



**PREM CHAND MARKANDA S.D. 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)**

Program: Bachelor of Arts

Program Outcome: PO No.	Upon Completion of the History Programme, the graduates will be able to:
PO.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, Civil Services Exams (IAS, PCS, Banking, Railways etc.) and law.
PO.2	Students are well-equipped for professions in education, museum curation, heritage management, publishing, and even politics and social work.
PO.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.
PO.4	A historical perspective helps students understand the consequences of decisions in the past, guiding ethical and informed choices in leadership and governance roles.
PO.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.

Teaching Plan
Session 2025-26
Even Semester
CLASS: B.A. Semester- II
SUBJECT: HISTORY OF INDIA C. 1000
Faculty Name: Dr. Renu Bala

TOPIC	DURATION	TEACHING TOOLS
The Conquests of the Ghaznavis and Ghauris: Invasions of Mahmud Ghaznavi; their effects, Battles of Muhammad Ghauri, Causes of the success of 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.	January	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • Story Telling Method
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:	February	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

Muhammad-bin-Tughlaq; His experiments; Causes of disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur's Invasions.		
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	March	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • Story Telling Method • Doubt Clearing Session

Successors: Jahangir and Mewar; Northwestern campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.		
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.	April	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

Course outcome

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.

Teaching Plan
Session 2025-26
Even Semester
CLASS: B.A. Semester - IV
SUBJECT: HISTORY OF PUNJAB (AD 1469-1799)
Faculty Name: Mrs. Kawaljit Kaur

TOPIC	DURATION	TEACHING 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	January	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

community kitchen (Langer) and Congregational worship (sangat), Dharamsal (Gurudwara) Succession to Guruship.		
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.	February	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
Creation of Khalsa: Meaning; Circumstances leading to the creation of the Khalsa (1699); New Social order; Conflict with the Hill chiefs and Mughal administrators;	March	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

Legacy. Banda Bahadur: Early life of Banda Bahadur and his meeting with Guru Gobind Singh; His political activities upto the conquest of Sarhind; Establishment of an independent rule;Imperial campaign against Banda Bahadur.		
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-Afghanstruggle (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; JaiSingh Kanhaya; Ala Singh.Political Organisations of the	April	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

Sikhs in the 18th Century: Rakhi; Dal Khalsa; Gurmata, Misl. Emergence of new rulers and their military resources; Administrative arrangements; Landrevenue; Administration of Justice.		
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Course outcome

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.

Teaching Plan
Session 2025-26
Even Semester
CLASS: B.A. Semester VI
SUBJECT: History of the Punjab (1799-1966)
Faculty Name: Mrs. Kawaljit Kaur

TOPIC	DURATION	TEACHING 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	January	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • use of previous knowledge of students

agriculture, manufacturing and trade.		
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.	February	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
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	March	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • Classroom Discussion

Towards Partition: Communal politics; Sikander–Jinnah Pact; Lahore Resolution of the Muslims 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.	April	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

Course outcome

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.

Teaching Plan
Session 2025-26
Even Semester
CLASS: B.A., B.Sc. B.Com, B.A. B.Ed Semester II
SUBJECT: PUNJAB HISTORY & CULTURE PUNJAB HISTORY &
CULTURE (C.320 TO 1000 A.D.)
Faculty Name: DR. RENU BALA

TOPIC	DURATION	TEACHING TOOLS
Alexander's Invasion and its Impact	January	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • use of previous knowledge of students
Punjab under Chandragupta Maurya and Ashoka. The Kushans and their Contribution to the Punjab	February	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
The Panjab under the Gupta Empire. The Punjab under the Vardhana Emperors	March	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
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	April	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

Course outcome

CO.1	The students will Build analytical skills to assess the impact of historical events and 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.

Session 2025-26
Even Semester
CLASS: B.A., B.Sc. B.Com, B.A. B.Ed Semester IV
SUBJECT: PUNJAB HISTORY & CULTUREPUNJAB HISTORY &
CULTURE (FROM 1605 to 1849 A.D)
Faculty Name: DR. RENU BALA

TOPIC	DURATION	TEACHING TOOLS
The politicization of Sikhism under Guru Hargobind	January	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • use of previous knowledge of students
Martydom of Guru Teg Bahadur. Creation of Khalsa	February	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
Khalsa and its impact on the Punjab Rise of Banda Bahadur and his achievements	March	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
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	April	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

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.

Session 2025-26
Even Semester
CLASS: B.A., B.Sc. B.Com, B.A. B.Ed Semester VI
SUBJECT: PUNJAB HISTORY & CULTURE (FROM 1947-2000 A.D.)
Faculty Name: DR. RENU BALA

TOPIC	DURATION	TEACHING TOOLS
Partition and its Impact on Punjab	January	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning • use of previous knowledge of students
Rehabilitation. Punjabi Suba Movement and Reorganization Act of 1966	February	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
Green Revolution. Punjabi Diaspora	March	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning
Development of education in Punjab after Independence Development of Punjabi Literature and Drama. Emerging Concerns: Drug Addiction and Female Foeticide.	April	• Lecture-based teaching • Learning through problem-solving • Inquiry-based learning

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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 Feticide in Punjab.