

Shishuram Das College

Department of History. Lesson Plan: 2019-20

SEMESTER-I, HISA, PAPER- CC1 (History of India from the earliest times to 300 BCE)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Reconstructing Ancient Indian History	Chandan Adhikari	September- 4	Group Discussion
			November- 1	
		Ifte Kharul Islam	September- 2	
			November- 1	
2.	Hunter gatherers and the advent of food products	Asim kumar Mondal	September- 1	Viva
			November- 4	
			December-1	
3.	The Harappan Civilisation	Chandan Adhikari	November- 2	Tutorial
			December-3	
			January- 3	
			February-1	
4.	Cultures in Transition	Ifte Kharul Islam	November- 3	Viva
			December- 4	
			January - 2	

SEMESTER-I, HISA, PAPER- CC1 (History of India from the earliest times to 300 BCE)

Credit:6

Course Coordinator: Chandan Adhikari.

Course Outcome

- **CO-1- This module helps to understand the early Indian notions of history and historical interpretations.**
- **CO-2- This course helps to understand the Paleolithic, Mesolithic, Neolithic, and Chalcolithic cultures.**
- **CO-3- This course highlights the features of Harappan civilization, one of the oldest civilizations of India. The course also helps to understand town planning, agrarian base, craft production, trade religious beliefs of the civilization.**
- **CO-4- This course helps to understand the settlement patterns of North India, Central India, and Deccan. It also mentions the technological and economic development, social stratification, economic development, religion, and philosophy of Northern India, with special reference to the Aryan problem.**

Suggested Reading List:

1. **Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983.**
2. **Basham A.L, The Wonder that was India, London, 1954.**
3. **Thapar Romila, Early India: From the origins to AD 1300, London, 2002.**
4. **Agarwal, D.P, The Archaeology of India, London, 1982.**
5. **Chakraborty Ranabir, Bharat Itihaser adi parba, Kolkata, 2007.**

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SEMESTER-I, HISA, PAPER- CC2 (Social Formations and cultural patterns of the ancient world other than India)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Evolution of humankind	Prasanta Das	September- 4	Viva
			November- 1	
2.	Food production	Prasanta Das	September- 3	Quiz
			November- 2	
			December- 1	
3.	Bronze age civilisations	Ifte kharul Islam	November-3	Class Test
			December- 3	
			January- 1	
4.	Nomadic groups in Central and west Asia	Asim kumar Mondal	November-2	Group Discussion
			December- 3	
			January- 1	

Lesson plan of HISA, CC-2 continued to page no.4

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SEMESTER-I, HISA, PAPER- CC2 (Social Formations and cultural patterns of the ancient world other than India)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
5.	Slave Society in Ancient Greece and Rome	Ifte kharul Islam	January- 3	Tutorial
			February- 2	
6.	Polis in ancient Greece	Asim kumar Mondal	January- 3	Tutorial
			February- 2	

SEMESTER-I, HISA, PAPER- CC2 (Social Formations and cultural patterns of the ancient world other than India)

Credit:6

Course Coordinator: Ifte Kharul Islam

Course Outcome

- CO-1- To understand the role of kinship and social institutions in the development of early societies.
- CO-2- To understand the beginning of agriculture and animal husbandry.
- CO-3- To understand the economy, social stratification, state structure and religion in old Egyptian kingdom.
- CO-4- This course highlights the advent of iron and its implications.
- CO-5- To understand the agrarian economy, urbanization, and trade under the slave society in ancient Greece & Rome
- CO-6- To understand the Greek Polis and Greek culture in Athens and Sparta.

Suggested Reading List:

1. Childe V. Gordon, What happened in History, Peregrine Books, 1985.
2. Farooqui Amar, Early Social formations, Manak Publications, 2002.
3. Finley, M.I. The Ancient Economy.
4. Chattopadhyaya, Kunal. Bhadra, Sujata, Prachin Greece er samaj o sanskriti

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Department of History. Lesson Plan: 2019-20

SEMESTER-I, HISG, PAPER- CC1/GE1 (History of India from the earliest times to 300 CE)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Sources and Interpretation	Chandan Adhikari	September- 4 November- 1	Tutorial
2.	A broad survey of Paleolithic, Mesolithic, and Neolithic cultures.	Chandan Adhikari	September- 4 November- 1	Class Test
3.	Harappan Civilisation: Origin, Extent, dominant features, & decline, Chalcolithic cultures	Asim Kumar Mondal	September- 5 November- 1	Mock Test
4.	The Vedic Period: Polity, Society, Economy and Religion, Iron Age with reference to PGW & Megaliths	Ifte kharul Islam	November- 3 December-1	Viva
5.	Territorial States and the rise of Magadha, conditions for the rise of Mahajanapadas and the causes of Magadha's success	Arijit Bhattacharya	November- 3 December-1	Class Test
6.	Iranian and Macedonian invasions, Alexander's Invasion, and impact	Asim Kumar Mondal	November- 3 December-1	Group Discussion
7.	Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions	Ifte kharul Islam	December-4 January- 1	Viva

Lesson plan of HISG, CC1/GE1, continued to page no. 07

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SEMESTER-I, HISG, PAPER- CC1/GE1 (History of India from the earliest times to 300 CE)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
8.	The Satavahana Phase: Aspects of Political History, Material Culture, Administration, Religion	Arijit Bhattacharya	December-3 January- 1	Class Test
9.	Emergence and growth of Mauryan Empire; State Administration, Economy, Ashoka's Dhamma, Art & Architecture	Asim Kumar Mondal	December-3 January- 2	Mock Test
10.	The Satavahana Phase: Aspects of Political History, Administration, Material Culture, & Religion	Prasanta Das	January- 3 February-2	Viva
11.	The Sangam Age: Sangam Literature, The three early Kingdoms, Society, and the Tamil language	Prasanta Das	January- 3 February-2	Class Test
12.	The age of the Indo-Greeks, Shakas: Parthians & Kushanas: Aspects of Polity, Society, Religion, Arts and Crafts, Coins, Commerce and Towns	Asim Kumar Mondal	January- 3 February-3	Tutorial

SEMESTER-I, HISG, PAPER- CC1/GE1 (History of India from the earliest times to 300 CE)

Credit:6

Course Coordinator: Asim Kumar Mondal

- **CO-1- To understand the sources and interpretation of ancient Indian History**
- **CO-2- To understand the Paleolithic, Mesolithic, Neolithic cultures.**
- **CO-3- To understand the origin, extent, dominant features and decline of Harappan civilization.**
- **CO-4- To understand the polity, society, economy and religion in the Vedic period, Chalcolithic age.**
- **CO-5- To understand the condition of the rise of Mahajanapadas, and the causes of Magadha's success.**
- **CO-6- To understand the Alexander's invasion and impact.**
- **CO-7- To understand the causes, doctrines, spread, decline and contributions of Jainism, Buddhism.**
- **CO-8- To understand the aspects, of political history, material culture, administration, and religion during the Satavahana period.**
- **CO-9- To understand the emergence and growth of Mauryan Empire, state administration, economy, Ashoka's dhamma, art and architecture.**
- **CO-10- To understand the Sangam literature, the three early kingdoms, society, and the Tamil language.**
- **CO-11- To understand the aspects of polity, society, religion, arts & crafts, coins, commerce, and towns during the age of Indo-Greeks, Shakas, Parthians and Kushanas.**

Suggested Reading List:

1. **Basham A.L, The Wonder that was India, London, 1954.**
2. **Thapar Romila, Early India: From the origins to AD 1300, London, 2002.**
3. **Agarwal, D.P, The Archaeology of India, London, 1982.**
4. **Chakravarti Ranabir, Bharat Itihaser adi parba, Orient Longman, Kolkata, 2007.**
5. **Kosambi, D D, Bharat itihas charchar Bhumika, K.P. Bagchi & Co., Kolkata, 2002.**
6. **Habib Irfan, Bharatbarsher sadharan manusher itihas, (Pratham o Dwitiya khanda), NBA, Kolkata, 2002.**

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Department of History. Lesson Plan: 2019-20

SEMESTER-III, HISA, PAPER- CC5, History of India (CE750-1206)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Studying Early Medieval India	Ifte Kharul Islam	August- 4	Class Test
2.	Political Structures, unit a, b	Chandan Adhikari	August- 4	Mock test
	Political structures, unit c, d	Arijit Bhattacharya	August-4	
3.	Agrarian structure and social change, unit- a, b	Ifte Kharul Islam	September-4	Viva
	Agrarian Structure and social change, unit- c, d	Chandan Adhikari	September-4	
4.	Trade and Commerce	Arijit Bhattacharya	September-4	Group Discussion
			October-1	
5.	Religious and cultural developments, unit-a	Ifte Kharul Islam	November-4	Tutorial
	Religious and cultural developments, unit-b	Chandan Adhikari	November-4	
	Religious and cultural developments, unit-c	Arijit Bhattacharya	November-4	
	Religious and cultural developments, unit-d	Ifte Kharul Islam	November-4	

SEMESTER-III, HISA, PAPER- CC5 History of India (CE750-1206)

Credit:6

Course Coordinator: Arijit Bhattacharya

Course Outcome

- **CO-1- To understand the historical geography of the period, including texts, epigraphic and numismatic data. The course also includes the debates on Indian feudalism, rise of the Rajputs and the nature of the state. Overall, this chapter tries to give a complete scenario of the political and economic condition of the Indian subcontinent within the given period.**
- **CO-2- To understand the emergence of political powers like Rashtrakutas, Palas, Pratiharas, Rajputs and the Cholas. It also highlights the legitimization of kingship, Arab conquest of Sindh and conquest of Turkish invasions.**
- **CO-3- To understand the agricultural expansion, landlords and peasants, status of the untouchables, position of tribes and peasants in the varna order.**
- **CO-4- To understand the inter-regional trade, maritime trade, forms of exchange, process of urbanization and merchant guilds in South India.**
- **CO-4- This course highlights the Bhakti, Tantrism, Puranic traditions, Islamic intellectual traditions, regional languages, and literature and art and architecture of the period.**

Suggested Reading List:

1. Chakravarti Ranabir, *Exploring Early India up to Circa AD 1300*, Primus books, 2016.
2. Basham A.L, (ed.), *A Cultural History of India*, Oxford University Press, 1989.
3. Habib Irfan, *Economic History of medieval India: A Survey*, New Delhi, 2001.
4. Gopal Lalanji, *The Economic life of Northern India*, Varanasi, 1965.
5. Champakalakshmi R, *Trade, Ideology, and urbanization: South India 300 BC-AD1300*, Delhi, 1966.
6. Mukhopadhyay Hirendranath, *Bharatbarsher Itihas (Pratham khanda) (Prachin o Madhyajug)*, Pashchimbanga Rajya Pustak Parshad, Pratham mudran, November 1997.

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SEMESTER-III, HISA, PAPER- CC6 (Rise of the modern west-1)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Transition debate on transition from feudalism to capitalism.	Asim Kumar Mondal	August- 4	Class Test
2.	II. a) The exploration of the new world: motives	Asim Kumar Mondal	August- 4	Mock Test
	II. b) Portuguese and Spanish voyages	Chandan Adhikari	August- 4	
3.	III. a) Renaissance: it's social roots. III. b) Renaissance humanism III. c) Rediscovery of classics	Chandan Adhikari	September-4	Quiz
	III. d) Italian Renaissance and its impact on art, culture, education, and political thought III. e) It's spread in Europe	Asim Kumar Mondal	September-4	

Lesson plan of HISA, CC-6
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SEMESTER-III, HISA, PAPER- CC6 (Rise of the modern west-1)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
4.	IV. a) Reformation movements: Origins and courses	Chandan Adhikari	September-4	Class Test
	IV. b) Martin Luther and Lutheranism			
5.	IV. c) John Calvin and Calvinism	Chandan Adhikari	September-8	
	IV. d) Radical Reformation: Anabaptists and			
	IV. e) English Reformation and role of the state			
	IV. f) Counter Reformation Huguenots			
	V. a) Economic Developments	Asim Kumar Mondal	November-8	Tutorial
	V. b) Shift of economic balance from Mediterranean to Atlantic			
	V. c) Commercial Revolution			
	V. d) Price Revolution			
	V. e) Agricultural Revolution and the enclosure movement			

Lesson plan of HISA, CC-6 continued to page no.13

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SEMESTER-III, HISA, PAPER- CC6 (Rise of the modern west-1)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
6.	VI. a) Development of National Monarchy VI. b) Emergence of European state system	Chandan Adhikari	November-6	Tutorial

SEMESTER-III, HISA, PAPER- CC6 (Rise of the modern west-1)

Credit:6

Course Coordinator: Asim Kumar Mondal

Course Outcome

- **CO-1- To understand the transition debate from feudalism to capitalism, with its problems and theories.**
- **CO-2- To understand the motives behind the exploration of the new world, with special reference to Portuguese and Spanish voyages.**
- **CO-3- This course helps to understand the social roots of renaissance like, humanism, rediscovery of classics, impact of Italian renaissance on art, culture, education, political thought, and its spread in Europe.**
- **CO-4- To understand the Reformation movements by Martin Luther, John Calvin, Radical reformation by anabaptists and Huguenots, English Reformation, and the role of the state, and Counter reformation.**
- **CO-5- To understand the shift of economic balance in Europe from the Mediterranean trade to the Atlantic trade. The course highlights the commercial revolution, price revolution, and agricultural revolution with special reference to the Enclosure Movement.**
- **CO-6- To understand the development of the national monarchy and European state system.**

Suggested Reading List:

1. **Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe, Lakxmi Publications, 2013.**
2. **Dobb Maurice, Studies in the development of capitalism, International Publishers, 1947.**
3. **Cipolla Carlo M. Fontana Economic History of Europe, Vols. II & III, Collins/Fontana books, 1978.**
4. **Davis, Raph, The Rise of atlantic Economics, Cornell University Press. 1973.**
5. **Daspupta Asin, Bharat Mahasagare banijya o rajneeti, 1500-1800, Ananda Publishers, Kolkata 1994.**
6. **Mukherjee Rila, Rupantarito Europe (900-1800), Progressive Publishers, 2004.**
7. **Tripathi, Amalesh, Italir renaissance bangalir sanskriti, Ananda Publishers, Kolkata 1994.**
8. **Basu Basabendra, Adhunik Europer bibartan (Madhya panchadas -madhya ashtadash shatak), Mitram, Kolkata. 1911.**
9. **Islam Azhar, Islam Rakibul, Rajguru Jayesh, Adhunik pashchimer utthan (2), Kalyani Publishers, 2023.**
10. **Baidya Jayanta, Adhunik Pashchimer Utthan, Concept publishing company Pvt. Ltd., 2021.**

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SEMESTER-III, HISA, PAPER- CC7, History of India (CE1206-1526)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Interpreting the Delhi Sultanate	Ifte Kharul Islam	August- 4	Class Test
2.	II. Sultanate political structures- unit- a, b.	Arijit Bhattacharya	August- 4	Tutorial
	II. Sultanate political structures- unit- c, d.	Ifte Kharul Islam	August- 4	
3.	III. Society and Economy- unit- a, b.	Arijit Bhattacharya	September-4 October- 1	Mock Test
	III. Society and Economy- unit- c, d.	Ifte Kharul Islam	September-4 October- 1	
4.	IV. Religion and Culture- unit- a, b.	Ifte Kharul Islam	November-4	Group Discussion
	IV. Religion and Culture- unit - c, d.	Arijit Bhattacharya	November-4	

SEMESTER-III, HISA, PAPER- CC7 History of India (CE1206-1526)

Credit:6

Course Coordinator: Arijit Bhattacharya

Course Outcome

- **CO-1- To understand the Persian Tarikh tradition, vernacular histories, and epigraphy.**
- **CO-2- To understand the foundation of the Delhi Sultanate under the Khaljis and Tughlaqs. It also highlights the Mongol threat and Timur's invasion, rise and fall of the Sayed dynasty, the political history of the Lodhis and battle of Panipat.**
This course also highlights the theories of kingship, ruling elites like Sufis, Ulemas, imperial monuments and coinage.
To understand the provincial dynasties like Bahamanis, Vijaynagar, Gujarat, Malwa, Jaunpur and Bengal.
To understand the regional art, architecture, and literature.
- **CO-3- To understand the society and economy, highlighting the issues like iqta, and revenue free grants, agricultural society, revenue systems, monetization, growth of urban centres, trade and commerce, Indian Ocean Trade.**
- **CO-4- To understand the religion and culture of contemporary India, with special emphasis on Sufi silsilas, Bhakti movement, Nathpanthis, Sufi literature and architecture of the Delhi Sultanate.**

Suggested Reading List:

1. **Chandra Satish, A History of Medieval India, Orient Black Swan, Hyderabad, 2007.**
2. **Nizami, K.A, Some aspects of religion and politics in India during the 13th century, Aligarh, 1961.**
3. **Raychaudhuri Tapan and Habib Irfan, (eds.), Cambridge economic History of India volume-1, c. 1200-1750, Cambridge University Press, Cambridge, 1982, 1987 (reprint)**
4. **Roy, Aniruddha, Madhyajuger Bharater Itihas: Sultani amol, Orient Longman, Kolkata, 2018.**
5. **Habibullah, A.B.M, Bharate Muslim shashaner Pratishtha, 1206-1290, Progressive Publishers, Kolkata.**
6. **Roy, Mihir Kumar, Bharater Itihas, Turko Afghan Jug, Pashchimbanga Rajya Pustak Parshad,**

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SEMESTER-III, HISA, PAPER- SEC, A- Archives and Museums

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Definition and history of development (with special reference to India)	Prasanta Das	August- 2	Viva
	I. Definition and history of development (with special reference to India)	Asim Kumar Mondal	August- 2	
2.	II. Types of Archives and Museums	Asim Kumar Mondal	September-4	Tutorial
3.	III. Museum presentation and exhibition	Prasanta Das	September-4	Class Test
4.	IV. Museums, Archives and Society	Prasanta Das	November-2	Tutorial
	IV. Museums, Archives and Society	Asim Kumar Mondal	November-2	

SEMESTER-III, HISA, PAPER, SEC, A- Archives and Museums

Credit:2

Course Coordinator:Asim Kumar Mondal.

Course Outcome

- **CO-1- To understand the definition and history of the development of museum, with special reference to India.**
- **CO-2- To understand the traditions of preservation in Indian museums, collection policies, ethics and procedures of collection, field exploration, excavation, purchase, gifts and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Emphasis is given on documentation and preservation.**
- **CO-3- To understand the presentation and exhibition process of the museum.**
- **CO-4- Education and communication outreach activities in connection with museums, archives, and society.**

Suggested Reading List:

1. **Agarwal, O.p, Essentials of conversation and museology, Sundeep Prakashan, New Delhi, 2007.**
2. **Choudhary, R.D, Museums of India and their maladies, Calcutta: Agam Kala Prakashan, New Delhi, 1998.**
3. **Roychowdhury Madhuparna, Displaying India's heritage: Archaeology and Museum movement in colonial India, Orient Blackswan, 2015**

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Department of History. Lesson Plan: 2019-20

SEMESTER-II, HISA, PAPER- CC3 (History of India from the earliest times to 300 BCE)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Economy and Society (circa 300 BCE to circa CE 300)	Prasanta Das	March-3	Class Test
			April-2	
2.	II. Changing Political formations (circa 300 BCE to circa 300)	Nupur Datta	March-2	Viva
			April-3	
3.	III. Towards early Medieval India	Prasanta Das	April-2	Tutorial
			May-2	
4.	IV. Religion, philosophy and society (circa 300 BCE to circa CE 750)	Ifte Kharul Islam	April-2	Group Discussion
			May-2	
5.	V. Cultural developments (circa 300 BCE to circa CE 750)	Nupur Datta	May-4	Mock Test

SEMESTER-II, HISA, PAPER- CC3 (History of India from the earliest times to 300 BCE)

Credit:6

Course Coordinator: Nupur Datta.

- **CO-1- To understand the agrarian productions and its expansion, urban growth in north and central India, with special emphasis on craft production, trade, trade routes and coinage. Further emphasis has been given on class, varna, jati, gender, marriage, and property relations.**
- **CO-2- To understand the Mauryan and post Mauryan politics with special reference to the Kushanas and Satavahanas.**
- **CO-3- To understand the agrarian expansion, especially land grants, graded land rights and peasantry, urban decline, with special emphasis on trade, currency, and urban settlements, changing norms of marriage and property, the Gupta and post Gupta polities.**
- **CO-4- To understand the consolidation of Brahmanical tradition, theistic cults, and the beginning of Tantricism.**
- **CO-5- To understand the brief survey of Sanskrit, Pali, Prakrit, and Tamil literature, scientific and technical treatises, art, and architectural forms of Maurya, post-Maurya, Gupta and the post Gupta period.**

Suggested Reading List:

1. **Chattopadhyay B. D, The making of early medieval India, Oxford University Press, 1994.**
2. **Kosambi, D.D, An Introduction to the study of Indian History, popular Prakashan, 1956.**
3. **Sharma, R.S, Indian Feudalism, Macmillan publishers, 2005.**
4. **Singh Upinder, A history of ancient and early medieval India, Pearson education, 2008**

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SEMESTER-II, HISA, PAPER- CC4 (Social Formations and cultural patterns of the Medieval World other than India)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	<u>Group-B</u> III.Crisis of the Roman Empire and its principal causes: Historiography	Chandan Adhikari	February-2	February-2Tutorial
			March-2	
2.	<u>Group-B</u> IV.Religion and Culture in Medieval Europe	Asim Kumar Mondal	March-2	Class Test
			April-3	
			May-2	
3.	<u>Group-B</u> V.The feudal society its origin and its crisis	Arijit Bhattacharya	March-2	Mock Test
			April-4	
			May-1	
4.	<u>Group-C</u> Judaism and Christianity under Islam	Asim Kumar Mondal	May-2	Viva
		Chandan Adhikari	May-2	

SEMESTER-II, HISA, PAPER- CC4 (Social Formations and cultural patterns of the Medieval World other than India)

Credit:6

Course Coordinator: Chandan Adhikari.

- **CO-1- To understand the Historiography of the Roman empire.**
- **CO-2- To understand the Society and religion of the medieval Europe with special reference to the Carolingian renaissance, position of women, with special reference to witchcraft, and magic, rise of university, medieval art and architecture.**
- **CO-3- To understand the historiography of the feudal society.**
- **CO-4- To understand the Judaism and Christianity under Islam.**

Suggested Reading List:

- 1. Baker Simon, Ancient Rome, the rise and fall of an empire, Ebury publishing, 2006.**
- 2. Bloch Marc, Feudal Society (2 vols), Aakar books, revised edition, 2017.**
- 3. Lewis Bernard, Arabs in History, Oxford University Press, 2002.**
- 4. Lewis Bernard, The Jews of Islam, Princeton University Press, 1984.**

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SEMESTER-II, HISG, PAPER- CC2/GE2, History of India from C. 300 to 1206

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	The rise and growth of the Guptas	Nupur Datta	February-3 March-3	Tutorial
2.	Harsha & his times	Chandan Adhikari	February-3 March-3	Class Test
3.	South India: Polity, Society, economy, and culture	Arijit Bhattacharya	February-3 March-3	Mock Test
4.	Towards the early medieval	Nupur Datta	March-2 April-3	Viva
5.	Evolution of political structures of Rashtrakutas, Palas and Pratiharas	Chandan Adhikari	March-2 April-3	Class Test

Lesson plan of HISG, CC2/GE2, continued to page no. 59

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SEMESTER-II, HISG, PAPER- CC2/GE2, History of India from C. 300 to 1206

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
6.	Emergence of Rajput states in Northern India	Nupur Datta	April-2 May-2	Group Discussion
7.	Arabs in Sindh: Polity, religion, and society	Arijit Bhattacharya	April-2 May-2	Tutorial
8.	Struggle for power in Northern India & establishment of Sultanate	Chandan Adhikari	April-2 May-2	Class Test

SEMESTER- II, HISG, PAPER- CC2/GE2, History of India from C. 300 to 1206

Credit:6

Course Coordinator: Arijit Bhattacharya.

- **CO-1-** To understand the administration, society, economy, religion, art, literature. Science and technology under the Gupta empire.
- **CO-2-** To understand the administration, Buddhism, and role of the university of Nalanda under king Harshavardhana.
- **CO-3-** To understand the polity, society, economy, and culture in South India.
- **CO-4-** To understand the changes in polity, society, and economy and culture with reference to the Pallavas, Chalukyas, and Vardhanas.
- **CO-5-** To understand the evolution of political structures of Rashtrakutas, Palas and Pratiharas.
- **CO-6-** To understand the in northern India. polity, economy, and society during the emergence of the Rajput states
- **CO-7-** To understand the polity, religion, and society of the Arabs in Sindh.
- **CO-8-** To understand the struggle for power in Northern India and establishment of Sultanate.

Suggested Reading List

1. Chandra Satish, a History of Medieval India, 2 volumes, Orient Blackswan, 2009.
2. Jackson Peter, Delhi Sultanate: A Political and Military History, Keele university, 2003.
3. Chattopadhyay Sunil, Prachin Bharater Itihas, 2 khanda, Pashchimbanga rajya pustak parshad, 8th edition, 2004.
4. Basham, A.L, Ateeter Ujjwal Bharat, Progressive Publishers, Kolkata, 2005.
5. Mukhopadhyay Hirendranath, Bharatbarsher itihas, Pratham khanda, (Prachin ebong Madhya Jug), Pashchimbanga rajya pustak parshad, 1997.

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SEMESTER-IV, HISA, PAPER- CC8 (Rise of the Modern West-II)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I.a. Printing Revolution II. b. Revolution in war techniques	Nupur Datta	February-3 March-3	Tutorial
2.	II.a. Crisis in Europe in the 17th century II.b. Its economic, social, and political dimensions	Asim Kumar Mondal	February-2 March-2	Class Test
3.	III.a. The English Revolution: Major issues III.b. Political and intellectual issues	Nupur Datta	March-3 April-3	Viva
4.	IV.a. Scientific Revolution IV.b. Emergence of scientific academies IV.c. Origins of Enlightenment	Asim Ku mar Mondal	March-3 April-3	
5.	V.a. Mercantilism and European economics V.b. Preludes to the in the Indistrial Revolution	Nupur Datta	April-3 May-3	Class Test

Lesson plan of HISA, CC-8, continued to page no. 27

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SEMESTER-IV, HISA, PAPER- CC8 (Rise of the Modern West-II)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
6.	VI.a. European politics in the 17th & 18th. c VI.b. Parliamentary monarchy VI.c. Patterns of Absolutism in Europe	Asim Kumar Mondal	April-2 May-2	Mock Test

SEMESTER-IV, HISA, PAPER- CC8 (Rise of the Modern West-II)

Credit:6

Course Coordinator: Nupur Datta.

CO-1- To understand the advancement of science in Europe in the fields of Printing revolution and the revolution in war techniques.

- **CO-2- To understand the Economic, social, and political dimensions in Europe with special reference to the crisis in the 17th century.**
- **CO-3- To help them to understand the major issues of English revolution, political and intellectual issues.**
- **CO-4- To understand the scientific academies, and scientific revolution. The course also emphasises on the origins of the enlightenment.**
- **CO-5- To understand the Mercantilism and European economics, which caused the prelude to Industrial Revolution.**
- **CO-6- To understand the European scenario in the 17th-18th century, with special reference to politics, Parliamentary monarchy, and absolutism.**

Suggested Reading List:

1. **Cipolla Carlo M, Before the Industrial Revolution, European Society and Economy, 1000-1700, W.W.Norton & Company, 3rd edition, 1994.**
2. **Cipolla Carlo M, Fontana economic history of Europe, volumes-II and III, Collins/Fontana books, 1978.**
3. **Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe, Lakxmi Publications, 2013.**
4. **Anderson Perry, The lineages of Absolutist state, Verso, 1979.**
5. **Basu Basabendra, Adhunik Europer bibartan (Madhya panchadas -madhya ashtadash shatak), Mitram, Kolkata. 1911.**
6. **Islam Azhar, Islam Rakibul, Rajguru Jayesh, Adhunik pashchimer utthan (2), Kalyani Publishers, 2023.**
7. **Baidya Jayanta, Adhunik Pashchimer Utthan, Concept publishing company Pvt. Ltd., 2021.**

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SEMESTER-IV, HISA, PAPER- CC9, History of India (c. 1526-1605)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Sources and Historiography	Ifte Kharul Islam	February-2 March-2	Mock Test
2.	II. Establishment of Mughal Rule	Arijit Bhattacharya	February-3 March-3	Class Test
3.	III. Consolidation of Mughal rule under Akbar	Arijit Bhattacharya	March-3 April-2	Tutorial
4.	IV. Expansion and integration	Ifte Kharul Islam	March-2 April-2	Quiz
5.	V. Rural Society and Economy	Arijit Bhattacharya	April-3 May-2	Class Test
6.	VI. Political and religious ideals	Ifte Kharul Islam	April-3 May-2	Group Discussion

SEMESTER-IV, HISA, PAPER- CC-9, History of India (c. 1526-1605)

Credit:6

Course Coordinator: Ifte Kharul Islam.

- **CO-1-** To understand the Persian literary culture, translations, vernacular literary traditions, and modern interpretation of Persian literature.
- **CO-2-** To understand the Indian scenario on the eve of Babur's invasion, firearms, military technology, and warfare, The course highlights Humayun's struggle for empire and the administrative and revenue reforms of Sher Shah.
- **CO-3-** To help them to understand the campaigns and conquest, evolution of administrative institutions like- zabt, mansab, jagir, madad-i-mash etc. The course also highlights the revolts and resistance during the period.
- **CO-4-** To understand the incorporation of Rajputs and other indigenous groups in Mughal nobility. The study highlights the scenario of north-west frontier, Gujarat and the deccan, and also the conquest of Bengal.
- **CO- 5-** To understand the land rights and the revenue system, with special reference to zaminders and peasants, rural tensions, extension of agriculture, agricultural production and crop patterns, trade routes and patterns of internal commerce, overseas trade, and the rise of Surat.
- **CO-6-** To understand the inclusive political ideas in theory and practice, religious tolerance and Sulh-i-kul, Sufi mystical and intellectual interventions, and pressure from the ulemas.

Suggested Reading List:

1. Alam Muzaffar & Subramaniam Sanjay, eds. The Mughal State, 1526-1750, Oxford India readings, 2000.
2. Ali Athar M., Mughal nobility under Aurangzeb, Oxford University press, 2001.
3. Habib Irfan, Agrarian system of Mughal India, 1525-1701, Oxford University Press, 2000.
4. Chandra Satish, Parties and politics in the Mughal Court, Har Anand Publication Pvt. Ltd., 2017.
5. Bhadra Goutam, Mughal jage Krishni arthaniti o krishak bidroha, Subarnareka, Kolkata, 1983.
6. Bandyopadhyaya Shekhar, Ashtadash shataker Mughal sankat o adhunik itihash chinta, Kolkata, 1983.
7. Habib Irfan, Madhyajuger Bharater Arthanitik Itihas, Progressive publishers, Kolkata, 2009.
8. Mukhopadhyay Hirendranath, Bharatbarsher Itihas (Dwitiya khanda), Mughal o British Bharat, Pashchimbanga Rajya Pustak Parshad, 1998.

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SEMESTER-IV, HISA, PAPER- CC10, History of India (c.1605-1750s)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Sources: Persian and vernacular literary cultures, histories, memoirs, and travelogues	Chandan Adhikari	February-2 March-1	Class Test
2.	II. Political culture under Jahangir and Shahjahan	Prasanta Das	February-2 March-2	Mock Test
3.	III. Mughal empire under Aurangzeb	Chandan Adhikari	March-2 April-2	Tutorial
4.	IV. Visual culture: Paintings and architecture	Prasanta Das	March-2 April-2	Tutorial
5.	V. Patterns of regional politics	Chandan Adhikari	April-2 May-2	Group Discussion
6.	VI. Trade and commerce	Prasanta Das	April-3 May-2	Class Test

SEMESTER-IV, HISA, PAPER- CC-10, History of India (c.1605-1707s)

Credit:6

Course Coordinator: Prasanta Das.

- CO-1- To understand the Persian and vernacular literary cultures, histories, memoirs and travelogues.
- CO-2- To understand the extension of Mughal rule, changes in Mansab and Jagir systems, imperial culture, orthodoxy and syncretism, with special reference to Naqshbandi sufis, Miya Mir, Dara shukoh and Samrad.
- CO-3- To help them to understand the state and religion under Aurangzeb, issues in war of succession, poliucies regarding religious groups and institutions, conquests and limits of expansion, beginning of the agrarian and jagir crisis, and revolts .
- CO-4- To understand the paintings and architecture of the period.
- CO- 5- To understand the Rajput political structure and state formation, Deccan kingdoms with special reference to the emergence of the Marathas, Shiva, and the expansion under the Peshwas. Importance has been given on the decline of the Mughal empire and the emergence of the successor states. The course also emphasizes on the recent debates on interpreting 18th century India.
- CO-6- To understand the monetary system with special reference on crafts and technologies, markets and transportation, urban centres, Indian ocean trade networks.

Suggested Reading List:

1. Alam Muzaffar & Subramaniam Sanjay, eds. The Mughal State, 1526-1750, Oxford India readings, 2000.
2. Ali Athar M., Mughal nobility under Aurangzeb, Oxford University press, 2001.
3. Habib Irfan, Agrarian system of Mughal India, 1525-1701, Oxford University Press, 2000.
4. Chandra Satish, Parties and politics in the Mughal Court, Har Anand Publication Pvt. Ltd., 2017.
5. Bhadra Goutam, Mughal juge Krishni arthaniti o krishak bidroha, Subarnareka, Kolkata, 1983.
6. Bandyopadhyaya Shekhar, Ashtadash shataker Mughal sankat o adhunik itihis chinta, Kolkata, 1983.
7. Habib Irfan, Madhyajuger Bharater Arthanoitik Itihis, Progressive publishers, Kolkata, 2009.
8. Mukhopadhyay Hirendranath, Bharatbarsher Itihis (Dwitiya khanda), Mughal o British Bharat, Pashchimbanga Rajya Pustak Parshad, 1998.

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SEMESTER-IV, HISA, PAPER- SEC-B (2): Art Appreciation: An Introduction to Indian Art

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Prehistoric and Protohistoric art	Chandan Adhikari	February-1 March-1	Quiz
2.	II. Indian art (c. 600 BCE-600CE)	Nupur Datta	February-2 March-2	Tutorial
3.	III. Indian art (c. 600CE- 1200 CE)	Chandan Adhikari	March-2 April-1	Class Test
4.	IV. Indian art (c. 1200 CE- 1800 CE)	Nupur Datta	March-2 April-2	Tutorial
5.	V. Modern and contemporary Indian art and architecture	Nupur Datta	April-3 May-2	Group discussion

SEMESTER-IV, HISA, PAPER- SEC-B (2): Art Appreciation: An Introduction to Indian Art

Credit:2

Course Coordinator: Nupur Datta.

- **CO-1- To understand the rock arts, Harappan arts and crafts.**
- **CO-2- To understand the World Heritage Site Managers, UNESCO World Heritage manuals, notions of art and craft, with special emphasis on canons of Indian paintings, major developments in stupa, cave and temple art and architecture. The course also includes the style, iconography, numismatic art in the early Indian sculpture.**
- **CO-3- To understand the temple forms and their architectural features, which includes the early illustrated manuscripts and mural painting traditions. The course also highlights the early medieval sculptures, with special reference to the style and iconography, Indian bronzes, or metal icons.**
- **CO-4- To understand the sultanate and Mughal architecture, miniature painting traditions like Mughal, Rajasthani, Pahari art forms. It also includes the fort, palace and haveli architecture.**

Suggested Reading List:

1. **Hunting Susan, The Art of ancient India: Hindu, Buddhist, Jain, Weatherhill, 1985.**
2. **Guha-Thakurata Tapati, The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.**
3. **Mitter Partha, Indian Art, Oxford History of Art series, Oxford University Press, 2001.**
4. **Dar Parul Pandya, ed., Indian Art History changing perspectives, New Delhi: D. K. Print world and National Museum Institute (introduction), 2011.**
5. **Ray Niharranjan, An approach to Indian art, Calcutta, 1970.**

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SEMESTER-IV, HISG, PAPER- CC4/GE4, History of India from C. 1707-1950

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Interpreting the 18 th century	Arijit Bhattacharya	February-2 March-3	Tutorial
2.	Emergence of independent states & establishment of colonial power	Ifte Kharul Islam	February-3 March-2	Class Test
3.	Expansion and consolidation of colonial power up to 1857	Prasanta Das	February-3 March-2	Mock Test
4.	Uprising of 1857: Causes. Nature & Industry	Arijit Bhattacharya	March-2 April-3	Viva
5.	Colonial economy: Agriculture, trade, and industry	Ifte Kharul Islam	March-2 April-3	Class Test

Lesson plan of HISG, CC4/GE4, continued to page no. 36

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SEMESTER-IV, HISG- CC4/GE4, PAPER- History of India from C. 1707-1950

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
6.	Socio-Religious movements in the 19 th century	Prasanta Das	March-2 April-2	Mock Test
7.	Emergence and growth of nationalism with focus on Gandhian nationalism	Ifte Kharul Islam	April-3 May-2	Viva
8.	Communalism: Genesis growth and partition of India	Prasanta Das	April-2 May-2	Class Test
9.	Advent of freedom: Constituent assembly, establishment of Republic	Arijit Bhattacharya	April-2 May-2	Group Discussion

SEMESTER- IV, HISG, PAPER- CC4/GE4, History of India from C. 1707-1950

Credit:6

Course Coordinator: Arijit Bhattacharya.

- CO-1- To understand the interpretation of the 18th century.
- CO-2- To understand the emergence of independent state and the establishment of colonial power.
- CO-3- To understand the expansion and consolidation of colonial power up to 1857.
- CO-4- To understand the causes, nature, and aftermath of the uprising of 1857.
- CO-5- To understand the agriculture, trade, and economy during the colonial period.
- CO-6- To understand the socio-religious movement in the 19th century.
- CO-7- To understand the emergence and growth of nationalism, with special reference to the Gandhian nationalism.
- CO-8- To understand the genesis, growth, and partition of India.
- CO-9- To understand the Constituent assembly and establishment of Republic.

Suggested Reading List

1. Sarkar Sumit, Modern India, 1885-1947, Macmillan, 1983.
2. Bose Sugato and Jalal Ayesha, Modern Southeast Asia: History, Culture, political Economy, New Delhi,1998.
3. Bayly, C.A, An illustrated History of Modern India, 1600-1947, London, 1990.
4. Bandypadhyay Shekhar, Ashtadash shataker Mughal sankat o adhunik itihās chinta, Kolkata, 1983.
5. Roy, Rajatkanta, Palashir sharajantra o sekaler samaj, Ananda Publishers, Kolkata

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