

Shishuram Das College

Department of History. Lesson Plan: 2020-21

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	Prasanta Das	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	Arijit Bhattacharya	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: Ifte Kharul Islam

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	Arijit Bhattacharya	September- 4	Viva
			November- 1	
2.	Food production	Nupur Datta	September- 3	Quiz
			November- 2	
			December- 1	
3.	Bronze age civilisations	Prasanta Das	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	Prasanta Das	January- 3	Tutorial
			February- 2	
6.	Polis in ancient Greece	Nupur Datta	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: Prasanta Das

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: 2020-21

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	Viva
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	Asim Kumar Mondal	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	Asim Kumar Mondal	November-4	
	Religious and cultural developments, unit-c	Arijit Bhattacharya	November-4	
	Religious and cultural developments, unit-d	Chandan Adhikari	November-4	

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

Credit:6

Course Coordinator: Arijit Bhattacharva

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.	Nupur Datta	August- 4	Class Test
2.	II. a) The exploration of the new world: motives	Chandan Adhikari	August- 4	Quiz
	II. b) Portuguese and Spanish voyages	Nupur Datta	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	Chandan Adhikari	September-4	

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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 IV. b) Martin Luther and Lutheranism	Chandan Adhikari	September-4	Class Test
	IV. c) John Calvin and Calvinism IV. d) Radical Reformation: Anabaptists and IV. e) English Reformation and role of the state IV. f) Counter Reformation Huguenots	Nupur Datta	September-8	
5.	V. a) Economic Developments 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	Nupur Datta	November-8	Tutorial

Lesson plan of HISA, CC-6 continued to page no.10

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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: Nupur Datta

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.

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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	Nupur Datta	August- 4	Viva
2.	II. Sultanate political structures- unit- a, b.	Nupur Datta	August- 4	Tutorial
	II. Sultanate political structures- unit- c, d.	Nupur Datta	August- 4	
3.	III. Society and Economy- unit- a, b.	Nupur Datta	September-4 October- 1	Quiz
	III. Society and Economy- unit- c, d.	Prasanta Das	September-4 October- 1	
4.	IV. Religion and Culture- unit- a, b.	Prasanta Das	November-4	Group Discussion
	IV. Religion and Culture- unit - c, d.	Prasanta Das	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)	Arijit Bhattacharya	August- 2	Viva
	I. Definition and history of development (with special reference to India)	Ifte Kharul Islam	August- 2	
2.	II. Types of Archives and Museums	Nupur Datta	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	Nupur Datta	November-2	

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

Credit:2

Course Coordinator: Nupur Datta.

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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SEMESTER-V, HISA, PAPER- CC11, (History of Modern Europe)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. The French Revolution	Arijit Bhattacharya	August- 6	Tutorial
2.	II.Restoration and Revolution: c.1815-1848	Prasanta Das	August- 4	Class Test
3.	III.Capitalist Industrialization and social and economic transformation (Late 18th century to A.D. 1914)	Arijit Bhattacharya	September-6	Viva
4.	IV.Varieties of Nationalism and the remaking of states in the 19th and 20th centuries	Prasanta Das	September-6	Group Discussion
5.	V.Imperialism, War and Crisis: c.1880-1918	Arijit Bhattacharya	November-5	Tutorial
6.	VI.Europe between two World Wars	Prasanta Das	November-6	Mock Test

SEMESTER-V, HISA, PAPER- CC-11: History of Modern Europe (c. 1780-1939)

Credit:6

Course Coordinator: Prasanta Das

Course Outcome

- **CO-1- To understand the condition of France and rest of Europe during French Revolution, with special reference to the crisis of ancient regime, intellectual currents, social classes and emerging gender relations, art, and culture of French Revolution. The unit also highlights the consolidation of Napoleonic empire and reforms under Napoleon.**
- **CO-2- To understand the restoration of old hierarchies, social, political, and intellectual currents between 1815-1848. The course also highlights the Revolutionary and Radical movements between 1830-1848.**
- **CO-3- To understand the capitalist development in industry and agriculture, in reference to Britain, France, Germany and Russia. Evolution and differentiation of social classes, changing trends in demography and urban patterns, family gender and process of industrialization are also highlighted.**
- **CO-4- To understand the intellectual currents, popular movements, and the formation of National identities in Germany, Italy, Ireland, and the Balkans. Emphasis is given on the economic development, Political and administrative reorganisastion Italy and Germany. The course also highlights the Bolshevik revolution in 1917 and socialist construction and the Soviet Union during the inter-war period 1918-1939.**
- **CO-5- To understand the theories of imperialism, growth of militarism, power blocks and alliances, expansion of European empires and the World War-I.**
- **CO-6- To understand the diplomatic history in post-war Europe, the Great depression, rise of Fascism in Italy and Nazism in Germany, history of the Spanish civil war, Russo-German Non-Aggression Pact and the Second World war.**

Suggested Reading List:

1. **Cipolla C.M, Fontana Economic History of Europe, volume-III: The Industrial Revolution, Fontana Books, London, 1976.**
2. **Barraclough G. An Introduction to contemporary History, Penguin Publishers, 1964.**
3. **Thomson David, Europe since Napoleon, Penguin Books Ltd, 1990.**
4. **Thompson, E. P, Making of the English working class, Vintage books, 1980 (new preface)**
5. **Chakroborty Subhashranjan, Europer itihās, Pashchimbanga rajya pustak parshad, 1986**

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SEMESTER-V, HISA, PAPER- CC12, (History of India (c. 1750s -1857)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. India in the mid-18th century	Ifte Kharul Islam	August- 3	Quiz
2.	II. Expansion and Consolidation of Colonial Power	Nupur Datta	August- 4	Class Test
3.	III. Colonial state and ideology	Ifte Kharul Islam	September-5	Group Discussion
4.	IV. Rural economy and Society	Nupur Datta	September-7	Viva
5.	V. Trade and industry	Ifte Kharul Islam	November-6	Tutorial
6.	VI. Popular Resistance	Nupur Datta	November-6	Tutorial

SEMESTER-V, HISA, PAPER- CC-12 History of India (c. 1750s -1857)

Credit:6

Course Coordinator: Nupur Datta

Course Outcome

- CO-1- To understand the society, economy & polity of India during the mid-18th century.
- CO-2- To understand the mercantilism, foreign trade & dynamics of expansion with special r, Western India, reference to Mysore, Western India, Awadh, Punjab and Sindh.
- CO-3- To understand the arms of colonial state, ideologies of Raj and racial attitudes, indigenous & modern forms of education.
- CO-4- To understand the land revenue systems & forest policy, commercialization & indebtedness, rural society, famines, pastoral economy and shifting cultivation.
- CO-5- To understand the de-industrialisation, trade, and fiscal policy, drain of wealth & the growth of modern industry.
- CO-6- To understand the popular resistance like Santhal uprising, Indigo rebellion, Pabna agrarian leagues, Deccan riots & the Revolt of 1857.

Suggested Reading List:

1. Chandra Bipan, Rise and growth of economic nationalism in India, Har Anand Publications, 2010.
2. Majumder R.C, ed. History and culture of Indian people, volume-IX &X, British Paramountcy and Indian Renaissance, Bharatiya Vidya Bhawan series, 1965.
3. Sinha N.K, The History of Bengal 1757-1905, Calcutta University Press, 1995.
4. Bandyopadhyaya Shekhar, Palashi theke partition: Adhunik Bharater Itihas, Orient Longman, 2004.
5. Bhattacharya Sabyasachi, Ouponibeshik Bharater Arthaniti, Ananda Publishers, 2000.
6. Roy Rajat Kanta, Palashir Sharajantra o shekaler samaj, Ananda Publishers, 1994.
7. Islam Sirajul, Banglar Itihas ouponibeshik shashan kathamo, Chayanika, 2002.

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Department of History. Lesson Plan: 2020-21

SEMESTER-V, HISA, PAPER- DSE-A-1, History of Bengal (c. 1757-1905)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I.Political History of Bengal under the Nawabs: Rise of British Power in Bengal from the battle of Plassey to Buxer	Chandan Adhikari	August- 6	Tutorial
2.	II.Administrative History: 1765-1833	Asim Kumar Mondal	August- 5	Class Test
3.	III.Colonial Economy: Agriculture, Trade, and Industry	Chandan Adhikari	September- 4	Viva
4.	IV.Cultural changes and social and religious reform movements – Christian missionaries- The advent of printing and its implications, education: indigenous and western- Hindu and Muslim revivalist movements	Asim Kumar Mondal	September-8	Class Test
5.	V.Social reform and women’s question	Chandan Adhikari	November- 2	Mock Test
6.	VI.Protest movements and insurgencies against the Raj: The Fakir and Sanyasi revolts, Indigo revolt (1859-60), Pabna Peasant Uprisings (1873-76)	Asim Kumar Mondal	November- 6	Group Discussion
7.	VII. Partition of Bengal 1905: Curzon and administrative blueprint	Chandan Adhikari	November-4	Tutorial

SEMESTER-V, HISA, PAPER- DSE-A-1, History of Bengal (c. 1757-1905)

Credit:6

Course Coordinator: Asim Kumar Mondal

Course Outcome

- CO-1- To understand the rise of British power in Bengal from the battle of Plassey to Buxar.
- CO-2- To understand the administrative history of Bengal from 1765-1833.
- CO-3- To understand the agriculture trade and economy under the colonial rule.
- CO-4- To understand the activities of the Christian missionaries, advent of printing and its implications, indigenous and western education, Hindu & Muslim revivalist movement.
- CO-5- To understand the social reforms and the women's question.
- CO-6- To understand the Fakir & Sanyasi revolt, Indigo revolt & Pabna peasant uprisings.
- CO-7- To understand the popular resistance like Santhal uprising, Indigo rebellion, Pabna agrarian leagues, Deccan riots & the Revolt of 1857.

Suggested Reading List:

1. Bayly, C.A, Indian Society and making of the British Empire, Cambridge University Press, 1995.
2. Guha Ranajit, Elementary Aspects of peasant insurgency in colonial India, New Delhi, Oxford University Press, 1983.
8. Bandyopadhyaya Shekhar, Palashi theke partition: Adhunik Bharater Itihas, Orient Longman, 2004.
3. Desai A.R, Bharatiya Jatiyatabader Shamajik Patabhumi, Kolkata, K.P.Bagchi & Co., 1987.
4. Chandra Bipan, Adhunik Bharat: Ouponibeshikatabad o Jatiyatabad, Kolkata, Pearl publishers, 1960.
5. Chattopadhyay Pranab kumar, Adhunik Bharat (1858-1920), (pratham khanda), Pashchimbanga Rajya Pustak Parshad. 1999.

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SEMESTER-V, HISA, PAPER- DSE-B-1, History of Modern East Asia-I China (c. 1840-1949)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. i. Imperialism and China during the 19th and early 20th century A.Chinese feudalism: Gentry, Bureaucracy, and peasantry; the Confucian value system; Sino centrism; the canton commercial system B.The transformation of China into an informal colony; the opium wars; the unequal treatises; the scramble for concessions; Finance Imperialism; the Open-door policy	Arijit Bhattacharya	August- 6	Class Test
2.	I. i. Imperialism and China during the 19th and early 20th century C.Agrarian and popular movements D.Attempts at Self-strengthening (Tzu-Chiang): Reforms of 1860-95; 1898; and 1901-08	Prasanta Das	August- 4	

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Department of History. Lesson Plan: 2020-21

SEMESTER-V, HISA, PAPER- DSE-B-1, History of Modern East Asia-I China (c. 1840-1949)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
3.	I. ii. The emergence of Nationalism in China A. The Revolution of 1911: Causes, nature, and significance; the social composition of the Revolution; Sun Yat Sen and his contribution; the formation of the Republic; Yuan Shih Kai; War Lordism	Prasanta Das	September- 6	Quiz
4.	I. ii. The emergence of Nationalism in China- B. May Fourth Movement of 1919: Nature and Significance	Arijit Bhattacharya	September- 3	Tutorial
5.	II. History of China (cc. 1919- 1949)- i. Nationalism and communism in China (1821- 1937) A. Formation of CCP, and the B. The first United Front	Arijit Bhattacharya	November-4	Mock Test
6.	II. History of China (cc. 1919- 1949) ii. The communist Movement (1938-1949) iii. The Jiangxi Period and the rise of Mao Tse Tung	Prasanta Das	November-4	Tutorial

SEMESTER-V, HISA, PAPER- DSE- B-1, History of Modern East Asia-I China (c. 1840-1949)

Credit:6

Course Coordinator: Prasanta Das

- **CO-1- I**
 - a. To understand the gentry, bureaucracy, peasantry, the Confucian value system, Sinocentrism, and the canton commercial system.
 - b. To understand the transformation of China into an informal colony, the Opium wars, the unequal treaties, the scramble for concessions, finance Imperialism, the open-door policy.
 - c. To understand the agrarian and popular movements like Taiping and Yi Ho Tuan.
 - d. To understand the attempts of self-strengthening like the reforms of 1860-95, 1898, 1901-08.
- **CO-1-II**
 - a. The causes, nature and significance of the revolution of 1911, the social composition of the revolution, contribution of Sun-Yat Sen, the contribution of the republic, Yuan Shih Kai.
 - b. War Lordism, the nature and significance of May Fourth Movement of 1919.
- **CO-1-i- To understand the**
 - a. To understand the Nationalism and Communism in China (1921-1937), formation of CCP.
 - b. To understand the First United Front
 - ii. To understand the Communist Movement in China (1938-1949)
 - iii. To understand the Jiangxi period and the rise of Mao Tse Tung

Suggested Reading List:

1. Beckmann George M, Modernisation of China and Japan, Harper & Row, 1962.
2. Bhattacharya Amit, Chiner rupantarer itihās, 1840-1989, Kolkata, 2004.
3. Choudhury Debaprasad, Adhunik jūge purba Āsiar sankhīpto itihās, Pashchimbanga rajya pustak parshad, Kolkata, 1986.
4. Chattopadhyay Haraprasad, Chiner Itihās, Kolkata, 1988.
5. Sen Jahar, E Juger Chin Katha, Kolkata, 2007.

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Department of History. Lesson Plan: 2020-21

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	Nupur Datta	September- 4 November- 1	Tutorial
2.	A broad survey of Paleolithic, Mesolithic, and Neolithic cultures.	Arijit Bhattacharya	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	Nupur Datta	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	Nupur Datta	December-4 January- 1	Viva

Lesson plan of HISG, CC1/GE1, continued to page no. 26

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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	
9.	Emergence and growth of Mauryan Empire; State Administration, Economy, Ashoka's Dhamma, Art & Architecture	Asim Kumar Mondal	December-3 January- 2	
10.	The Satavahana Phase: Aspects of Political History, Administration, Material Culture, & Religion	Nupur Datta	January- 3 February-2	
11.	The Sangam Age: Sangam Literature, The three early Kingdoms, Society, and the Tamil language	Arijit Bhattacharya	January- 3 February-2	
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	

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: 2020-21

SEMESTER-III, HISG, PAPER- CC3/GE3 (History of India from 1206 to1707)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta System	Ifte Kharul Islam	August- 4 September- 1	Tutorial
2.	Military, administrative, and economic reforms under the Khaljis & the Tughlaqs	Prasanta Das	August- 4 September- 1	Class Test
3.	Bhakti & Sufi movements	Chandan Adhikari	August- 4 September- 1	Mock Test
4.	Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamani	Ifte Kharul Islam	September-4	Viva
5.	Second Afghan State	Prasanta Das	September-4	Class Test
6.	Emergence and consolidation of Mughal State, C. 16 th century to mid-17 th century	Chandan Adhikari	September-4	Group Discussion

Lesson plan of HISG, CC3/GE3, continued to page no. 29

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SEMESTER-III, HISG, PAPER- CC3/GE3 (History of India from 1206 to1707)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
7.	Akbar to Aurangzeb: administrative structure- Mansab and Jagirs, State & Religion, Socio-Religious Movements	Ifte Kharul Islam	November-4	Class Test
8.	Culture under the Mughals	Prasanta Das	November-3 December-1	Tutorial
9.	Emergence of Maratha power	Chandan Adhikari	November-4	Quiz

SEMESTER-III, HISG, PAPER- CC3/GE3 (History of India from1206-1707)

Credit:6

Course Coordinator: Prasanta Das.

- CO-1- To understand the foundation expansion and consolidations of the Delhi Sultanate.
- CO-2- To understand the Military, administrative, and economic reforms under the Khaljis & the Tughlaqs.
- CO-3- To understand the Bhakti & Sufi movements.
- CO-4- To understand the scenario of the provincial kingdoms like Mewar, Bengal, Vijaynagara & Bahamani.
- CO-5- To understand the Second Afghan State during the period.
- CO-6- To understand the emergence and consolidation of Mughal State, C. 16th century to mid-17th century.
- CO-7- To understand the administrative structure of Akbar and Aurangzeb.
- CO-8- To understand the culture under the Mughals.
- CO-9- To understand the emergence of Maratha power.

Suggested Reading List:

1. Habib Irfan, The Agrarian system of Mughal India, 1556-1707, Oxford University Press, 1999.
2. Athar Ali M. Mughal nobility under Aurangzeb, Department of History, Aligarh Muslim university, 1966.
3. Marshall PJ, The Eighteenth century in Indian History, Oxford University Press, 2005.
4. Roy Mihirkumar, Bharater Itihas (Turko afghan jug), Pshchimbanga rajya pustak parshad, 1992.
5. Roy Aniruddha, Chattopadhyay Ratnabali, Madhyajuger Banglar samaj o sanskriti, K.P.Bagchi &Co, Kolkata, 1992.

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Department of History. Lesson Plan: 2020-21

SEMESTER-III, HISG, PAPER- SEC-A-1 (Historical Tourism: Theory & Practice)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Defining Heritage	Nupur Datta	August- 4	Tutorial
2.	II. Understanding Built Heritage	Nupur Datta	September- 4	Class Test
3.	III. Field Work: Visit to site & Conducting Research	Nupur Datta	September- 3	Mock Test
4.	IV. Modalities of conducting tourism	Nupur Datta	November-4	Viva

SEMESTER-III, HISG, PAPER- PAPER- SEC-A-1 (Historical Tourism: Theory & Practice)

Credit: 2

Course Coordinator: Nupur Datta.

- **CO-1- To overview the art & architecture in India and visit to historical sites and museums as a part of the field work.**
- **CO-2- To understand the stupa, temple, Indo-Persian, colonial, architecture. The course also highlights the present-day structures.**
- **CO-3- To understand the field work, related to the visit to site and conducting of research work.**
- **CO-4- To understand the modalities of conducting tourism.**

Suggested Reading List:

- 1. Agarwal V S, Indian Art, Varanasi, Prithvi Prakashan, 1972.**
- 2. Brown Percy, Indian architecture, Bombay, D.B. Taraporevala Sons & Co, 1940.**
- 3. Bhowmik S.K, Heritage Management: Care, Understanding & appreciation of cultural heritage, Jaipur, Publication scheme, 2004.**

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SEMESTER-V, HISG, PAPER- DSE-A2 (Some Aspects of European History: C. 1780-1945)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	The French Revolution: Genesis, nature, and consequences	Prasanta Das	August- 4	Tutorial
2.	Napoleonic era and aftermath	Chandan Adhikari	August -4	Class Test
3.	Revolutions of 1830 & 1848	Chandan Adhikari	September-4	Mock Test
4.	Unification of Italy & Germany	Prasanta Das	September-4	Viva
5.	Social & Economic changes	Chandan Adhikari	September-2	Class Test
6.	Imperialist conflicts: World War-I	Prasanta Das	November- 3	Group Discussion
7.	Rise of Fascism and Nazism	Chandan Adhikari	November-4	Tutorial
8.	Origins of World War-II	Prasanta Das	November- 3	Class Test

SEMESTER-V, HISG, PAPER- DSE-A2 (Some Aspects of European History: C. 1780-1945)

Credit:6

Course Coordinator: Arijit Bhattacharya.

- **CO-1- To understand the Genesis, nature, and consequences of the French Revolution.**
- **CO-2- To understand the Napoleonic era and aftermath.**
- **CO-3- To understand the Revolutions of 1830 & 1848.**
- **CO-4- To understand the Unification of Italy & Germany.**
- **CO-5- To understand the Social & Economic changes.**
- **CO-6- To understand the Imperialist conflicts: World War-I.**
- **CO-7- To understand the rise of Fascism and Nazism.**
- **CO-8- To understand the origins of World War-II.**

Suggested Reading List:

1. **Hobsbawm E.J, The age of revolution, London, Weidenfeld & Nicolson,1962.**
2. **Chattopadhyay Mrinalkanti, Europer Itihas (1789-1945), Progressive book forum, 2019.**
3. **Chakraborty Subhashranjan, Europer Itihas, Pashchimbanga rajya pustak parshad, 2019.**

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Department of History. Lesson Plan: 2020-21

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)	Ifte Kharul Islam	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)	Ifte Kharul Islam	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	Prasanta Das	February-2	February-2Tutorial
			March-2	
2.	<u>Group-B</u> IV.Religion and Culture in Medieval Europe	Nupur Datta	March-2	Class Test
			April-3	
			May-2	
3.	<u>Group-B</u> V.The feudal society its origin and its crisis	Nupur Datta	March-2	Mock Test
			April-4	
			May-1	
4.	<u>Group-C</u> Judaism and Christianity under Islam	Nupur Datta	May-2	Viva
		Prasanta Das	May-2	

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

Credit:6

Course Coordinator: Nupur Datta.

- **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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Department of History. Lesson Plan: 2020-21

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 17 th 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. 40

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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 17 th & 18 th . 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.**

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Department of History. Lesson Plan: 2020-21

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	Class Test
2.	II. Establishment of Mughal Rule	Chandan Adhikari	February-3 March-3	Class Test
3.	III. Consolidation of Mughal rule under Akbar	Chandan Adhikari	March-3 April-2	Tutorial
4.	IV. Expansion and integration	Ifte Kharul Islam	March-2 April-2	Quiz
5.	V. Rural Society and Economy	Chandan Adhikari	April-3 May-2	Viva
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: Chandan Adhikari.

- **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 Itihash, Progressive publishers, Kolkata, 2009.
8. Mukhopadhyay Hirendranath, Bharatbarsher Itihash (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	Viva
2.	II. Political culture under Jahangir and Shahjahan	Prasanta Das	February-2 March-2	Viva
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 Krishi arthaniti o krishak bidroha, Subarnareka, Kolkata, 1983.
6. Bandyoadhyaya Shekhar, Ashtadash shataker Mughal sankat o adhunik itihash chinta, Kolkata, 1983.
7. Habib Irfan, Madhyajuger Bharater Arthanoitik Itihash, Progressive publishers, Kolkata, 2009.
8. Mukhopadhyay Hirendranath, Bharatbarsher Itihash (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-VI, HISA, PAPER- CC13, History of India (c.1857-1964)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Cultural changes and social and religious reform movements	Asim Kumar Mondal	February-3 March-2	Viva
2.	II. Nationalism: Trends up to 1919	Prasanta Das	February-2 March-3	Tutorial
3.	III. Gandhian nationalism after 1919: Ideas and movements	Chandan Adhikari	March-2 April-2	Mock Test
4.	IV. Nationalism and Social Groups: Interfaces	Prasanta Das	March-2 April-2	Tutorial
5.	V. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League	Chandan Adhikari	April-2 May-2	Group Discussion
6.	VI. Independence and Partition	Asim Kumar Mondal	April-3 May-2	Class Test
7.	VII. Emergence of a new state	Chandan Adhikari	April-2 May-1	Quiz

SEMESTER-VI, HISA, PAPER- CC13, History of India (c.1857-1964)

Credit:6

Course Coordinator: Chandan Adhikari.

- **CO-1- To understand the growth of new intelligentsia- the press and public opinion. This course helps the students to understand the reform and revival movements, debates around gender, making of religious and linguistic identities, Sanskritising and Brahmanical trends.**
- **CO-2- To understand the formation of early political organization, moderates and extremists, Swadeshi movement, and revolutionaries.**
- **CO-3- To understand the perspectives and methods of Mahatma Gandhi, impact of the First World War, Rowlatt satyagraha and Jallianwala Bagh, Non-cooperation and Civil Disobedience, Provincial autonomy, Quit India and INA, left wing movements, movements of the state people under princely India.**
- **CO-4- To understand the landlords, professionals and middle classes, peasants, tribals, labours, Dalits, women, and different business groups.**
- **CO-5- To understand the Ideologies and practices under communalism, RSS, Hindu Maha Sabha, Muslim League.**
- **CO-6- To understand the negotiations for independence and partition, popular movements, and partition riots.**
- **CO-7- To understand the making of the Constitution, Integration of the princely states, land reforms and beginnings of planning, and the Nehru years.**

Suggested Reading List:

1. **Chandra Bipan, Rise and growth of economic nationalism in India, Har Anand Publications, 2010.**
2. **Bandyopadhyaya Shekhar, Palashi theke partition: Adhunik Bharater Itihas, Orient Longman, 2004.**
3. **Brown Judith M, Gandhi's rise to power, Cambridge University Press, 1974.**
4. **Chandra Bipan, India's struggle for independence, Penguin India, 2000.**
5. **Chatterjee Jaya, Bangla bhag holo: Hindu sampradayikata o desh-bibhag, 1932-1947, A Alma Publications, Kolkata, 2003.**
6. **Deasi A.R, Bharatiya jatiyatabader samajik patabhumi, K.P.Bagchi & Co. Kolkata, 1963.**

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SEMESTER-VI, HISA, PAPER- CC14: History of World politics:1945-1994

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. The Cold War	Arijit Bhattacharya	February-1 March-1	Quiz
2.	II. The USA in World Politics	Prasanta Das	February-2 March-2	Tutorial
3.	III. The USSR in World Politics	Arijit Bhattacharya	February-2 March-1	Class Test
4.	IV. Manifestation of Cold War	Prasanta Das	March-2 April-2	Viva
5.	V. De-Stalinization	Arijit Bhattacharya	March-2 April-2	Group discussion

Lesson plan of HISA, CC-14, continued to page no. 51

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SEMESTER-VI, HISA, PAPER- CC14, History of World Politics:1945-1994

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
6.	VI. Disintegration and decline of the Soviet Union	Arijit Bhattacharya	March-1 April-2	Mock Test
7.	VII. Emergence of the People's Republic of China	Prasanta Das	March-2 April-1	Group discussion
8.	VIII. West Asian crisis	Arijit Bhattacharya	April-2 May-1	Class Test
9.	IX. Decolonisation	Prasanta Das	April-2 May-2	Mock Test
10.	X. Protest Politics	Arijit Bhattacharya	April-2 May-1	Quiz

SEMESTER-VI, HISA, PAPER- CC14, History of World Politics:1945-1994

Credit:6

Course Coordinator: Prasanta Das.

- **CO-1- To understand the weakening of European balance of power, origin of the cold war. Yalta and Potsdam conferences, end of wartime alliance.**
- **CO-2- To understand the treatises like Trueman doctrine, Marshall plan & NATO.**
- **CO-3- To understand the role of USSR in World politics with special reference to Molotov plan, COMECON and Cominform, Sovietisation of Eastern Europe, Berlin Blockade, Warsaw pact.**
- **CO-4- To understand the Korean crisis, end of French colonial rule in Indochina and the Vietnam war & Cuban crisis.**
- **CO-5- To understand the de-Stalinisation, Thaw in Cold war, Dente, and road to the ending of Cold War.**
- **CO-6- To understand the disintegration and the decline of Soviet Union, with special reference to the Glasnost and Perestroika, crisis of socialist regimes in other East European countries, like Poland, Germany, Czechoslovakia, Hungary, response of USA, rise of unipolar world system and globalization.**
- **CO-7- To understand the emergence of the People's Republic of China, with special reference to China and USA, Sino-Soviet rift.**
- **CO-8- To understand the West Asian crisis, with reference to the Palestine and western powers, birth of Israel, Arab-Israel conflict, the Suez crisis (1956), origin and formation of PLO, Yom Kippur War (1973), Camp David Accord (1979), Oslo Peace Accord (1993).**
- **CO-9- To understand the decolonization in Africa with special reference to Ghana, Algeria, Congo, Kenya.**
- **CO-10- To understand the Civil rights movement, Anti-Apartheid movement, and the end of Apartheid (1994), and the second wave feminist movement.**

Suggested Reading List:

1. **Asa Briggs and Patricia Calvin, Modern Europe, 1789-Present, Routledge Taylor and Fransis Group, New Delhi, 2009.**
2. **Calvocoressi Peter, World Politics since 1945, Pearson Longman, New Delhi, 2006.**
3. **Chakraborty Radharaman & Chakraborty Sukalpa, Samasamayik Antarjatik samparko, Progressive publishers, Kolkata, 2015.**
4. **Chattopadhyay Pranab Kumar, Antarjatik samparker itihias, New Central Book Agency, Kolkata, 1994.**

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SEMESTER-VI, HISA, PAPER- DSE-A-3, History of Bengal (c.1905-1947)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Partition of Bengal and Swadeshi Movement	Nupur Datta	February-2 March-2	Class Test
2.	II. Communal Politics	Asim Kumar Mondal	February-2 March-2	Tutorial
3.	III. Gandhian Nationalism after 1919	Asim Kumar Mondal	March-2 April-2	Mock Test
4.	IV. Government of India Act 1935 and its aftermath	Asim Kumar Mondal	March-2 April-1	Quiz
5.	V. Peasant movements in Bengal, Labour movement in Bengal 1920-1946, Caste movement in Bengal 1920-1946, Women's movements in Bengal 1920-1946.	Nupur Datta	March-3 April-2	Tutorial

Lesson plan of HISA, DSE-A-3, continued to page no. 54

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SEMESTER-IV, HISA, PAPER- DSE-A-3, History of Bengal (c.1905-1947)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
6.	VI. Subhash Chandra Bose and the Congress, Quit India movement in Bengal, Post war upsurges in Bengal- Left wing movements.	Nupur Datta	April-3 May-2	Viva
7.	VII. Independence and Partition	Asim Kumar Mondal	April-2 May-2	Quiz

SEMESTER-VI, HISA, PAPER- DSE-A-3, History of Bengal (c.1905-1947)

Credit:6

Course Coordinator: Asim Kumar Mondal.

- CO-1- To understand the rise of British power in Bengal from the battle of Plassey to Buxar.
- CO-2- To understand the administrative history of Bengal from 1765-1833.
- CO-3- To understand the agriculture, trade, and economy in colonial Bengal.
- CO-4- To understand the role of the Christian missionaries, the advent of the printing and. its implications, indigenous and western education, Hindu, and Muslim revivalist movements.
- CO-5- To understand the social reforms and the women's question.
- CO-6- To understand the Fakir and Sanyasi revolts, Indigo revolt and the Pabna peasant uprising.
- CO-7- To understand the Partition of Bengal with reference to Curzon and his Administrative blueprint.

Suggested Reading List:

1. Bandyopadhyaya Shekhar, Palashi theke partition: Adhunik Bharater Itihas, Orient Longman, 2004.
2. Choudhury Sushil, Prelude to Empire: Plassey Revolution of 1757, Delhi, Manohar, 2000.
3. Kopf David, British Orientalism, and the Bengal Renaissance: The dynamics of Indian modernization, 1773-1835, University, The University of California Press, 1969.
4. Ghosh Suresh Chandra, History of Education in modern India, 1757-2012, Delhi, Orient Blackswan, edition 4, 2013.
5. Tripathi Amalesh, Bharater Muktisangrame charampanthi parba, Ananda Publishers, Kolkata, 2015.
6. Chattopadhyay Pranab Kumar, Adhunik Bharat (1858-1920), (Pratham khanda), Pashchimbanga rajya pustak parshad, 1998.
7. Chattopadhyay Pranab Kumar, Adhunik Bharat (1858-1920), (Dwitiya khanda), Pashchimbanga rajya pustak parshad, 1999.

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SEMESTER-VI, HISA, PAPER- DSE-B3-History of modern East Asia-II Japan (c. 1868-1945)

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Transition from feudalism to capitalism	Prasanta Das	February-3 March-3	Class Test
2.	II. Japanese Imperialism	Asim Kumar Mondal	March-2 April-3	Tutorial
3.	III. Democracy and Militarism/ Fascism	Arijit Bhattacharya	April-4 May-2	Mock Test

SEMESTER-VI, HISA, PAPER- DSE-B -3, History of modern East Asia-II Japan (c. 1868-1945)

Credit:6

Course Coordinator: Prasanta Das

- **CO-1-** To understand the crisis of the Tokugawa system, nature and significance of the Meiji restoration, political reorganization and military reforms, social, cultural, and educational reforms in Japan, financial reforms and educational development in the Meiji era, and Meiji constitution.
- **CO-2-** To understand the Japanese imperialism in connection to China, Manchuria, and Korea.
- **CO-3-** To understand the People's rights movement, nature of political parties, rise of militarism with its nature and significance, Second World War, American Occupation, Post-War changes.

Suggested Reading List:

1. Allen George, A short economic history of modern Japan, Psychology press, 2003.
2. Beasley G., The modern history of Japan, Weidenfeld & Nicolson, 1963.
3. Choudhury Depaprasad, Adhunik juge purba Asiar sankhipta itihās, Pashchimbanga rajya pustak parshad, Kolkata, 1986.
4. Bhattacharya Amit, Japaner rupantarar itihās, 1600-1945, Kolkata, 2005.
5. Chattopadhyay Haraprasad, Japaner Itihās, Kolkata, 1986.
6. Guha Roy Siddhartha, Adhunik Purba Asiar Itihās: Chin o Japaner itihās, Kolkata 1996.

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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	Arijit Bhattacharya	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	Arijit Bhattacharya	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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Department of History. Lesson Plan: 2020-21

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	Chandan Adhikari	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: Ifte Kharul Islam.

- 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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Department of History. Lesson Plan: 2020-21

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 pg no. 62

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Department of History. Lesson Plan: 2020-21

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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SEMESTER-IV, HISG, PAPER- SEC-B1- Museums and archives in India

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Definitions	Prasanta Das	February-1 March-1	Class Test
2.	II. History of setting up of Museums and Archives	Prasanta Das	February-2 March-2	Tutorial
3.	III. Field work; Studying of structures and functions	Prasanta Das	March-2 April-1	Group Discussion
4.	IV. Training and employment	Prasanta Das	April-2 May-1	Viva

SEMESTER-IV, HISA, PAPER, SEC, B-1- Museums and archives in India

Credit:2

Course Coordinator: Prasanta Das.

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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SEMESTER-VI, HISG, PAPER- Some Aspects of Society and Economy of Modern Europe: 15th-18th century

Serial number	Title of the module/ unit	Name of the teacher	Number of classes taken (month wise)	Mode of assessment
1.	I. Historiographical trends	Arijit Bhattacharya	February-3 March-2	Viva
2.	II. Feudal crisis	Nupur Datta	February-2 March-3	Tutorial
3.	III. Renaissance	Nupur Datta	March-2 April-2	Mock Test
4.	IV. European Reformation	Arijit Bhattacharya	March-2 April-2	Tutorial
5.	V. Beginning of the era of colonisation	Nupur Datta	March-2 April-3	Group Discussion
6.	VI. Economic developments of the 16 th century	Arijit Bhattacharya	April-3 May-2	Class Test
7.	VII. Transition from feudalism to capitalism	Nupur Datta	April-2 May-2	Quiz

SEMESTER- VI, HISG, PAPER- Some Aspects of Society and Economy of Modern Europe: 15th-18th century

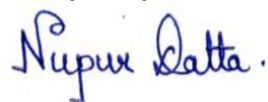
Credit:6

Course Coordinator: Arijit Bhattacharya.

- CO-1- To understand the Historiographical trends.
- CO-2- To understand the main strands of the Feudal crisis.
- CO-3- To understand the origin, spread and dominant features of the Renaissance.
- CO-4- To understand the genesis, nature, and impact of the European Reformation.
- CO-5- To understand the Beginning of the era of colonization, with special reference to the motives, mining, plantation, and the African slaves.
- CO-6- To understand the Economic developments of the 16th century, with special emphasis on the shift of economic balance from Mediterranean to the Atlantic.
- CO-7- To understand the Transition from feudalism to capitalism, and the Industrial Revolution in England.

Suggested Reading List:

1. Sinha, Arvind, Europe in Transition, Delhi, 2010.
2. Hilton Rodney, The Transition from feudalism to capitalism, Delhi, 2006.
3. Plumb, J.H, The Pelican book of the renaissance, Penguin, 1982.
4. Basu Basabendra, Adhunik Europer bibartan (Madhya panchadas -madhya ashtadash shatak), Mitram, Kolkata. 1911.
5. Islam Azhar, Islam Rakibul, Rajguru Jayesh, Adhunik pashchimer utthan (2), Kalyani Publishers, 2023.
6. Baidya Jayanta, Adhunik Pashchimer Utthan, Concept publishing company Pvt. Ltd., 2021.



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