japan)

c) Peace Conference of Paris & New World Order.

**CO5: Assess the causes and consequences of the First World War and the subsequent reorganization of the international order.**

### Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of revolutionary movements and their impact on European politics and society, crucial for understanding contemporary political structures.
CO2	PSO1, PSO4	PO2, PO3	Explores the unification processes in

			Germany and Italy, highlighting the role of nationalism and political integration in historical developments.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the socio-economic transformations due to industrialization, relevant to the formation of modern European society.
CO4	PSO2, PSO4	PO2, PO3	Explains the ideological shifts, including the rise of socialism and nationalism, and their impact on European history.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the historical events leading to the First World War with post-war challenges and the reorganization of the international order, relevant to contemporary global politics.

## Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session ( )  
Course Name: History of Europe  
Subject Code: HS/145-1402  
Semester: 6th Sem  
Name of Teacher: Chanthung T. Jem

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		A) Age of Napoleon and the spread of French influence B) Campaign of Napoleon C) Congress of Vienna	16
II		A) Unification of Germany B) Unification of Italy	15
III		A) Phases of Capitalist Development in Britain, France and Germany B) New Social Ideas: Socialism, Primitivism and Darwinism	17
IV		A) Germany: Congress of Berlin and the outbreak of Franco-Prussian War B) Rise of Nationalism in Turkey C) The Balkan Revolution	17
V		A) International leading to First World War B) Breakup of German Empire C) Early conference of Paris 1919	17

*[Signature]*  
Signature

FORMAT-2  
Lesson Plan  
Teacher: Chanthung T. Jem  
Semester: 6th Sem  
Topic: HS/145-1402

Lesson Topic	A) Age of Napoleon and the spread of French influence B) Campaign of Napoleon C) Congress of Vienna
Desired Outcome	1. Students understand the significance of the spread of age of Napoleon and his influence. 2. They also understand the various factors responsible for the Campaign of Napoleon
Teaching / Learning Method	1. Textbooks 2. Lecture 3. Multimedia resources
Materials Needed	1. Books 2. Textbooks 3. PPT
Assignment / Follow Up	1. Self-assessment A. Debates 3. Class discussion
Lesson Duration	16 days

FORMAT-3  
Lesson Plan  
Teacher: Chanthung T. Jem  
Semester: 6th Sem  
Topic: HS/145-1402

Lesson Topic	A) unification of Germany B) unification of Italy
Desired Outcome	1. Students understand the influence of the unification of Germany and Italy and its impact in the European countries.
Teaching / Learning Method	1. Lectures 2. Textbooks 3. Discussion-based learning
Materials Needed	1. Handouts 2. Textbooks 3. Multimedia resources
Assignment / Follow Up	1. Essay questions 2. Group project 3. Individual presentation
Lesson Duration	15 days

<p>FORMAT-2 Lesson Plan</p> <p>Teacher: Chanchhugale T. Jyoti</p> <p>Semester: B.A. 4<sup>th</sup></p> <p>Page: HIS/MJ-601-462</p>	<p>Lesson Topic</p> <p>1) Process of capitalist development in Britain, France and Germany. 2) New social class: Bourgeoisie, proletarians and peasantry.</p>	<p>Desired Outcome</p> <p>1) Students understand the process of capitalist development in the European countries and how it affected the common people.</p>	<p>Teaching / Learning Method</p> <p>1. Lectures 2. Textbooks 3. Discussion - based learning</p>	<p>Materials Needed</p> <p>1. Handouts 2. Textbooks 3. Multi media resources</p>	<p>Assignment / Follow Up</p> <p>1. Essay questions 2. Group project 3. Individual presentation</p>	<p>Lesson Duration</p> <p>17 days</p>
<p>FORMAT-2 Lesson Plan</p> <p>Teacher: Chanchhugale T. Jyoti</p> <p>Semester: B.A. 4<sup>th</sup></p> <p>Page: HIS/MJ-601-463</p>	<p>Lesson Topic</p> <p>1) Germany: Congress of Berlin and the creation of alliance 2) Rise of nationalism in Turkey 3) The Balkan Revolution</p>	<p>Desired Outcome</p> <p>1) Students understand how Germany made an alliance with other European powers and what was their benefit. 2) Students analyse the importance of nationalism and Revolution.</p>	<p>Teaching / Learning Method</p> <p>1. Textbook 2. Lectures 3. Multimedia resources</p>	<p>Materials Needed</p> <p>1. PDF 2. Textbooks 3. Videos</p>	<p>Assignment / Follow Up</p> <p>1. Self - assessment 2. Group discussion 3. Debates</p>	<p>Lesson Duration</p> <p>17 days</p>
<p>FORMAT-2 Lesson Plan</p> <p>Teacher: Chanchhugale T. Jyoti</p> <p>Semester: B.A. 4<sup>th</sup></p> <p>Page: HIS/MJ-601-464</p>	<p>Lesson Topic</p> <p>1) Circumstances leading to first world war 2) Break up of European monarchy 3) Race conference of Paris and new world order.</p>	<p>Desired Outcome</p> <p>1) Students get to know the major causes of the first world war. 2) Students also understand the treaty made between the European powers.</p>	<p>Teaching / Learning Method</p> <p>1. Lectures 2. ppt</p>	<p>Materials Needed</p> <p>1. Textbook 2. Lecture notes 3. Multi media resources</p>	<p>Assignment / Follow Up</p> <p>1. Individual presentation 2. Project work 3. Self - assessment</p>	<p>Lesson Duration</p> <p>17 days</p>

**Course Code: C-12: HIS/MJ-601(Major & Minor)**

**Course Name: History of India (1707-1857)**

**Semester: BA 6th Semester (FYUGP)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### Program Specific Outcomes (PSOs)

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

#### **Unit I: Indian States**

- a) Interpreting eighteenth century India
- b) Downfall of Maratha Power
- c) Rise of Bengal, Hyderabad and Mysore in the 18th Century

**CO1: Analyze the political landscape of Indian states in the 18th century, including the downfall of Maratha power and the rise of regional powers like Bengal, Hyderabad, and Mysore.**

#### **Unit II: Expansion of East India Company's Rule**

- a) Advent of Europeans, Anglo-French Rivalries
- b) Battle of Buxar and Plassey; Their impact

**CO2: Understand the expansion of the East India Company's rule, including the impact of key battles such as Plassey and Buxar, and the administrative consolidation under key figures like Robert Clive, Warren Hastings, Wellesley, and Dalhousie.**

#### **Unit III: Territorial Expansion of East India Company**

- a) Consolidation under Robert Clive, Warren Hastings, Wellesley, Dalhousie
- b) Administration of East India Company

**CO3: Examine the economic impact of colonial rule, including land revenue systems, the drain of wealth, deindustrialization, and changes in trade patterns.**

#### **Unit IV: Colonial Economy**

- a) Land revenue systems under the British; Drain of Wealth
- b) Deindustrialization
- c) Trade

**CO4: Evaluate the various forms of resistance to colonial power, including peasant revolts (e.g., Deccan, Indigo), tribal revolts (e.g., Bhil, Kol, Santhal, Gond), and the Revolt of 1857.**

**Unit V: Resistance to Colonial Power**

a) Peasant Revolts in the 19th Century: Deccan, Indigo

b) Tribal Revolts: Bhil, Kol, Santhal, Gond

c) The Revolt of 1857

**CO5: Synthesize the historical developments of the period to understand the early manifestations of anti-colonial and nationalist feelings among Indians.** Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of historical concepts and their significance.
CO2	PSO1, PSO4	PO2, PO3	Explores the role of history as a science and literature, and its relationship with other disciplines.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of historical analysis and interpretation, including causation and objectivity.
CO4	PSO2, PSO4	PO2, PO3	Examines the relationship between history and other social sciences.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects major trends in historiography with contemporary historical debates and issues.

**Lesson Plan (FYUGP)**

FORMAT-1

**MOUNT MARY COLLEGE**  
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: HISTORY of India (1601-1950)  
Subject Code: C-13 HIS/MJ-601  
Semester: BA 6th Semester  
Name of Teacher: Chanthung T. Jami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		1) Introduction to 18th Century India 2) Growth of Maratha power 3) Rise of Bengal, Hyderabad and Mysore in the 18th Century	14
II		1) Advent of European People from India 2) Battle of Plassey and its impact	15
III		1) Consolidation under Robert Clive, Warren Hastings, Dalhousie 2) Administration of EIC	14
IV		1) Land revenue system under the British 2) Deindustrialization 3) Trade	16
V		1) Present Revolt in the 19th Century 2) Tribal Revolt, Rev. Vel, Smitha and 3) Revolt of 1957	16

PHOTO  
Mount Mary College  
Chanthung T. Jami

FORMAT-2 Lesson Plan

Teacher: Chanthung T. Jami  
Semester: BA 6th Semester  
Page: C-13 HIS/MJ-601

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1) Introduction to 18th Century India	Students will understand the transformation of Indian states in the 18th century.	1. Lecture-based Teaching 2. Discussion sessions 3. Group projects	1. Textbooks 2. Online resources	1. Written assignments 2. Group presentations 3. Class tests	14 Days

FORMAT-3 Lesson Plan

Teacher: Chanthung T. Jami  
Semester: BA 6th Semester  
Page: C-13 HIS/MJ-601

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1) Advent of Europeans, Anglo-French Rivalries 2) Battle of Plassey and its impact	Students will understand the expansion of East India Company's rule and the impact of colonialism on Indian society.	1. Lecture-based Teaching 2. Class Discussion 3. Group projects	1. Textbooks 2. Online resources	1. Class tests 2. Presentations 3. Written assignments	15 Days

FORMAT-2 Lesson Plan

Teacher: Chanthung T. Jami  
Semester: BA 6th Semester  
Page: C-13 HIS/MJ-601

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1) Consolidation under Robert Clive, Warren Hastings, Dalhousie 2) Administration of East India Company	Students will understand the expansion of the East India Company under King administration and its impact on Indian society and politics.	1. Lecture-based Teaching 2. Group projects	1. Textbooks 2. Online resources	1. Written assignments 2. Group presentations 3. Class tests	14 Days

FORMAT-2 Lesson Plan

Teacher: Chanthung T. Jami  
Semester: BA 6th Semester  
Page: C-13 HIS/MJ-601

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1) Land revenue system under the British, Origin of wealth 2) Deindustrialization 3) Trade	Students will understand the impact of British rule on the Indian economy, deindustrialization and trade.	1. Lecture-based Teaching 2. Discussion sessions 3. Group projects	1. Textbooks 2. Online resources	1. Written assignments 2. Group presentations 3. Class tests	16 Days

FORMAT-3 Lesson Plan

Teacher: Chanthung T. Jami  
Semester: BA 6th Semester  
Page: C-13 HIS/MJ-601

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
1) Present Revolt in the 19th Century: Rev. Vel, Smitha and 2) Tribal Revolt, Rev. Vel, Smitha and 3) Revolt of 1957	Students will understand the impact of British rule in India and also the movements against British rule.	1. Lecture-based Teaching 2. Group projects 3. Discussions	1. Textbooks 2. Online resources	1. Written assignments 2. Presentations 3. Class tests	16 Days

**Course Code: C-13: HIS/MJ-601(Major)**

**Course Name: Political History of the Nagas**

**Semester: BA 6th Semester (FYUGP)**

### Program Outcomes (POs)

**PO1:** Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

**PO2:** Communicate effectively and engage with historical and cultural debates using academic tools and language.

**PO3:** Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

**PO4:** Develop analytical skills for examining historical narratives and their impact on contemporary

society.

**PO5:** Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

### **Program Specific Outcomes (PSOs)**

**PSO1:** Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

**PSO2:** Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

**PSO3:** Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

**PSO4:** Examine regional diversity and national integration through the lens of historical developments.

**PSO5:** Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

### **Course Outcomes (COs)**

#### **Unit: I Colonial Naga Polity**

- a) Chieftainship, Function and Powers
- b) Village Administration, Function and Powers
- c) Law of inheritance; institution of Morung.

**CO1: Analyze the pre-colonial Naga polity, including chieftainship, village administration, and the institution of Morung.**

#### **Unit: II British Contact with the Nagas**

- a) Early British Policy toward Naga (1832-1850)
- b) British Annexation of Naga Territories (1851-1880)
- c) Consolidation of British Rule (1881-1890)

**CO2: Examine the impact of British contact and annexation on Naga territories and their political system.**

#### **Unit: III The Colonial Administrative Policies**

- a) Transformation of Naga Political System under Colonial Rule

b) Impact of the British Rule- Social, Political and Economic

**CO3: Evaluate the transformation of the Naga political system under colonial rule and the social, political, and economic impacts of British rule.**

**Unit: IV** First World War

a) Formation of Naga Club 1918 and Simon Commission

b) Formation of Naga Tribal Council and Naga National Council

c) Role of NNC – Nine Point Agreement and Naga National Voluntary

Plebiscite 1951

**CO4: Discuss the role of the Naga National Council and the Naga resistance movement in the formation of Nagaland state.**

**Unit: V** Naga Resistance Movement

a) Formation of Federal Government

b) Naga People Convention

c) Emergence of Nagaland State and 16 Point Agreement 1960

**CO5: Assess the significance of key events and agreements, such as the Nine Point Agreement, Naga National Voluntary Plebiscite 1951, and the 16 Point Agreement 1960, in the political history of the Nagas.**

### Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of pre-colonial Naga polity, crucial for understanding the historical context.
CO2	PSO1, PSO4	PO2, PO3	Explores the impact of British contact and annexation on Naga territories, linking historical events to broader themes.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the transformation of Naga political system under colonial rule and its




			impacts.
CO4	PSO2, PSO4	PO2, PO3	Explains the role of Naga National Council and resistance movement in the formation of Nagaland state, connecting historical narratives to contemporary political developments.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects key events and agreements in Naga political history to post-colonial challenges and nation-building efforts.

## Lesson Plan (FYUGP)

Lesson Plan (Old Syllabus- Revised)		
Unit	Contents/ Topics	No of Classes Required
I	a) Chieftainship, Function and Powers b) Village Administration, Function and Powers c) Law of inheritance; Institution of Mourning.	14
II	a) Early British Policy toward Naga (1832-1850) b) British Annexation of Naga Territories (1851-1880) c) Consolidation of British Rule (1881-1890)	16
III	a) Transformation of Naga Political System under Colonial Rule b) Impact of the British Rule- Social, Political and Economic	16
IV	a) Formation of Naga Club 1918 and Simon Commission b) Formation of Naga Tribal Council and Naga National Council c) Role of NNC - Nine Point Agreement and Naga National Voluntary	16
V	a) Formation of Naga Club 1918 and Simon Commission b) Formation of Naga Tribal Council and Naga National Council c) Role of NNC - Nine Point Agreement and Naga National Voluntary	16

Format: 2	
Desired Outcome	Students will understand the political history of the Nagas, from pre-colonial to state formation, covering key events, institutions, and movements.
Teaching/ Learning	- Lecture & Discussion - Group Activities
Materials Needed	- Textbooks - Online resources
Assignment/ Follow Up	- Written Assignments - Class test & Quizzes - Presentations
Lesson Duration	- One Semester (Divided into weekly sessions covering each unit). - Final Review & Assessment in the last two weeks.


**PRINCIPAL**  
 Mount Mary College  
 Chumoukedima, Imphal

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### Paper Title: History of India (1857–1947)

HIS/MJ-603 | 6th Semester | Academic Year: Dec 2024 - May 2025

#### Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

#### Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

#### Course Outcomes (COs)

CO1: Understand the socio-cultural foundations of Indian nationalism, including the impact of print culture and reform movements.

CO2: Analyze the formation of early nationalist political organizations and ideological differences up to the Surat Split.

CO3: Evaluate Gandhi's political philosophy and mass movements such as Non-Cooperation, Civil Disobedience, and Quit India.

CO4: Examine regional and communal responses to colonialism including Swadeshi, the Muslim League, and Home Rule Movement.

CO5: Interpret constitutional developments, political negotiations, and the process leading to Indian independence and Partition.

#### Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores socio-cultural changes and reformist responses in 19th century India.
CO2	PSO1, PSO2	PO2, PO3	Engages students in early nationalist organization and ideological debates.
CO3	PSO2, PSO4	PO3, PO4	Analyzes mass mobilization and Gandhian political methods.

CO4	PSO3, PSO4	PO2, PO5	Explains diverse nationalist strategies and communal articulations.
CO5	PSO1, PSO5	PO4, PO5	Evaluates late colonial political frameworks and India's constitutional journey.

#### Evaluation Structure and Assessment Pattern

Under the FYUGP system introduced in 2023, HIS/MJ-603 is a 4-credit core paper offered in the 6th semester. Internal assessment accounts for 30 marks and includes class tests, assignments, and presentations. The university examination is worth 70 marks and consists of five descriptive questions corresponding to the five units. Assessment emphasizes historical reasoning, narrative clarity, and interpretive depth regarding the Indian national movement.

#### Lesson Plan (FYUGP)

FORMAT-1 MOUNT MARY COLLEGE General Lesson Plan for the Academic Session (2023-24) Course Name: History of India Subject Code: HIS/MJ-603 Semester: 6 <sup>th</sup> Sem Hours of Teaching: 80				
Unit	Chapter	Contents / Topics	No. of Class Hours (Duration)	
1		① Social Background of Indian Nationalism ② Nationalist Thought and Ideology ③ Early Nationalist Leaders and Movements ④ The Indian National Congress	8 Class Hours (40 minutes)	
2		① Political Ideology and Ideology ② Nationalist Thought and Ideology ③ Early Nationalist Leaders and Movements ④ The Indian National Congress	8 Class Hours (40 minutes)	
3		① Satyagraha ② Non-Cooperation, Civil Disobedience ③ Mass Movements and Civil Disobedience	8 Class Hours (40 minutes)	
4		① Gandhiji and Congress ② Mahatma, Democracy and Non-Violence ③ Gandhiji and Congress	8 Class Hours (40 minutes)	
5		① Gandhiji and Congress ② Mahatma, Democracy and Non-Violence ③ Gandhiji and Congress	8 Class Hours (40 minutes)	

FORMAT-2 Lesson Plan Teacher: <u>Prasanna Gopi</u> Semester: <u>6<sup>th</sup> Semester</u> Page: <u>HIS/MJ-603</u>				
Lesson Topic	① Social Background of Indian Nationalism ② The advent of printing and its implications ③ Early Nationalist Leaders and Movements ④ The Indian National Congress	Desired Outcome	Students are expected to understand the role of the printing press in the development of Indian nationalism and the role of the Indian National Congress.	
Teaching / Learning Method	① Lecture Method ② Project Method ③ Blackboard Technique	Materials Needed	① Indian Struggle for Independence - Bipin Chandra ② Indian Struggle for Independence - Bipin Chandra	
Assignment / Follow Up	① Assignment: Write a short note on the role of the printing press in the development of Indian nationalism.	Lesson Duration	8 Class Hours (40 minutes)	

FORMAT-3 Lesson Plan Teacher: <u>Prasanna Gopi</u> Semester: <u>6<sup>th</sup> Semester</u> Page: <u>HIS/MJ-603</u>				
Lesson Topic	① Political Ideology and Ideology ② Nationalist Thought and Ideology ③ Early Nationalist Leaders and Movements ④ The Indian National Congress	Desired Outcome	Students are expected to understand the role of the printing press in the development of Indian nationalism and the role of the Indian National Congress.	
Teaching / Learning Method	① Lecture Method ② Project Method ③ Blackboard Technique	Materials Needed	① Indian Struggle for Independence - Bipin Chandra ② Indian Struggle for Independence - Bipin Chandra	
Assignment / Follow Up	① Assignment: Write a short note on the role of the printing press in the development of Indian nationalism.	Lesson Duration	8 Class Hours (40 minutes)	

FORMAT-2 Lesson Plan Teacher: <u>Prasanna Gopi</u> Semester: <u>6<sup>th</sup> Semester</u> Page: <u>HIS/MJ-603</u>				
Lesson Topic	① Satyagraha ② Non-Cooperation, Civil Disobedience ③ Mass Movements and Civil Disobedience	Desired Outcome	Students are expected to understand the role of the printing press in the development of Indian nationalism and the role of the Indian National Congress.	
Teaching / Learning Method	① Lecture Method ② Project Method ③ Blackboard Technique	Materials Needed	① Indian Struggle for Independence - Bipin Chandra ② Indian Struggle for Independence - Bipin Chandra	
Assignment / Follow Up	① Assignment: Write a short note on the role of the printing press in the development of Indian nationalism.	Lesson Duration	8 Class Hours (40 minutes)	

FORMAT-2 Lesson Plan Teacher: <u>Prasanna Gopi</u> Semester: <u>6<sup>th</sup> Semester</u> Page: <u>HIS/MJ-603</u>				
Lesson Topic	① Gandhiji and Congress ② Mahatma, Democracy and Non-Violence ③ Gandhiji and Congress	Desired Outcome	Students are expected to understand the role of the printing press in the development of Indian nationalism and the role of the Indian National Congress.	
Teaching / Learning Method	① Lecture Method ② Project Method ③ Blackboard Technique	Materials Needed	① Indian Struggle for Independence - Bipin Chandra ② Indian Struggle for Independence - Bipin Chandra	
Assignment / Follow Up	① Assignment: Write a short note on the role of the printing press in the development of Indian nationalism.	Lesson Duration	8 Class Hours (40 minutes)	

FORMAT-2 Lesson Plan Teacher: <u>Prasanna Gopi</u> Semester: <u>6<sup>th</sup> Semester</u> Page: <u>HIS/MJ-603</u>				
Lesson Topic	① Gandhiji and Congress ② Mahatma, Democracy and Non-Violence ③ Gandhiji and Congress	Desired Outcome	Students are expected to understand the role of the printing press in the development of Indian nationalism and the role of the Indian National Congress.	
Teaching / Learning Method	① Lecture Method ② Project Method ③ Blackboard Technique	Materials Needed	① Indian Struggle for Independence - Bipin Chandra ② Indian Struggle for Independence - Bipin Chandra	
Assignment / Follow Up	① Assignment: Write a short note on the role of the printing press in the development of Indian nationalism.	Lesson Duration	8 Class Hours (40 minutes)	

**Paper Title: History of Northeast India (1822–1947)**

Paper Code: HIS/MJ-604 | FYUGP Core Course – 6th Semester | Academic

Year: Dec 2024 - May 2025

**Programme Outcomes (POs)**

PO2: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

**Programme Specific Outcomes (PSOs)**

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

**Course Outcomes (COs)**

CO1: Examine the early phase of British policy in Northeast India including the First Anglo-Burmese War and the Treaty of Yandaboo.

CO2: Understand British annexation strategies in Assam, Cachar, Jaintia, and responses like the Anglo-Khasi War.

CO3: Analyze British expansion and consolidation in the hill regions of the Northeast including Garo, Lushai Hills, and princely states.

CO4: Evaluate socio-economic changes through colonial land revenue policies, the tea industry, and introduction of Western education.

CO5: Interpret Assam's role in the Indian national movement and assess local responses to national political developments.

**Corrected PO - PSO - CO Mapping Matrix**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores British military and diplomatic engagements in Northeast India post-1822.

CO2	PSO1, PSO2	PO2, PO4	Analyzes patterns of annexation and indigenous resistance.
CO3	PSO3, PSO4	PO3, PO5	Studies hill politics and socio-political integration of frontier regions.
CO4	PSO3, PSO5	PO3, PO4	Examines economic and educational transformations under colonial governance.
CO5	PSO1, PSO4	PO2, PO5	Highlights regional contributions to India's national movement and constitutional developments.

### Evaluation Structure and Assessment Pattern

As per the FYUGP structure implemented from 2023, HIS/MJ-604 is a 4-credit core course in the 6th semester. Internal assessment carries 30 marks based on class tests, assignments, and presentations. The university examination is of 70 marks and comprises five descriptive questions aligned to each unit. The evaluation focuses on students' analytical skills, regional awareness, and ability to link local histories with national contexts.

### Lesson Plan (FYUGP)

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (2024-25)  
Course Name: History of Northeast India (HIS/MJ-604)  
Semester: 6<sup>th</sup>  
Name of Teacher: Dr. Banat Gini

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1		<ul style="list-style-type: none"> <li>Non Regulation System</li> <li>Port Anglo-Burmese War</li> <li>The Treaty of Yandaboo</li> </ul>	8 Classes (1st Jan - 15 <sup>th</sup> Jan)
2		<ul style="list-style-type: none"> <li>British Annexation of Assam</li> <li>Casuar; Jaintia</li> <li>Anglo-Acham War</li> </ul>	8 Classes (16 <sup>th</sup> Jan - 23 <sup>rd</sup> Jan)
3		<ul style="list-style-type: none"> <li>Anglo-Jaintia War</li> <li>British Rule in Assam</li> <li>Anglo-Acham War</li> <li>Non Regulation System</li> </ul>	8 Classes (24 <sup>th</sup> Jan - 31 <sup>st</sup> Jan)
4		<ul style="list-style-type: none"> <li>Anglo-Jaintia War</li> <li>British Rule in Assam</li> <li>Anglo-Acham War</li> <li>Non Regulation System</li> </ul>	8 Classes (1 <sup>st</sup> Feb - 8 <sup>th</sup> Feb)
5		<ul style="list-style-type: none"> <li>Anglo-Jaintia War</li> <li>British Rule in Assam</li> <li>Anglo-Acham War</li> <li>Non Regulation System</li> </ul>	8 Classes (9 <sup>th</sup> Feb - 16 <sup>th</sup> Feb)

FORMAT-2  
Lesson Plan  
Teacher: Dr. Banat Gini  
Semester: 6<sup>th</sup>  
Page: HIS/MJ-604

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
<ul style="list-style-type: none"> <li>Non Regulation System</li> <li>Port Anglo-Burmese War</li> <li>The Treaty of Yandaboo</li> </ul>	Students are expected to understand the impact of the Treaty of Yandaboo on the region.	<ul style="list-style-type: none"> <li>Classroom</li> <li>Blended Technique</li> </ul>	<ul style="list-style-type: none"> <li>History of Assam - Rajen Gerson</li> <li>A. Guler, P. J. Guler, 1826-1947</li> </ul>	Assignment will be given to get the student's understanding of the region's history.	8 Classes - 19 <sup>th</sup> Jan - 31 <sup>st</sup> Jan

FORMAT-3  
Lesson Plan  
Teacher: Dr. Banat Gini  
Semester: 6<sup>th</sup>  
Page: HIS/MJ-604

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
<ul style="list-style-type: none"> <li>British Annexation of Assam</li> <li>Casuar; Jaintia</li> <li>Anglo-Acham War</li> </ul>	Students are expected to understand the impact of the British Annexation of Assam on the region.	<ul style="list-style-type: none"> <li>Classroom</li> <li>Blended Technique</li> </ul>	<ul style="list-style-type: none"> <li>History of Assam - Rajen Gerson</li> <li>A. Guler, P. J. Guler, 1826-1947</li> </ul>	Assignment will be given to get the student's understanding of the region's history.	8 Classes (1 <sup>st</sup> Feb to 15 <sup>th</sup> Feb)

FORMAT-2

Lesson Plan

Teacher: <u>Basant G.</u>	
Semester: <u>6<sup>th</sup> Sem</u>	
Page: <u>HIS/MAJ-604</u>	
Lesson Topic	<ol style="list-style-type: none"> <li>1) Gen. Lusho Hills.</li> <li>2) British Relations with Arunachal Tribes.</li> <li>3) Manipur and Tripura Hills.</li> </ol>
Desired Outcome	Students are expected to learn that the disruption of indigenous system was an inevitable part of British rule.
Teaching / Learning Method	Lecture Method: <ol style="list-style-type: none"> <li>(A) Pictorial Classroom.</li> <li>(B) Blackboard Technique.</li> </ol>
Materials Needed	<ol style="list-style-type: none"> <li>1) History of Arunachal Pradesh - Arunachal Pradesh.</li> <li>2) Arunachal Pradesh - A History of Arunachal Pradesh.</li> </ol>
Assignment / Follow Up	Assignment and Test.
Lesson Duration	8 Class (16 <sup>th</sup> Feb - 26 <sup>th</sup> Feb)

FORMAT-2

Lesson Plan

Teacher: <u>Basant G.</u>	
Semester: <u>6<sup>th</sup> Sem</u>	
Page: <u>HIS/MAJ-604</u>	
Lesson Topic	<ol style="list-style-type: none"> <li>(A) Land Revenue, Panchayat Raj.</li> <li>(B) Tongue and Communication.</li> <li>(C) Western Education.</li> </ol>
Desired Outcome	Students are expected to learn the different forms of land revenue system and the role of the British in the development of the country.
Teaching / Learning Method	Lecture Method: <ol style="list-style-type: none"> <li>(A) Pictorial Classroom.</li> <li>(B) Blackboard Technique.</li> </ol>
Materials Needed	<ol style="list-style-type: none"> <li>1) History of Arunachal Pradesh - Arunachal Pradesh.</li> <li>2) Panchayat Raj to Arunachal Pradesh - A. G. G. G.</li> </ol>
Assignment / Follow Up	Assignment
Lesson Duration	8 Class (27 <sup>th</sup> Feb - 7 March)

FORMAT-2

Lesson Plan

Teacher: <u>Basant G.</u>	
Semester: <u>6<sup>th</sup> Sem</u>	
Page: <u>HIS/MAJ-604</u>	
Lesson Topic	<ol style="list-style-type: none"> <li>(A) Function of Royal and Arunachal Pradesh.</li> <li>(B) British Relations with Arunachal Pradesh.</li> <li>(C) British Relations with Arunachal Pradesh.</li> </ol>
Desired Outcome	Students are expected to learn that the British rule led to the development of the country and the role of the British in the development of the country.
Teaching / Learning Method	Lecture Method: <ol style="list-style-type: none"> <li>(A) Pictorial Classroom.</li> <li>(B) Blackboard Technique.</li> </ol>
Materials Needed	<ol style="list-style-type: none"> <li>1) History of Arunachal Pradesh - Arunachal Pradesh.</li> <li>2) British Relations with Arunachal Pradesh - Arunachal Pradesh.</li> <li>3) British Relations with Arunachal Pradesh - Arunachal Pradesh.</li> </ol>
Assignment / Follow Up	Assignment, Test and Presentation to build the capacity among students to connect each other.
Lesson Duration	8 Class (8 <sup>th</sup> March - 17 <sup>th</sup> March)