



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

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

A unique prestigious Post Graduate Institution of Northern India

**DEPARTMENT OF HISTORY: TEACHING PLAN
(Session 2025-26)**

Sr. no.	Upon Completion of the Programme, the graduates will be able to:
PSO 1.	By analyzing and discussing historical events, students refine their ability to communicate complex ideas clearly and persuasively, which is useful in careers such as teaching, public relations, and law.
PSO 2.	Students are well-equipped for professions in education, museum curation, heritage management, publishing, and even politics and social work.
PSO 3.	Students gain a strong foundation for pursuing further education in history, archaeology, anthropology, cultural studies, or interdisciplinary fields like environmental history or digital humanities.
PSO 4.	A historical perspective helps students understand the consequences of decisions in the past, guiding ethical and informed choices in leadership and governance roles.
PSO 5.	By studying history, students not only explore the past but also build a versatile skill set that positions them for success in an ever-changing world.

**Faculty Name –Dr. Renu Bala
Semester – B.A. Semester- I**

Course/Paper name-HISTORY OF INDIA. 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; its expansion under Samundragupta and Chandragupta–II; Administration; Revenue system; Trade and Commerce; Art and architecture; The Huna 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.	Lecture-based teaching, learning 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 – 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 Congress; 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 Discussion 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	Inquiry-based learning

	Disobedience Movement. Constitutional Development: The Minto-Morley Reforms of 1909, The Act of 1919 and Dyarchy; Government of India Act, 1935 and Provincial Autonomy.	
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 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 World War II; the UNO; the Cold War.	Lecture-based teaching, learning through 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.

Subject: Punjab History & Culture

Faculty Name –DR. RENU BALA

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

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

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.

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	
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, B.A B.Ed Semester- III

**Course/Paper name - PUNJAB HISTORY & CULTURE PUNJAB 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 –Mrs. Kawaljit Kaur

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

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

Topics to be covered		Tools
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
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	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.