



**PREM CHAND MARKANDA COLLEGE FOR WOMEN,
JALANDHAR CITY**

Re-accredited 'A⁺' grade (2nd Cycle) by NAAC Bangalore

A unique prestigious Post Graduate Institution of Northern India

COURSE PLAN

Department – HISTORY

Session – 2024-25

Faculty Name – Dr. Renu Bala

Semester – B.A. Semester- I

Course/Paper name- HISTORY OF INDIA C. 1000

Topics to be covered		
July		Teaching Tools
	Meaning of the term 'Ancient', Literary sources Vedic literature, Epics and Puranas, Buddhist and Jain texts, Sangam literature; Accounts of Indians and foreigners; Archeological Sources; Coins, Inscriptions, and Monuments.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
August	The Indus Civilization: Origin; Harappa and Mohenjodaro; Political organization; Town– planning and architecture; Agriculture, technology; Trade contacts with the outside world; Religion; Script, Seals and Figurines, Causes of disintegration. The Indo Aryans: Original home; Geographical area known to Vedic texts; Social Institutions: Family, Varna and the Caste system, Religious ideas and rituals; Economy; Political Organization—Changes in the later Vedic period; Emergence of the republics and kingdoms; Growth of towns.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
September		
	Jainism and Buddhism: Social and political conditions; Doctrines of Jainism and sectarian development; Teachings of Gautam Buddha; The Sangha organization; Spread of Buddhism; its decline, Legacy of Buddhism and Jainism. The Age of the Mauryas: Establishment of the Mauryan Empire; Expansion of the empire; the Kalinga War; Polity and administration; Contacts with neighbouring states; Ashoka's Dhamma; Decline of the Mauryan Empire.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
October	The Kushanas: Kanishka and his successors; Gandhara Art; Literature. The Gupta Age: Establishment of the Gupta Empire;	Lecture-based teaching, learning

	its expansion under Samundragupta and Chandragupta-II; Administration; Revenue system; Trade and Commerce; Art and architecture; The Hunan invasions and the decline of the Gupta Empire. The Age of the Vardhanas: Establishment of Vardhana kingdom; Harsha's campaigns and political relations; Sources of revenue; Patronage of religion, Literature and education.	through problem-solving, Inquiry-based learning
November		
	The Cholas: Establishment of the Chola power; Extent of the Chola empire; Administration; Economy; Trade, Art and Architecture religion and Philosophy.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
December	University Examination	

Course Outcomes

CO.1	This course discusses the emergence of civilization, which establishes the foundation for history. There is the discussion of the Vedic Age, the Later Vedic Age, and later political events. It establishes a solid foundation for understanding Indian history. The Study town planning and architecture as a hallmark of early civilization.
CO.2	They will come to know the rise and establishment of the first Indian empire, Mauryan empire, and its great rulers like Chandragupta Maurya and Ashoka and their contributions to Mauryan Administration, Art, and Architecture.
CO.3	The students will analyze the emergence of new religions Jainism and Buddhism and their contribution in Indian History.
CO.4	They will learn about the military strategies of war, art and culture of the Kushana and Gupta periods.
CO.5	The students will analyze the emergence of the Vardhana, and Chola empires and their art, economy, and literature.
CO.6	Build analytical skills to interpret archaeological data.
CO.7	Understand historical timelines through physical evidence.
CO.8	Foster a deep respect for India's rich cultural and intellectual heritage.

Faculty Name – Faculty Name –Dr. Renu Bala
B.A. Semester- II
Course/Paper name -HISTORY OF INDIA. 1000

Topics to be covered		
January		Tools
	The Conquests of the Ghaznavis and Ghauris: Invasions of Mahmud Ghaznavi; their effects, Battles of Muhammad Ghauri, Causes of the success of	Lecture-based teaching, learning through problem-

	the Turks. Establishment of the Sultanate of Delhi: Political and military development under Qutabuddin Aibak, Iltutmish, and his successors; Consolidation of the Sultanate under Balban and the Mongol invasions.	solving, Inquiry-based learning Story Telling Method
February	The Khiljis: Emergence of the Khiljis under Jalaluddin and Alauddin Khilji; Alauddin's conquests, the future Mongol invasions; Treatment of the nobility; Land revenue reforms; Economic reforms. The Tughlaqs: Muhammad-bin-Tughlaq; His experiments; Causes of disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur's Invasions.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
March	The Vijaynagar Kingdom: Establishment and expansion; Polity, Economy and Administration; Art and Architecture. Mughal–Afghan Struggle (1526–1556): Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha, Battles of Humayun; Expansion of the Afghan power under Sher Shah Suri, Administrative reforms; Return of Humayun. Re-establishment and expansion of the Mughal Empire under Akbar: Conquests, extent of empire, Religious policy, Rajput policy. Expansion and Decline under Akbar's Successors: Jahangir and Mewar; Northwestern campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Story Telling Method Doubt Clearing Session
April	The Mughal Government, Administration, and Culture: Position of the King: Central and local administration; Land revenue system; Mansabdari; Jagirdari; State policy towards agriculture, Trade, Commerce, Literature, Art and Architecture, and Culture. The establishment of Maratha Power: The rise of Shivaji, Maratha administration, Land revenue system; Chauth and Sardeshmukhi.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
May	University Examination	

Course Outcomes

CO.1	The students will gain knowledge of foreign incursions into India.
CO.2	The students will gain knowledge of the establishment, growth, and unification of the Delhi Sultanate as well as its eventual fall.
CO.3	It aids with the students' understanding of the customs, economy, and society of medieval India. The paper also contributes to our understanding of the evolution of Indian art and architecture in the Medieval Ages.
CO.4	The present Course is helpful for the students to understand the religious, Deccan

	and Rajput policies of the Mughals.
CO.5	They will examine how the Marthas administration came to power.
CO.6	The Course also covers the syllabus for various competitive exams.
CO.7	Foster appreciation for the art, architecture, and literature of medieval India.

Faculty Name – Mrs. Kawaljit Kaur

Course/ Paper name- HISTORY OF INDIA (AD 1707-1947)

B.A. Semester - III

Topics to be covered		Teaching Tools
July	Foundation of British Rule: Advent of the British; Battles of Plassey and Buxar, Clive and Warren Hastings; Subsidiary Alliance Policy, Doctrine of Lapse.	Inquiry-based learning
August		
	The Uprising of 1857: Causes, Spread of the Uprisings, Nature and aftermath. Economic Changes: Agriculture, British commercial policies and the impact on the trade balance; Destruction of indigenous industries; the growth of modern industry; The drain theory.	Inquiry-based learning
September		
	Growth of Education and Political Organization: New education; Rise of the middle classes; Socio Religious Movements : Brahmo Samaj, Arya Samaj, Rama Krishana Mission, Prarthna Samaj, Theosophical Society, Aligarh Movement. Early Political Associations and Emergence of Revolutionary Terrorism: Early Political Association and Indian National Congreence; Swadeshi Movement, Partition of Bengal and its impact; Revolutionary Terrorism in Bengal, Maharashtra and the Punjab, Impact on the National Movement.	Inquiry-based learning, Classroom Deiscussion Kinesthetic learning, Peer teaching.
October		
	The Phase of Non-Co-operation: Emergence of Gandhi; The Jallianwala Bagh Massacre and its impact; Khilafat agitation; the Non-cooperation Movement; Withdrawal and impact; the Swarajists; The Simon Commission; The Phase of Civil Disobedience. The programme and the course of the Civil Disobedience Movement, the Round Table Conferences; Communal Award; Poona-pact; and Withdrawal of Civil Disobedience Movement. Constitutional Development: The Minto-Morley Reforms of 1909, The Act of 1919 and Dyarchy; Government of India Act, 1935 and Provincial Autonomy.	Inquiry-based learning
November	Towards Partition and Independence: Growth of communal politics; Lahore resolution, Cripps proposals; Quit India Movement; the INA Trials; Cabinet Mission and towards Independence.	Inquiry-based learning Use Of Previous Knowledge of

		Students
December	University Examination	

Course Outcomes

CO.1	The students will discover the advent of Europeans and their administration and how the British Company became the ultimate power in India.
CO.2	The students will comprehend how and why Indian history's first liberation fight begins.
CO.3	They will discover how significant a role socio-religious movements have in Indian history.
CO.4	They will be able to learn about the founding of the Indian National Congress, notable figures from its early years, and how many movements have contributed to our freedom.
CO.5	They will acquire knowledge about the Indian partition and its aftermath, as well as highlight the contribution of Mahatma Gandhi toward the freedom movement

Faculty Name – Mrs. Kawaljit Kaur
B.A. Semester - IV
Course/Paper name -HISTORY OF PUNJAB (AD 1469-1799)

Topics to be covered		
January		Tools
	Sources: Geographical and Physical features, Historical literature in Persian and Punjabi; Religious literature; Administrative records and documents; European travellers' accounts, Non-literary sources: numismatics and paintings; Socio-Religious condition of the Punjab around 1500 A.D. : The Sunnis; the Shias; the Sufis, the Brahmans; the Jogis; the Vaishnavabhakti and the saints. Foundation of Sikh Panth : Guru Nanak Dev and his Teachings : Early life, Conception of God, Importance of the Guru, Insistence on right conduct and earnest profession; Institution of community kitchen (Langer) and Congregational worship (sangat), Dharamsal (Gurudwara) Succession to Guruship.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Story Telling Method Use of Previous Knowledge of Students

February	Development of the Sikh Panth: Guru Angad Dev to Guru Arjan Dev: Increasing number of sangats: Sikh ceremonies; the Manji and Masand system, The founding of the sacred places, The Hari mandir. Compilation of the Adi Granth. Transformation of the Sikh Panth: Guru Hargobind to Guru Tegh Bahadur: Martyrdom of Guru Arjan Dev and Guru Hargobind's response; Armed conflict with the state; Circumstances leading to the accession and martyrdom of Guru Tegh Bahadur.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Use of Previous Knowledge of Students
March	Creation of Khalsa: Meaning; Circumstances leading to the creation of the Khalsa (1699); New Social order; Conflict with the Hill chiefs and Mughal administrators; Legacy. Banda Bahadur: Early life of Banda Bahadur and his meeting with Guru Gobind Singh; His political activities up to the conquest of Sarhind; Establishment of an independent rule; Imperial campaign against Banda Bahadur.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Use of Technology Self Learning
April	Political Struggle (1716-48): Position of the Sikhs; Repression and conciliation by the Mughal governors, Abdus Samad Khan and Zakaria Khan (1716-1745), Ghallughara, Sikh-Afghan struggle (1752-65); Occupation of Lahore, the striking of the coin; Causes of Sikh success against the Mughals and Afghans; Leading Sardars and Territories: Nawab Kapur Singh; Jassa Singh Ahluwalia; Bhangis; Jassa Singh Ramgarhia; Charat Singh and Mahan Singh; Jai Singh Kanhaya; Ala Singh. Political Organisations of the Sikhs in the 18th Century: Rakhi; Dal Khalsa; Gurmata, Misl. Emergence of new rulers and their military resources; Administrative arrangements; Land revenue; Administration of Justice.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Story Telling Method

May	University Examination	
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Course Outcomes

CO.1	The students will understand Punjab's history via a variety of sources.
CO.2	The students may explore the development of Sikh philosophy, and the formation of Sikh institutions.
CO.3	They will identify and analyze the significance of historical changes that have occurred within a society and religion that Guru Nanak Dev Ji's successors have established.
CO.4	They can gain insights into the contributions of the Khalsa in promoting equality, justice, and community service.
CO.5	They can construct arguments based on a historiographical investigation of the difficulties the Sikh community faces and the militarization of Sikh history through military wars led by different leaders.

Faculty Name – Mrs. Kawaljit Kaur

B.A. Semester V

Course/Paper name -HISTORY OF THE WORLD (C 1500-1956 AD)

Topics to be covered		
July		Tools
	Emergence of the Modern World: Renaissance and reformation; Causes, effects of Renaissance in Europe; Martin Luther's Protestantism.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
August	French Revolution: Causes; National Assembly; National Convention, Napoleon's rise to Power, Continental System, Downfall of Napoleon, Vienna Settlement.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
September		
	Nationalism in Europe: Rise of Imperialism; Industrial Revolution; Unification of Italy and Germany. The World War-I: Causes and Impact of the war, Treaty of Versailles; League of Nations. Russian Revolution: February Revolution, October Revolution; New Economic Policy.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
October		
	Rise of China and Japan: The revolution of 1911; Rise of Communism in China; the Revolution of 1949; Opening up of Japan; Meiji restoration and the Modernization of Japan. Rise of USA as World Power: Entry in the First World War; Great Economic Depression of 1929; New Deal of Roosevelt.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
November		
	Towards World War II and its Aftermath: Fascism in Italy; Nazism in Germany; Causes and Impact of the	Lecture-based teaching, learning through

	World War II; the UNO; the Cold War.	problem-solving, Inquiry-based learning
December	University Examination	

Course Outcomes

CO.1	They will discover how the European Renaissance emerged following the collapse of feudal society and how European society transitioned from feudalism to capitalism.
CO.2	In addition to this, it includes topics on the American Revolution and the French Revolution of 1789 which is a part of the competitive examinations.
CO.3	The period covered in this paper includes topics like Industrial Revolution, which had its economic and social impact on the transformation of European society.
CO.4	They can understand the significance of the world that existed between the two World Wars.
CO.5	They can figure out how the United States and the Soviet Union participated in the Cold War.

Faculty Name – Mrs. Kawaljit Kaur
B.A. Semester VI
Course/Paper name –History of the Punjab (1799-1966)

Topics to be covered		
January		Tools
	The Establishment and Expansion of Ranjit Singh's Kingdom: Political Condition of the Punjab in the 1790s; Conquests of the Sikh principalities; Subjugation of the Satlej- Jamuna Divide and British intervention; Subjugation of the Hill principalities; Annexation of Afghandependencies; Policy towards the defeated rulers; Extent of the Kingdom in 1839. Administrative Organization of the Kingdom of Lahore: Central, Provincial and localadministration; Land revenue system. Jagirdari system, Dharmarth grants; Judicialadministration; Military organization; state policy towards agriculture, manufacturing and trade.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning, use of previous knowledge of students Story Telling Method

February	First Anglo-Sikh War; Second Anglo-Sikh War; The British Administration 1845-1856; Agricultural development. Socio-Religious Reform Movements in the late– Nineteenth Century: The Christianevangelicals; the Arya Samaj; The Nirankaris and the Namdharis; the Singh Sabhas and theAhmadiyas.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
March	Early Nationalist Activities: The Ghadar movement; Rowlatt Satyagraha and the JallianwalaBagh; Non-Cooperation Movement; Hindustan Socialist Republican Army and Naujawan Bharat Sabha; Civil Disobedience and Quit India Movement. Gurdwara Reforms and the Akalis : Causes of the movement for reform; Central SikhLeague; SGPC and the Shiromani Akali Dal ; Major Morchas ; Gurdwara legislation	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Classroom Discussion
April	Towards Partition: Communal politics; Sikander–Jinnah Pact; Lahore Resolution of theMuslims League; Cabinet Mission Plan; Mountbatten Plan and Partition. The Punjab after Independence: Re-organisation and rehabilitation: Demand for Punjabi Suba; The Re-organisation Act of 1966. How to incorporate PEPSU 1956: Green Revolution.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
May	University Examination	

Course Outcomes

CO.1	Students get knowledge of the historical process of the rise, consolidation, and expansion of Lahore Darbar under Maharaja Ranjit Singh. They can assess the political condition of Punjab on the eve of Ranjit Singh’s accession to power, his conquests, the relation between Ranjit Singh and British, the administration of Ranjit Singh,
CO.2	They can understand how the Britishers annexed Punjab after the Anglo-Sikh Wars.
CO.3	They can analyze the role of Board of Administration.
CO.4	It also examines the contribution of the people of Punjab in the freedom movement of

	India.
CO.5	Enable students to understand the importance of regional history.

Subject: Punjab History & Culture

Faculty Name –DR. RENU BALA

Semester – B.A. B.Sc. B.Com, BCA Semester- I

Course/Paper name -PUNJAB HISTORY & CULTURE(FROM EARLIEST TIMES TO C 320)

Topics to be covered		Tools
July		
	Physical features of the Punjab and its impact on history.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
August	Sources of the ancient history of Punjab Harappan Civilization: Origin and extent Town planning; social, economic and religious life of the Indus Valley People	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
September	The Indo-Aryans: Original home and settlements in Punjab. Social, Religious and Economic life during <i>Rig Vedic</i> Age.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
October	Social, Religious and Economic life during Later Vedic Age. Teachings and impact of Buddhism	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
November	Jainism in the Punjab	Lecture and Classroom Discussion

December	University Examination	

Course/Paper name- PunjabHistory&Culture(FromEarliestTimestoC320)

CO.1	The students will learn to discover methods for approaching the sources and the historical analysis of ancient India.
CO.2	The students will understand the first urbanization of Ancient Punjab.
CO.3	They can see the evolution of social and political institutions in the Vedic society.
CO.4	They will discover the Social, religious, and Economic life of the Later Vedic age.
CO.5	The students will analyze the emergence of new religions Jainism and Buddhism and their contribution to Indian History.

Faculty Name –DR. RENU BALA

Semester – B.A. B.Sc. B.Com, BCA Semester- II

Course/Paper name - PUNJAB HISTORY & CULTUREPUNJAB HISTORY & CULTURE (C.320 TO 1000 A.D.)

Topics to be covered		Tools
January		
	Alexander's Invasion and its Impact	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
February	Punjab under Chandragupta Maurya and Ashoka. The Kushans and their Contribution to the Punjab	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
March	The Panjab under the Gupta Empire. The Punjab under the Vardhana Emperors.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
April	Socio-cultural History of Punjab from 7th to 1000 A.D. Development of languages and Education with Special reference to Taxila Development of Art & Architecture	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
May	University Examination	

	The students will Build analytical skills to assess the impact of historical events and
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CO.1	policies on society and culture.
CO. 2	They will Correlate historical, cultural, and socio-economic developments for a holistic view.
CO. 3	Develop an appreciation for the region's rich cultural, artistic, and intellectual traditions.

Faculty Name –DR. RENU BALA

Semester – B.A. B.Sc. B.Com, BCA Semester- III

**Course/Paper name - PUNJAB HISTORY & CULTUREPUNJAB HISTORY & CULTURE
(FROM 1000 TO 1605 A.D)**

Topics to be covered		Tools
July		
	Society and Culture of Punjab during the Turko-Afghan rule.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
August	The Punjab under the Mughals. Bhakti movement and its impact on the Society of Punjab.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
September	Sufism in Punjab with special reference to Baba Farid. Guru Nanak-Life and travels. Teachings of Guru Nanak, Concepts of Sangat, Pangat and dharmsal. Compilation of Adi Granth.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
October		
	Contribution of Guru Angad Dev, Guru Amar Das and Guru Ram Das. Compilation of Adi Granth	Lecture-based teaching, learning Story Telling

		Method
November		
	Martyrdom of Guru Arjun Dev.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Use of Previous Knowledge of students
December	University Examination	

Course Outcomes

Course/Paper name- PunjabHistory&Culture(From1000to1605A.D)

CO.1	Students will learn about the social and cultural life of Punjab.
CO.2	They will come to know about the Punjab under Mughal rule.
CO.3	The students will analyze the emergence of Bhakti Movement and Sufism in India.
CO.4	The students may explore the development of Sikh philosophy, the formation of Sikh institutions, and the impact of Guru Nanak's teachings on society.
CO.5	The students will analyze the development of Sikhism under Sikh Gurus.

Faculty Name –DR. RENU BALA

Semester – B.A. B.Sc. B.Com, BCA Semester- IV

Course/Paper name - PUNJAB HISTORY & CULTUREPUNJAB HISTORY & CULTURE (FROM 1605 TO 1849 A.D)

Topics to be covered		Tools
January		
	The politicization of Sikhism under Guru Hargobind.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning

February	Martydom of Guru Teg Bahadur. Creation of Khalsa	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
March	Khalsa and its impact on the Punjab Rise of Banda Bahadur and his achievements.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
April		
	Rise of Misls. Ranjit Singh's rise to power; Civil, Military and Land Revenue Administration. Art and Architecture, Fair, Festivals and Folk Music in the Punjab during the medieval period.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Doubt Clearing Session
May	University Examination	

Course Outcomes

CO.1	Students will learn about the politicization of Sikhism.
CO.2	They can gain insights into the contributions of the Khalsa in promoting equality, justice, and community service.
CO.3	The students will analyze the emergence of Bhakti Movement and Sufism in India.
CO.4	They can construct arguments based on a historiographical investigation of the difficulties the Sikh community faces and the militarization of Sikh history through military wars led by different leaders.
CO.5	The students will analyze the fairs and festivals of Punjab.

Faculty Name –Mrs. Kawaljit Kaur

Semester – B.A. B.Sc. B.Com, BCA Semester- V

Course/Paper name - PUNJAB HISTORY & CULTURE PUNJAB HISTORY & CULTURE (FROM 1849-1947 A.D)

Topics to be covered	Tools
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July		
	First Anglo-Sikh War.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
August		
	Annexation of Punjab by the British and Board of Administration. British Policy towards agriculture, industry, trade and commerce.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Doubt Clearing Session
September		
	Spread of modern education. Social religious reform movements: Namdhari, Singh Sabha and Arya Samaj.	Story Telling Method Lecture-based teaching, learning through problem-solving, Inquiry-based learning
October		
	Gadhar Movement and Jallianwala Bagh tragedy. Gurdwara Reform Movement.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning Use of Previous Knowledge of the students
November		
	Contribution to freedom struggle: Non-cooperation; HSRA and Quit India Movement.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
December	University Examination	

Course Outcomes

CO.1	Students will understand how Punjab was annexed and how the British run Board of Administration.
CO.2	The students will analyze the British Policy toward agriculture, industry, trade commerce and modern education.
CO.3	They will discover how significant a role socio-religious movements have in Punjab's history.
CO.4	They can gain insights into Gurdwara Reform Movement and Jallianwala Bagh tragedy.
CO.5	They will acquire knowledge about the Indian partition.

Faculty Name –Mrs. Kawaljit Kaur

Semester – B.A. B.Sc. B.Com, BCA Semester- VI

Course/Paper name - PUNJAB HISTORY & CULTURE PUNJAB HISTORY & CULTURE (FROM 1947-2000 A.D.)

Topics to be covered		Tools
January		
	Partition and its Impact on Punjab	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
February		
	Rehabilitation. Punjabi Suba Movement and Reorganization Act of 1966.	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
March		
	Green Revolution. Punjabi Diaspora	Lecture-based teaching, learning through problem-solving, Inquiry-based learning
April		
	Development of education in Punjab after Independence Development of Punjabi Literature and Drama. Emerging Concerns: Drug Addiction and Female Foeticide.	Lecture-based teaching, learning through problem-solving,

		Inquiry-based learning
May	University Examination	

Course Outcomes

CO.1	Students will understand how Punjab was Partitioned and what its Impact on Punjab.
CO.2	The students will analyze how the demand for the Punjabi Suba has risen and how the Green Revolution changed the life of the Punjab.
CO.3	They will discover how the Punjabi Diaspora became a significant part of the society.
CO.4	They can gain insights into the development of education, Punjabi Literature and Drama in Punjab after Independence.
CO.5	They will acquire knowledge about Drug Addiction and Female Foeticide in Punjab.