

**K.K. UNIVERSITY**  
**Bihar Sharif, Nalanda- 803115**



**SCHOOL OF ARTS & CULTURE**  
**Bachelor of Arts (B.A.)**

**(Three Year Full Programme)**

**2022-2023**

**PROGRAMME STRUCTURE & SYLLABUS**  
**B.A. HISTORY**

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B.A HISTORY – PROGRAM STRUCTURE - TOTAL CREDIT - 120							
B.A HISTORY							
Semester: I							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-1101	1	EARLY HISTORY OF INDIA (FROM PRE-HISTORY 1206 A.D.)	5	1	0	6
2	BAGP-S-1101	2	GEOGRAPHY- PHYSICAL GEOGRAPHY	3	1	0	4
3	BASG-S-1101	3	SOCIOLOGY- PRINCIPLES OF SOCIOLOGY-I	3	1	0	4
4	HNL-1101	4	HINDI- I	2	0	0	2
5	BAGP-S-1101(P)	5	PRACTICAL- GEOGRAPHY	0	0	8	4
							20
Semester: II							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-1201	1	HISTORY OF MODERN EUROPE(1789-1945)	5	1	0	6
2	BAGP-S-1201	2	GEOGRAPHY- ECONOMICS GEOGRAPHY	3	1	0	4
3	BASG-S-1201	3	SOCIOLOGY- INTRODUCTION TO SOCIOLOGY	3	1	0	4
4	ENL-1201	4	ENGLISH- I	2	0	0	2
5	BAGP-S-1201(P)	5	PRACTICAL- GEOGRAPHY	0	0	8	4
							20
Semester: III							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-2101	1	HISTORY OF INDIA (1206-1750)	5	1	0	6
2	BAGP-S-2101	2	GEOGRAPHY- WORLD REGIONAL GEOGRAPHY	3	1	0	4
3	BASG-S-2101	3	SOCIOLOGY- SOCIAL INSTITUTION AND SOCIAL WELFARE IN INDIA	3	1	0	4
4	HNL-2101	4	HINDI-II	2	0	0	2
5	BAGP-S-2101(P)	5	PRACTICAL GEOGRAPHY	0	0	8	4
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B.A HISTORY							
SEMESTER: IV							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-2201	1	RISE OF MODERN WEST	5	1	0	6
2	BAGP-S-2201	2	GEOGRAPHY- HUMAN GEOGRAPHY	3	1	0	4
3	BASG-S-2201	3	SOCIOLOGY – LABOUR AND SOCIAL WELFARE	3	1	0	4
4	ENL-2201	4	ENGLISH-II	2	0	10	2
5	BAGP-S-2201(P)	5	PARCTICAL- GEOGRAPHY	0	0	8	4
							20

Semester: V

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-3101	1	HISTORY OF UNITED STATES OF AMERICA (1776-1945)	4	1	0	5
2	BAHT -3102	2	HISTORY OF THE USSR (1917-1964)	4	1	0	5
3	BAHT -3103	3	HISTORY OF AFRICA(1500-1960)	4	1	0	5
4	BAHT -3104	4	HISTORY OF MODERN EAST ASIA (1840-1919)	4	1	0	5
							20

Semester: VI

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-3201	1	ENVIRONMENTAL ISSUES IN INDIA	3	1	0	4
2	BAHT -3202	2	RESEARCH METHHODOLOGY IN HISTORY	3	1	0	4
3	BAHT -3203	3	MAKING OF CONTEMPORARY INDIA	3	1	0	4
4	BAHT -3204	4	DISSERTATION	0	0	16	8
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## **Bachelor of Arts in History**

### **Programme Objectives:**

B.A. in History programme has a balanced course content adequately covering the evolution of human civilization from time immemorial to recent times. Though there are four papers on Indian History, students have sufficient exposure to the Far East, the U.S.A. and the Modern West. On completion of the course, students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication and exploring the relationship between the past, present while remaining sensitive to the larger historiographical debates that are important in the study of human societies.

### **Programme Outcomes:**

**PO1:** Remember historical events, dates, figures, and concepts from various periods and cultures, major events and personalities from the Movement, Revolution and describe their significance and major events and figures in 19th-century European history.

**PO2:** Understand the significance of major historical developments and their impact on contemporary society.

**PO3:** Apply historical methods and theories to analyze historical texts and artifacts primary source analysis to assess the impact of the Industrial Revolution on urbanization.

**PO4:** Differentiate between various historical interpretations and analyze the motivations behind different historical narratives.

**PO5:** Evaluate the credibility of sources and the validity of historical arguments, forming their own evidence-based conclusions.

**PO6:** Create research questions and develop coherent historical arguments in essays and presentations.

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<b>B.A HISTORY</b>							
<b>Semester: I</b>							
<b>Sr. No.</b>	<b>Subject Code</b>	<b>Paper No.</b>	<b>Subject Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credit</b>
1	BAHT-1101	1	EARLY HISTORY OF INDIA (FROM PRE-HISTORY 1206 A.D.)	5	1	0	6
2	BAGP-S-1101	2	GEOGRAPHY- PHYSICAL GEOGRAPHY	3	1	0	4
3	BASG-S-1101	3	SOCIOLOGY- PRINCIPLES OF SOCIOLOGY-I	3	1	0	4
4	HNL-1101	4	HINDI- I	2	0	0	2
5	BAGP-S-1101(P)	5	PRACTICAL- GEOGRAPHY	0	0	8	4
							20

**COURSE TITLE- EARLY HISTORY OF INDIA (FROM PRE-HISTORY 1206 A.D.)**  
**(BAHT – 1101):**

**Course Objectives:**

This course aims to provide students with a comprehensive understanding of the early history of India, exploring the cultural, political, and social developments from prehistoric times up to 1206 A.D. Students will examine key civilizations, such as the Indus Valley, the Vedic period, the rise of regional kingdoms, and the impact of major empires like the Maurya and Gupta. The course will also highlight significant philosophical, religious, and artistic contributions, encouraging students to critically analyze primary sources and archaeological findings to gain insights into the complexities of early Indian society.

**Course Outcomes:**

**CO1:** Remember events, and figures in early Indian history, including the Indus Valley Civilization, Vedic period, and Mauryan Empire.

**CO2:** Understand the socio-cultural, political, and economic structures of early Indian societies and explain their significance.

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**CO3:** Apply the use primary and secondary sources to analyze historical developments in early India and relate them to contemporary issues.

**CO4:** Analyze the different dynasties and cultural practices within early Indian history, identifying patterns and differences.

**CO5:** Evaluate the impact of significant events, such as the spread of Buddhism and the rise of the Gupta Empire, on Indian society and culture.

<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total weeks</b>
<b>I</b>	Sources of Ancient Indian History Pre-History Indus Valley Civilization Cultural patterns from 1500 B.C. To 600 B.C	<b>10</b>	<b>1-3</b>
<b>II</b>	New religious movement Age of Mauryas  Development in the post Mauryan period (200 B.C. to 300 A.D.)  The age of the Guptas Harshvardhan	<b>12</b>	<b>4-8</b>
<b>III</b>	Palas cultural contribution Origin and the role of Rajputs from 8 <sup>th</sup> century to 12 <sup>th</sup> century A.D.	<b>8</b>	<b>9-10</b>
<b>IV</b>	South india – cultural contribution of Pallavas and Chalukyas Advent of Arabs Advent of Turks	<b>10</b>	<b>11-13</b>
Revision			<b>14-15</b>

**Suggested References:**

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1. Romila Thapar- A History of India, vol-1
2. H.C. Raichaudhari : A political History of Ancient India, Oxford University press 2005
3. R.S. Sharma : Indias Ancient past
4. Romila Thapar: Ashoka and decline of the Mauryas
5. Kameshwar Prasad: History of India (Earliest time to 1206 A.D.)

A.L. Basham : The wonder that was India

### **E-Resources**

1. <https://www.britannica.com>
2. <https://journal.equinoxpub.com/JCH/>
3. <https://www.my-mooc.com/en/categorie/history>
4. <https://nptel.ac.in/courses/124106009>
5. <https://ndl.iitkgp.ac.in/>

### **COURSE TITLE- GEOGRAPHY- PHYSICAL GEOGRAPHY (BAGP-S-1101)**

#### **Course Objectives:**

Goal of this paper is to provide students with a foundational understanding of physical geography, focusing on the Earth's natural processes and features. Students will explore key concepts such as landforms, climate systems, ecosystems, and human interactions with the environment. Through the study of physical geography, learners will develop skills in spatial analysis, map interpretation, and field studies, enabling them to assess how physical features shape human activities and vice versa.

#### **Course Outcomes:**

**CO1:** Remember key concepts and terms related to physical geography, such as landforms, climate, and ecosystems.

**CO2:** Understand the processes that shape the Earth's surface, including weathering, erosion, and plate tectonics.

**CO3:** Apply geographical concepts to analyze physical landscapes and environmental features using maps and spatial data.

**CO4:** Analyze the relationships between physical processes and human activities,

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evaluating their impact on the environment and land use.

**CO5:** Evaluate the effectiveness of various conservation strategies aimed at protecting physical environments and biodiversity.

<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total weeks</b>
<b>I</b>	Introduction of Lithosphere, Nature and Scope of Physical Geography: Geological Time Scale, Origin of the Earth, Internal structure of Earth, Plate Tectonics, Cycle of Erosion, Earthquakes and Volcanoes, Mountain Building with special reference to folded mountain.	<b>8</b>	<b>1-3</b>
<b>II</b>	Their Origin, classification and characteristics, earth movements Folding, Faulting and Wrapping. Weathering and Erosion, Cycle of Erosion by Davis and Penk, Drainage Pattern, Evolution of Landform by River, Wind, Glacier and Underground water.	<b>8</b>	<b>4-6</b>

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III	structure of atmosphere, Isolation, Global Circulation Pattern, Horizontal Physical and vertical distribution of temperature, Atmosphere Pressure and Winds, Tropical Cyclone, Anti-cyclones and monsoon, Humidity, Types of Rainfall and Clouds.	8	6-8
IV	Definition, scope and content of Hydrosphere, ground water, Mayor features of the ocean floor: formation explains by Plate tectonics. Resource potential of the oceans circulation of Ocean water-waves, Currents and Tides, Ocean deposits, Corals and atolls.	8	8-10

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V	Scope and content of Bio Geography Nature of Biosphere, Concept of Biome tribes Ocean deposits, Corals and atolls. Ecology, Ecosystem and major natural ecosystems: Terrestrial and Marine. Trophic structure, Food Chain and Food Web, dispersal and distribution: Biotic succession, Regions of the world, Biosphere as a global eco-system.	8	11-13
Revision			14-15

**Suggested References:**

1. Strahler, A. 2016. Introducing Physical Geography, 6th ed, Wiley.
2. Barry, R.G, Chorley R.J. 2009. Atmosphere Weather and Climate. 9th Ed, Rutledge.
3. Pears, N.: Basic Biogeography.
4. Lal, D.S. 2012. Climatology. Sharda Pustak Bhawan.
5. Monkhouse, F.J. 1974. Principles of Physical Geography (2009-reprint), Platinum Publishers.
6. Billings, M.P. 1971. Structural Geology, Pearson.
7. Trewartha, G.T. Elements of Physical Geography.
8. Pears, N.: Basic Biogeography.
9. Singh, Savindra: Physical Geography (Eng./Hindi).
10. Alka Gautam: Bhoutik Bhoogol (Hindi).

**COURSE TITLE- SOCIOLOGY- PRINCIPLES OF SOCIOLOGY-I (BASG-S-1101)**

**Course Objectives:**

This course aims to introduce students to the fundamental concepts and

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theories of sociology, providing a framework for understanding social structures, interactions, and dynamics. Students will explore key sociological perspectives, such as functionalism, conflict theory, and symbolic interactionism, while examining topics such as culture, socialization, groups, and institutions. Through critical analysis and discussion, learners will develop the skills to analyze social phenomena and understand the complexities of human behavior in a societal context.

**Course Outcomes:**

**CO1:** Remember key sociological concepts and terminology, such as culture, socialization, norms, and roles.

**CO2:** Understand the significance of major sociological theories, including functionalism, conflict theory, and symbolic interactionism, in understanding social phenomena.

**CO3:** Apply sociological concepts to analyze specific social issues, such as inequality, crime, or family dynamics, using real-world examples.

**CO4:** Analyze the interactions between different social institutions (e.g., education, religion, economy) and their influence on societal behavior and structures.

**CO5:** Evaluate the effectiveness of various research methodologies used in sociology, including qualitative and quantitative approaches, in studying social behavior.

Units	Contents	Contact Hrs.	Total weeks
I	Rise development, Recent trends	8	1-3
II	Concept, Classification and reference group	8	4-5
III	Concept elements, Status and role.	8	6-8
IV	Concept and types. Structure-functional Perspectives in sociology.	6	8-10

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V	Concept, need, mechanism, conformity and deviance	10	11-13
Revision			14-15

**Suggested References:**

1. Anthony Giddens- Sociology.
2. M. Francis Abraham- Contemporary Sociology.
3. P. Gisbert- Fundamentals of Sociology

**COURSE TITLE- HINDI- I (HNL-1101)**

**Course Objectives:**

To provide students with a comprehensive understanding of the development of science and technology in India from ancient times to the present. This includes significant contributions from historical figures and major milestones in Indian scientific and technological advancements.

**Course Outcomes**

**CO1:** Remember basic vocabulary, grammatical structures, and essential phrases in Hindi.

**CO2:** Understand the fundamental grammatical concepts, such as gender, number, and sentence structure in Hindi.

**CO3:** Apply their knowledge of vocabulary and grammar to construct simple sentences and engage in basic conversations in Hindi.

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**CO4:** Analyze the hort texts or dialogues, identifying key themes and grammatical patterns used in Hindi.

**CO5:** Evaluate different styles of writing and speech in Hindi, discussing their effectiveness in communication.

Units	Contents	Contact Hrs.	Total weeks
I	Rashtra Bhasha, Rajbhasha, Janbhasha	6	1-2
II	Tippan, Aalekhan, Sankshepan, Sarkari Patra kc Prakar, Paribhashik Shabdawali	8	3-5
III	Anuvaad ki Paribhasha, Prakar, Upyogita aur Mahatva, Achhe Anuvaad ke Gun, Anuvaad Prayog (Hindi se English me Anuvaad)	8	6-8
IV	Sambhashan Kala Ka Artha, Sambhashan Ke Vibhinn Roop - Vaartalap, Vyakhyan, Vaad —Vivaad, Ekaalap, Avaachik Abhivyakti, Jan Sambodhan, Sambhashan Kala ke Upaadaan - Bhasha Gyan, Antaraal Dhwani (Volume), Lahaja ( Accent)	10	9-11

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V	Sambhashan Kala ke Vibhinn Roop — Udghoshana, Sanchalan, Aankho Dekha Haal,  Vaachan kala,  Vaad-Vivaad Pratiyogita,  Samuh Samvaad.	8	12-13
Revision			14-15

Suggested References:

**Book**

**Author**

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1.Hindi sahitya ka saral Itihas | Vishvanath Tripathi                 |
| 2.Kavya shastra                 | Dakshini Bharat Hindi Prachar sabha |
| 3.Bhartiya kavya shastra,       | Dr.Uthaibanusingh, Sanjev           |
| 4.Kamkaji Hindi                 | Dr. Thomas PM                       |

**COURSE TITLE- PRACTICAL- GEOGRAPHY (MAHT – 1102)**

**Course Objectives:**

This course aims to provide students with hands-on experience in the methodologies and techniques used in physical geography. Through practical exercises and fieldwork, students will learn to collect, analyze, and interpret geographic data related to landforms, climate, vegetation, and hydrology. Emphasis will be placed on using tools such as topographic maps, GIS software, and field sampling equipment to enhance understanding of physical processes and spatial relationships in the environment.

**Course Outcomes:**

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**CO1:** Remember key physical geography tools and techniques, such as topographic maps, GPS, and remote sensing methods.

**CO2:** Understand the principles behind various physical geography techniques, including the interpretation of maps and data collection methods.

**CO3:** Apply practical skills to conduct fieldwork, including measuring physical features and collecting environmental data.

**CO4:** Analyze physical geographic data, interpreting results from experiments or field studies to draw meaningful conclusions about geographical phenomena.

**CO5:** Evaluate the accuracy and reliability of different data collection methods and tools used in physical geography practicals.

Units	Contents	Contact Hrs.	Total weeks
<b>I</b>	Scales- Construction of Comparative Digital and Venire Scales, Enlargement and Reduction of Maps, Calculation of Maps Area in Different Scales by Graphical and Arithmetical methods.	<b>6</b>	<b>1-3</b>
<b>II</b>	General Principle classification, properties and choice of Map projection- merits and demerits, construction of cylindrical Equal area, Marketers, Conical with tow standard parallels, Bonne's, Poleconic and Gnomonic Polar Zenithal Projection	<b>8</b>	<b>4-6</b>

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III	Hachure's, shading contour & layer tints; representation of different landforms from slope types and river features and Glaciers by contours.  Slopes, Gradients and inter-visibility	8	7-8
IV	Introduction, Expansion and Indexing, Converge scale and Topo symbols. Study and Interpretation of one Inch/ 1:50,000 Survey of India to Top sheets- representing any area under the following heads Relief, Drainage Characteristics, Land-use, Settlement types and patterns and means of Transport and Communication	10	9-13
Revision			14-15



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Semester: II						
Subject Code	Paper No	Subject Name	L	T	P	Total Credit

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BAHT-1201	1	HISTORY OF MODERN EUROPE(1789-1945)	5	1	0	6
BAGP-S-1201	2	GEOGRAPHY- ECONOMICS GEOGRAPHY	3	1	0	4
BASG-S-1201	3	SOCIOLOGY- INTRODUCTION TO SOCIOLOGY	3	1	0	4
ENL-1201	4	ENGLISH- I	2	0	0	2
BAGP-S-1201(P)	5	PRACTICAL- GEOGRAPHY	0	0	8	4
						20

**COURSE TITLE- HISTORY OF MODERN EUROPE(1789-1945 (BAHT – 1201):**

**Course Objectives:**

This course aims to provide students with an in-depth understanding of the key political, social, economic, and cultural developments in Europe from the onset of the French Revolution in 1789 to the conclusion of World War II in 1945. Students will examine significant events, ideologies, and movements that shaped modern European history, including nationalism, imperialism, industrialization, and the impact of two world wars. Through critical analysis of primary and secondary sources, students will develop the ability to connect historical events to contemporary issues and understand their lasting influences on Europe and the world.

**Course Outcomes:**

**CO1:** Remember vents, figures, and dates in modern European history, including the French Revolution, the rise of nationalism, and World Wars I and II.

**CO2:** Understand the causes and effects of major political, social, and economic changes in Europe from 1789 to 1945.

**CO3:** Apply the primary sources, such as documents and speeches, to understand the perspectives of historical figures during significant events.

**CO4:** Analyze the different ideologies, such as liberalism, socialism, and fascism, and assess their impact on European societies.

**CO5:** Evaluate the consequences of the two World Wars and the Treaty of Versailles on European politics and international relations.

Units	Contents	Contact Hrs.	Total weeks
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<b>I</b>	The French Revolution Napoleonic Era Congress of Vienna and concert of Europe Revolution of 1830 and 1848 Napoleon III	<b>6</b>	<b>1-3</b>
<b>II</b>	Unification of Germany and Italy; Eastern question, Greek war of independence, Germany war and Berlin congress Tzar Alexander II of Russia. Germany after 1870 - Role of Bismarck. Expansion of Europe in Africa till 1914	<b>10</b>	<b>4-7</b>
<b>III</b>	World War I — causes and effects. The Treaty of Versailles.	<b>4</b>	<b>8-9</b>
<b>IV</b>	The Russian Revolution of 1917: Causes, nature and effects. The League of Nations: achievement and failure. Soviet Russia — Stalin and Lenin.	10	10–11
<b>V</b>	Rise of Fascism in Italy: With special reference to Mussolini. Rise of Nazism in Germany With special feature to Hitler. Second World War Causes.	10	12–13
Revision			14-15

**Suggested References:**

1. David Thompson: Europe since Napoleon
2. E.Lipson: Europe in the 19th and 20'h Centuries.
3. Grant and Temperly: Europe in the 19" and 20th Centuries.  
James Joll: Europe since 1870
4. Y.J. Tara Porevalla: Modern European History

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5. A.J.P. Taylor: Struggle for Mastery over Europe
6. A.Bullock: Hitler: A study in Tyranny
7. S.J. Wolf (ed.): European Fascism

### **E-Resources**

1. <https://www.britannica.com/>
2. <https://www.jstor.org/journal/historicalj>
3. <https://www.my-mooc.com/en/categorie/history>
4. <https://nptel.ac.in/courses/124106009>
5. <https://ndl.iitkgp.ac.in/>

### **COURSE TITLE- GEOGRAPHY- ECONOMICS GEOGRAPHY (BAGP-S-1201)**

#### **Course Objectives:**

This course aims to explore the spatial dimensions of economic activities and the relationships between geography and economic systems. Students will examine how geographic factors influence production, distribution, and consumption of goods and services. The course will cover topics such as globalization, regional development, industrial location, and resource management. Through case studies and analysis of spatial data, students will gain a deeper understanding of the interactions between economic processes and their geographical contexts.

#### **Course Outcomes**

**CO1:** Remember key concepts and terminology related to economic geography, such as globalization, trade, and resource allocation.

**CO2:** Understand the significance of spatial distribution of economic activities and how geographic factors influence economic development.

**CO3:** Apply economic geography concepts to analyze real-world case studies, demonstrating the relationship between geography and economic outcomes.

**CO4:** Analyze the impact of global economic processes, such as trade agreements and multinational corporations, on local economies and environments.

**CO5:** Evaluate different economic policies and their effectiveness in addressing regional disparities and promoting sustainable development.

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<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total weeks</b>
<b>I</b>	Economic and Environmental approaches to resource utilization. Development of EPZ and SEZ; Land reforms in India with special reference to Uttar Pradesh, stages of economic development. typology of economic activities (primary, secondary, tertiary, quaternary), Resort concept and classification	<b>6</b>	<b>1-3</b>
<b>II</b>	Concept classification and importance. World view of primary activities- problem and trend of management with reference to forestry, fishing and livestock farming. Distribution, production and International Trade of principal crop Rice, Wheat, Sugarcane, Cotton, Tea, Coffee and Rubber, Agricultural regions of the World by Whittles	<b>10</b>	<b>4-6</b>

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III	Major Fishing Areas, their production and trade. Nature of occurrence, distribution production and trade of minerals-Iron-ore, Manganese Ag, Cu, Pb and Au. Land use and Agriculture models: L.D Stamp, Von Thune and Weaver..	4	7-8
IV	industrial location and economic growth models: Weber, Tosch and Gunner Myrdal. Types of industries, Location patterns and development trends of Manufacturing industries-Fe and steel, Textile and Paper	10	9-10
V	concept of distance, accessibility and connectivity relative cost advantage of different modes of transport Changing pattern of International Trades, Major Trade Organization and trade blocks -SAARC, ASEAN and OPEC - their objectives and trade relations	10	11-13
Revision			14-15

**Suggested References:**

1. Allexander, J.W., Economic Geography
2. Bosch, Hans, A Geography of World Economy
3. Bengston and Reyen, Fundamentals of Economic Geography
4. Zimmerman, E.W. Introduction of World Resources.

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5. Chisholm, M., Modern World Development A Geographical Perspective.
6. Jain, P. Arthik Bhoogol ki Samiksha (Hindi)

**COURSE TITLE- SOCIOLOGY- INTRODUCTION TO SOCIOLOGY (BASG-S-1201)**

**Course Objectives:**

This course aims to introduce students to the foundational concepts, theories, and methods of sociology. By exploring the structure and dynamics of societies, students will gain insight into social institutions, cultural norms, group interactions, and the impact of socialization. The course encourages critical thinking and analysis of social issues, fostering an understanding of how individual behaviors and societal forces shape one another.

**Course Outcomes**

**CO1:** Remember key sociological terms and concepts, such as society, culture, norms, and socialization.

**CO2:** Understand the significance of major sociological theories and perspectives, including functionalism, conflict theory, and symbolic interactionism.

**CO3:** Apply sociological concepts to analyze real-world social issues, such as inequality, family dynamics, and social change.

**CO4:** Analyze the relationships between various social institutions (e.g., education, economy, religion) and their impact on individual behavior and societal trends.

**CO5:** Evaluate the effectiveness of different research methods in sociology, discussing their appropriateness for studying various social phenomena.

Units	Contents	Contact Hrs.	Total weeks
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<b>I</b>	Thinking Sociologically Emergence of Sociology, Sociology as a science; Sociology and Common Sense Some Basic Concepts: Association; Aggregates: Community, Categories, Groups and its Forms Status and Role; Norms and Values. Individual and Society; Socialization: Concept and Agencies; Culture —meaning and characteristics; Types of culture — popular, elitist, folk, and consumer cultures; Pluralism and Multiculturalism, Culture and Personality	<b>18</b>	<b>1-5</b>
<b>II</b>	Sociology and Social Anthropology Sociology & Psychology Sociology & History	<b>10</b>	<b>6-10</b>
<b>III</b>	Social Institutions and Social Processes Social control: meaning, agencies and mechanisms Conformity and Deviance. Social Change, definition, factors, Social Mobility	<b>12</b>	<b>11-13</b>
Revision			14-15

**Suggested References:**

1. A. Beteille : Sociology—Essays on Approach and Method (OUP)
2. Allan G Johnson. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, ‘The Forest, the Trees and One Thing’, Pp. 1-36 McGraw-Hill, Chapter 8, Pp. 185-209
3. Alex Inkeles: What Is Sociology?

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4. Alex Thio: Sociology
5. Andre, Beteille, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
6. Anthony Giddens : Sociology
7. 7. G. Rocher: A General Introduction to Sociology
8. George Ritzer. Encyclopaedia of sociology
9. Gilles Ferreol& Jean-Pierre Noreck: An Introduction to Sociology(PH! Learning)
10. 10 Gordon Marshal. Dictionary of Sociology (OUP)

**COURSE TITLE- ENGLISH- I (ENL-1201)**

**Course Objectives:**

To understand the evolution of India's foreign policy and its approach to international relations. This includes India's stance on the Cold War, its relationships with neighboring countries, involvement in international organizations, and its strategic partnerships and conflicts.

**Course Outcomes**

**CO1:** Remember basic vocabulary, grammar rules, and key literary terms relevant to English language studies.

**CO2:** Understand the significance of fundamental grammar concepts, sentence structure, and elements of literary analysis in English.

**CO3:** Apply grammar and vocabulary knowledge to construct coherent sentences and engage in basic written and spoken communication.

**CO4:** Analyze short texts, identifying themes, character development, and stylistic devices used by authors.

**CO5:** Evaluate different forms of writing, such as essays, narratives, and poetry, discussing their effectiveness and impact on the audience.

Units	Contents	Contact Hrs.	Total weeks
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<b>I</b>	Meeting People, Exchanging Greetings and Taking Leave Introducing Yourself Introducing People to Others Answering the Telephone and Asking for Someone Dealing with a Wrong Number Taking and Leaving Messages Making Inquiries on the Phone Calling for Help in an Emergency	<b>18</b>	<b>1-7</b>
<b>II</b>	Articles, prepositions, modal auxiliaries, antonyms, Synonyms, One-word substitutes	<b>16</b>	<b>8-11</b>
<b>III</b>	Written Communication: Summarizing	<b>6</b>	<b>12-13</b>
Revision			14-15

### **Suggested References:**

1. How to Talk to Anyone
2. Leil Lowndes, 1999
3. Just Listen: Discover the Secret to Getting Through to Absolutely Anyone
4. Mark Goulston, 2009
5. How to win friends and influence people. How to stop worrying and start living
6. Dale Carnegie, 1936

### **COURSE TITLE- PRACTICAL- GEOGRAPHY (BAGP-S- 1201(P))**

#### **Course Objectives:**

This course aims to provide students with practical experience in applying geographical concepts and methodologies. Through hands-on activities, fieldwork, and the use of geographic tools, students will develop skills in data collection, analysis, and interpretation. The course will emphasize both physical and human geography, encouraging students to

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explore real-world issues and enhance their spatial thinking abilities.

### Course Outcomes

**CO1:** Remember key concepts and terminology related to economic geography, such as trade routes, resource distribution, and economic sectors.

**CO2:** Understand the significance of spatial analysis in understanding economic activities and the geographical factors that influence them.

**CO3:** Apply quantitative and qualitative methods to collect and analyze economic data, such as GDP, employment statistics, and resource availability.

**CO4:** Analyze case studies of specific regions or industries, assessing the impact of geographical factors on economic development and regional disparities.

**CO5:** Evaluate the effectiveness of various economic policies and practices in addressing regional economic issues, discussing potential improvements.

Units	Contents	Contact Hrs.	Total weeks
<b>I</b>	Distribution maps: Dot, Isopleth, Choropleth, Chorochromatic, Choroschematic methods and their characteristics	<b>18</b>	<b>1-7</b>
<b>II</b>	Calculation of Gross Domestic Production (GDP) & Human Development Index	<b>12</b>	<b>8-11</b>
<b>III</b>	Calculation of Detour Index, Crop Combination & Rank Size Rule	<b>10</b>	<b>12-13</b>
Revision			14-15



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<b>Semester: III</b>							
<b>Sr. No.</b>	<b>Subject Code</b>	<b>Paper No.</b>	<b>Subject Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credit</b>
1	BAHT-2101	1	HISTORY OF INDIA (1206-1750)	5	1	0	<b>6</b>
2	BAGP-S-2101	2	GEOGRAPHY- WORLD REGIONAL GEOGRAPHY	3	1	0	<b>4</b>
3	BASG-S-2101	3	SOCIOLOGY- SOCIAL INSTITUTION AND SOCIAL WELFARE IN INDIA	3	1	0	<b>4</b>
4	HNL-2101	4	HINDI-II	2	0	0	<b>2</b>
5	BAGP-S-2101(P)	5	PRACTICAL GEOGRAPHY	0	0	8	<b>4</b>
							<b>20</b>

**COURSE TITLE- HISTORY OF INDIA (1206-1750) (BAHT – 2101)**

**Course Objectives:**

This course aims to provide students with a comprehensive understanding of the historical developments in India from 1206 to 1750. Focusing on the establishment and evolution of various dynasties, including the Delhi Sultanate and the Mughal Empire, students will explore key political, social, economic, and cultural transformations during this period. The course will also examine the interactions between different communities, the impact of foreign invasions, and the emergence of regional powers. Through the analysis of primary sources and historical narratives, students will develop critical thinking skills and a deeper appreciation for the complexities of India's history.

**Course Outcomes**

**CO1:** Remember key events, figures, and dates in Indian history from the Delhi Sultanate to the Mughal Empire.

**CO2:** Understand the socio-political structures, cultural developments, and economic conditions during this period.

**CO3:** Apply historical concepts to analyze primary sources, such as administrative documents and literary works from the era.

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**CO4:** Analyze the different dynasties, such as the Delhi Sultanate and Mughal Empire, highlighting their contributions and legacies.

**CO5:** Evaluate the impact of key events, such as the establishment of the Mughal Empire and the interactions with European powers, on Indian society.

Units	Contents	Contact Hrs.	Total weeks
<b>I</b>	Survey Of the sources. Establishment of the Turkish rule (1206-1290) with special reference to Qutubudin Aibak, Itutmish Balban	<b>8</b>	<b>1-2</b>
<b>II</b>	Expansion of the Delhi Sultanate (1290-1320), the Khiljis, administration and economic reforms. Delhi sultanate (1320-1398). The Tughluks with special reference to Muhammad bin Tughlaq and Firoz Shah Tughlag. Vijayanagar Empire and the Bahmani Kingdom. The Lodis, with reference to Sikandar and Ibrahim Lodi Administrative structures of the Delhi Sultanate. Society and religion during the Sultanate period	<b>12</b>	<b>3-6</b>

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<b>III</b>	<p>Establishment of the Mughal rule - Babar and Humayun.</p> <p>Sher Shah - establishment of the Sur dynasty and administration.</p> <p>Akbar - expansion of the empire, religious policy, relations with the Rajput's, emergence of composite culture</p> <p>Mughal empire under Jahangir, Shah Jahan and Aurangzeb; continuity and change: Relations with the Rajputs,</p> <p>The Deccan policy, Religious policy with special reference to Aurangzeb.</p> <p>Mughal Empire and the North — West</p>	<b>10</b>	<b>7-9</b>
<b>IV</b>	<p>Rise of the Marathas under Shivaji's administration.</p> <p>Marathas under Peshwas.</p> <p>Mughal administration; theory of state, administrative structure, fiscal resource and land revenue system.</p> <p>Cultural development - Art, architecture, and literature.</p> <p>Growth of the European powers in India</p>	<b>10</b>	<b>10-13</b>
Revision			14-15

**Suggested References:**

1. A.B. Habibullah — the foundation of the Muslim rule in India.
2. U.N. Day — Government of the Sultanates.
3. A. Mehdi Hassan — The Tughlug Dynasty.
4. H. K. Sherwani — The Bahmani Kingdom of the Deccan.
5. T.V. Mahiggam — Administration and social life under Vijaynagar Empire.
6. G. Yazdani — Early History of the Deccan.
7. K.M. Ashraf — A. History of India.
8. Majumdar Roy — An advanced History of India.
9. Chopra Puri & Das — Social cultural and Economic History of India — vol. II.
10. Perceival Spear — History of India Vol. II.
11. Dr. A. L Srivastav - The Mughal Empire.

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12. R.P Tripathi — Rise and Fall of the Mughal India.
13. Irfan Habib — Agrarian system of the Mughal India.
14. L.W. Moreland — Agrarian system of Muslim India.
15. J, N. Sarkar — Short History of Aurangzeb.
16. W. H. Moreland India at the Death of Akbar
17. G.S. Sardesari — New history of the Marathas.
18. HLN. Sinha — Rise of the Peshwas

### **E-Resources**

1. <https://www.britannica.com/>
2. <https://www.jstor.org/journal/historicalj>
3. <https://www.my-mooc.com/en/categorie/history>
4. <https://nptel.ac.in/courses/124106009>
5. <https://ndl.iitkgp.ac.in/>

### **COURSE TITLE- GEOGRAPHY- WORLD REGIONAL GEOGRAPHY (BAGP-S-2101)**

#### **Course Objectives:**

This course aims to provide students with a comprehensive understanding of the diverse geographical regions of the world, focusing on their physical, cultural, economic, and political characteristics. Students will explore the relationships between people and their environments, examining how geographic factors shape human activities and regional development. Through case studies and spatial analysis, learners will develop skills to assess regional challenges and opportunities in a global context.

#### **Course Outcomes:**

**CO1:** Remember key regions of the world and their major geographical features, such as climate, landforms, and natural resources.

**CO2:** Understand the cultural, economic, and political characteristics that define different world regions and how these factors interact with geography.

**CO3:** Apply geographical concepts to analyze current events and issues affecting specific regions, demonstrating the influence of geographic factors.

**CO4:** Comprehend and analyze the spatial relationships between regions, assessing how

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geographical factors contribute to regional disparities in development and quality of life.

**CO5:** Evaluate the impact of globalization on various world regions, discussing both positive and negative consequences for local communities and environments.

Units	Contents	Contact Hrs.	Total weeks
<b>I</b>	Region as a geographical entity and as a component of global system. Basis of regionalization/ grouping of countries-Geographical, Political, historical, Cultural Structure Relief Climate and Climate Regions, Vegetation Irrigation Power and Mineral Resources. Population Distribution Growth Distribution Pattern, Migration Agriculture Industries transport and Trade Strategic Importance of Suez Canal. Details regional study of any one Turkey, Iraq, Israel	<b>12</b>	<b>1-3</b>

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<p><b>II</b></p>	<p>Regions as geographical entity and as a component of global system.</p> <p>Basis of regionalization/grouping of countries. Geographical, Political, Historical and Cultural etc.</p> <p>Structure</p> <p>Relief</p> <p>Climate and Climatic Regions,</p> <p>Vegetation</p> <p>Irrigation Power and Mineral Resources.</p> <p>Population distribution</p> <p>growth, pattern, migration,</p> <p>Agriculture,</p> <p>Industries,</p> <p>Trade and Transport.</p> <p>Strategic Importance of the region.</p> <p>Details regional study of any one Singapore, Malaysia and Indonesia</p>	<p><b>12</b></p>	<p><b>4-6</b></p>
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<b>III</b>	<p>Regions as geographical entity and as a component of global system.</p> <p>Basis of regionalization/grouping of countries. Geographical, Political, Historical and Cultural etc.</p> <p>Structure, Relief, Climate and Climatic Regions, Vegetation, Irrigation Power and Mineral Resources.</p> <p>Population-distribution, growth, pattern, migration, Agriculture, Industries, Trade and Transport.</p> <p>Strategic Importance of the region.</p> <p>Details regional study of any one China, Japan</p>	<b>10</b>	<b>7-10</b>
<b>IV</b>	<p>Regions as geographical entity and as a component of global system. Basis of regionalization/grouping of countries.</p> <p>Strategic Importance of the region.</p> <p>Details regional study of any Bangladesh, Nepal, Bhutan, Maldives</p>	<b>6</b>	<b>11-13</b>
Revision			14-15

**Suggested References:**

1. W.B. Fisher: The Middle East.
2. N.S Ginnsburg: Pattern of Asia. Mahesh Narain Nigam and B.L.GargPaschimi Asia
3. Dudley Stamp: Asia
4. Dobby: South East Asia.
5. Dr. Jagdish Singh-Monsoon Asia
6. Vishwanath TiwariAsia Ka Bhulolik Swaroop.
7. Trewartha; G.T. Japan.B.L.C. Johnson: South Asia
8. C.B. Cressey : Asia-Land & People.
9. N. Ahmed: Bangladesh

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**COURSE TITLE-SOCIOLOGY- SOCIAL INSTITUTION AND SOCIAL WELFARE IN INDIA (BASG-S-2101)**

**Course Objectives:**

This course aims to explore the key social institutions in India, such as the family, education, religion, and the economy, and their roles in shaping societal norms and values. It will also examine the concept of social welfare, focusing on policies and programs aimed at promoting social justice and improving the quality of life for marginalized communities. Through critical analysis and case studies, students will gain a deeper understanding of the interplay between social institutions and welfare initiatives in the Indian context.

**Course Outcomes:**

**CO1:** Remember key social institutions in India, such as family, education, religion, and government.

**CO2:** Understand the role and significance of social institutions in shaping individual behavior and societal norms in India.

**CO3:** Apply sociological concepts to analyze contemporary issues related to social welfare programs and policies in India.

**CO4:** Analyze the interactions between different social institutions and their impact on social welfare, including issues like poverty, health, and education.

**CO5:** Evaluate the effectiveness of various social welfare initiatives in India, assessing their successes and challenges in addressing social issues.

<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total weeks</b>
<b>I</b>	Importance and functions, types, joint family system and factors problems facing single families, family disorganization	<b>12</b>	<b>1-6</b>

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<b>II</b>	Caste: nature and characteristics, theories regarding origin of caste functions disintegrating it caste based democracy, caste during modern times	<b>18</b>	<b>7-11</b>
<b>III</b>	Social welfare: concept, changing approaches to social welfare	<b>10</b>	<b>12-13</b>
Revision			14-15

**Suggested References:**

1. A. R. Desai. Rural sociology
2. A. Beteille. Caste, Class and Power: Changing Patterns
3. David Mandelbaum — Society in India
4. Ghanshyam Shah. Caste and Democratic Politics in India

**COURSE TITLE- HINDI-II (MAHT – 2104)**

**Course Objectives:**

The objective of Hindi 2 is to enhance students' proficiency in the Hindi language by expanding their vocabulary, improving their grammatical skills, and developing their ability to engage in more complex conversations. Students will also gain a deeper understanding of Hindi literature and culture through reading comprehension exercises, writing assignments, and interactive speaking activities. By the end of the course, students should be able to communicate effectively in various contexts, comprehend advanced texts, and appreciate the richness of Hindi language and culture.

**Course Outcomes**

**CO1:** Remember advanced vocabulary, grammatical structures, and idiomatic expressions in

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Hindi.

**CO2:** Understand the use of complex grammatical concepts, such as compound sentences, tenses, and moods in Hindi.

**CO3:** Apply their knowledge of vocabulary and grammar to create meaningful dialogues and short narratives in Hindi.

**CO4:** Analyze literary texts and dialogues, identifying themes, character development, and stylistic elements in Hindi literature.

**CO5:** different forms of written and spoken Hindi, discussing their effectiveness and appropriateness in various contexts.

Units	Contents	Contact Hrs.	Total weeks
I	गोदान - प्रेमचंद	8	1-3
II	कहानियाँ - सं० डॉ० जितेन्द्र वत्स, राजा राधिका रमण प्रसाद सिंह (माँ), धर्मवीर भारती (गुलकी बन्नो)	12	4-9
III	भीष्म साहनी (अमृतसर आ गया), शिवप्रसाद सिंह (कर्मनाशा की हार), मन्नू भांडारी (रानी माँ का चबूतरा), उषा प्रियंवदा (वापसी), निशांतकेतु (माटी- टीला)	18	10-13
Revision			14-15

**Suggested References:**

1. निर्मलामुंशी प्रेमचन्द की एक अनुपम कृति :
2. गोदान [Godaan] Munshi Premchand. गोदान [Godaan]
3. मन्नू भांडारी (रानी माँ का चबूतरा)
4. उषा प्रियंवदा (वापसी)
5. निशांतकेतु (माटी-टीला)

*S. Shrivastava*



6. धर्मवीर भारती (गुलकी बन्नो)

**COURSE TITLE- PRACTICAL GEOGRAPHY (BAGP-S- 2101(P))**

**Course Objectives:**

This course aims to provide students with hands-on experience in the methods and techniques used in practical geography, focusing on the analysis and interpretation of geographic data on a global scale. Through fieldwork, lab activities, and the use of geographic tools such as GIS, remote sensing, and map-making, students will develop the skills necessary to study and address geographical issues. Emphasis will be placed on real-world applications and the practical implications of geographic research.

**Course Outcomes:**

**CO1:** Remember key geographical features and characteristics of various world regions, including physical, cultural, and economic aspects.

**CO2:** Understand the significance of regional differences and similarities in human geography, such as demographics, land use, and resource distribution.

**CO3:** Apply mapping skills and GIS (Geographic Information Systems) tools to analyze spatial data related to specific world regions.

**CO4:** Comprehend and analyze regional case studies, evaluating the relationships between geographical factors and socio-economic conditions in various parts of the world.

**CO5:** Evaluate the effectiveness of regional development policies and practices, discussing their impacts on local communities and environments.

Units	Contents	Contact Hrs.	Total weeks
I	Sphere of influence by Gravity Model, Measurement of Inequality by Lorenz Curve, Concentration by Location Quotient, Regional Disparity by Sopher's index	14	1-3

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<b>II</b>	Accessibility by Detour Index, Measurement of Transport Accessibility by Shortest Path Matrix. Regional Growth by analysis of Time series data	<b>12</b>	<b>4-7</b>
<b>III</b>	Rural-urban growth and differentials, Correlation and Spatial correspondence, Weighted Score and Combination analysis	<b>14</b>	<b>8-12</b>
Revision			13-15



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SEMESTER: IV							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-2201	1	RISE OF MODERN WEST	5	1	0	6
2	BAGP-S-2201	2	GEOGRAPHY- HUMAN GEOGRAPHY	3	1	0	4
3	BASG-S-2201	3	SOCIOLOGY – LABOUR AND SOCIAL WELFARE	3	1	0	4
4	ENL-2201	4	English-II	2	0	10	2
5	BAGP-S-2201(P)	5	PARCTICAL- GEOGRAPHY	0	0	8	4
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**COURSE TITLE- RISE OF MODERN WEST (MAHT – 2201)**

**Course Objectives:**

This course aims to explore the significant political, social, economic, and cultural

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transformations that contributed to the emergence of the modern West from the late medieval period to the early 20th century. Students will examine key events, such as the Renaissance, the Reformation, the Enlightenment, and the Industrial Revolution, as well as the rise of democratic ideals and the impact of colonialism. Through critical analysis of primary sources and historical narratives, students will develop an understanding of how these developments shaped contemporary Western society.

**Course Outcomes:**

CO1: Remember key events, figures, and concepts that contributed to the rise of modern Western societies, including the Renaissance, Enlightenment, and Industrial Revolution.

CO2: Understand the major social, political, and economic transformations that characterized the emergence of modern Western civilization.

CO3: Apply the historical concepts to analyze primary sources, such as philosophical texts and economic documents, from the period of the rise of the modern West.

CO4: Analyze the different movements and ideologies, such as liberalism, socialism, and nationalism, assessing their influence on Western development.

CO5: Evaluate the impacts of key events, such as the French Revolution and the expansion of European imperialism, on global relations and Western identity.

Units	Contents	Contact Hrs.	Total weeks
I	Renaissance; its social roots, city state in Italy, crisis in feudalism, humanism, new learning and artistic standards.  Early colonial Empires: Motives, voyages, Portuguese and Spanish empires, beginning of the era of colonization.	6	1-2

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<b>II</b>	<p>Origins of the European States;</p> <p>-</p> <p>France - Louis XI, Francis X, Charles LX, decline of the Third Estate, ascendancy of king in council. - Internal unification Charles V. Dynastic alliances, territorial unity, revolts of the Spain Knight (1522) and of the peasants (1522).</p> <p>Britain - Tudor despotism, Star chamber, Council, parliament, Trade and rise of professional administration.</p> <p>Russia - Ivan the Great, Ivan the Terrible, Isolation from the west.</p>	<b>10</b>	<b>3-6</b>
<b>III</b>	<p>Economic development of the 16 Century.</p> <p>Commercial Revolution.</p> <p>influx of American Silver and the Price-Revolution.</p> <p>European Reformation: Origin, brief course and results, Luther, Calvin and the British compromise, Counter-Reformation.</p> <p>Thirty Years War and the rise of Sweden.</p>	<b>10</b>	<b>7-9</b>

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IV	<p>European crisis in the 17a Century: Economic and political aspects.</p> <p>The English Revolution of 1688: Origin, social, economic and political aspects.</p> <p>Nature of the British Revolutionary settlement</p>	6	10-11
V	<p>Ruse of Modern Science: Copernicus, Kepler, Galileo, Harvey, scientific method and organization, Bacon, Descartes, Newton.</p> <p>Mercantilism; major outlines as developed by 1648 and practiced for 150 years in the 17<sup>th</sup> &amp; 18<sup>th</sup> centuries.</p> <p>Economic developments in the 18a century, commerce, industry and agriculture, background of the Industrial Revolution .</p> <p>American Revolution: origin, result and significance.</p> <p>Transition from feudalism to capitalism, Problems &amp; theories</p>	8	12-13
Revision			14-15

**Suggested reference:**

1. Parthasarathi: Gupta Rise of the Modern West
2. J.R Hale Renaissance Europe
3. G Clark Early Modem Europe

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4. M.S. Anderson 18<sup>th</sup> century Europe.
5. C.Hill - Reformation to Industrial Revolution.
6. A.R Hall - From Galileo to Newton
7. Devid Ogg - Europe of the Ancient Regime
8. M. Dabb Studies in the Development of Capitalism
9. R. Haltone Transition from Feudalism to Capital

### **E-Resources**

1. <https://www.britannica.com/>
2. <https://www.jstor.org/journal/historicalj>
3. <https://www.my-mooc.com/en/categorie/history>
4. <https://nptel.ac.in/courses/124106009>
5. <https://ndl.iitkgp.ac.in/>

### **COURSE TITLE- GEOGRAPHY- HUMAN GEOGRAPHY (BAGP-S-2201)**

#### **Course Objectives:**

This course aims to provide students with an understanding of the spatial aspects of human existence, examining how people interact with their environment and how cultural, social, economic, and political processes shape landscapes and societies. Students will explore key themes such as population dynamics, urbanization, migration, and globalization. Through case studies and geographic analysis, learners will develop critical thinking skills and a deeper awareness of the interconnectedness of human activities and geographical space.

#### **Course Outcomes:**

**CO1:** Remember key concepts and terminology related to human geography, such as culture, migration, urbanization, and globalization.

**CO2:** Understand the significance of human interactions with the environment and how cultural, economic, and political factors shape human landscapes.

**CO3:** Apply human geography concepts to analyze specific case studies, demonstrating the impact of social processes on spatial organization.

**CO4:** Analyze the relationships between human activities and geographical factors, assessing how they influence issues like population distribution and land use.

**CO5:** Evaluate different social and economic policies related to human geography,

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discussing their effectiveness in addressing challenges such as urbanization and inequality.

Units	Contents	Contact Hrs.	Total weeks
I	<b>Human Geography:</b> Concept and Nature, Introduction, Meaning Scope and Development of Human Geography, Man and Environment relationship Determinism Contemporary relevance, Neo-determinism, Probabilism, Principle of Activity or Change, Principle of Crystal Unity or Whole	12	1-3
II	<b>Habitation (Population And Settlement):</b> Distribution of population and World pattern, Global migration - Cause and consequences, concept of over population and under population. Demographic Transition theory, types of Rural Settlement, types of Urban Settlement trends and pattern of world urbanization	10	4-6
III	<b>Economy Introduction:</b> Evolution of Human Economy; Sequence of human Occupance, Primary Activities: Intensive Subsistence Farming, Commercial Grain Farming, Commercial Plantation, Commercial Dairy Farming, Secondary Activities: Iron and Steel Industry	8	7-9

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IV	<p><b>Society and Culture:</b> Space and Society, Language and religion, Man's spread over the earth during the Pleistocene. Cultural Diffusion, cultural Realms. World Human Races Classification, Characteristics and Distribution. Races of India</p>	<u>5</u>	9-11
V	<p><b>Tribes:</b> Some typical modes of life of world tribes-Eskimos, Kirghiz, Bushman and Masai. Habitat, Economy and Society of Indian Tribes-Bhotias, Toda, Tharus, Gond, Santhal and Nagas (with reference to their present-day transformation)</p>	5	12-13
Revision			14-15

**Suggested References:**

1. William, N. (2002) Human Geography, Oxford University Press, New York, Chapter 1 and 2
2. Rubenstein, J.M. (2002) An Introduction to Human Geography, Prentice-Hall, New Jersey, Chapter 5 and 6
3. Prasad, Gayatri, Sanskritik Bhoogol (Hindi).
4. Singh, J, Manav Bhoogol (Hindi).
5. Bansal, S.C., Manav Bhoogol (Hindi).

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6. Srivastava, V.K. and Rao, B.P., Manav Bhoogol.
7. Thakur, B.S., Manav Bhoogol. Fellman, J.L. Human Geography Landscapes of Human Activities.
8. Majid Hussain: Human Geography.

**COURSE TITLE- SOCIOLOGY – LABOUR AND SOCIAL WELFARE**  
**(BASG-S-2201)**

**Course Objectives:**

This course aims to explore the complex relationships between labor, social welfare, and society. Students will examine the dynamics of the labor market, the role of labor movements, and the impact of economic policies on workers' rights and conditions. Additionally, the course will analyze social welfare systems and their effectiveness in addressing issues such as poverty, unemployment, and inequality. Through case studies and theoretical frameworks, students will develop a critical understanding of how labor and social welfare intersect in contemporary society.

**Course Outcomes:**

**CO1:** Remember key concepts related to labor, such as labor rights, social welfare policies, and major labor movements.

**CO2:** Understand the significance of labor laws and social welfare policies in shaping the working conditions and quality of life for various social groups.

**CO3:** Apply sociological theories to analyze contemporary labor issues, such as unemployment, child labor, and workers' rights.

**CO4:** Analyze the relationships between labor markets, economic policies, and social welfare programs, assessing their impact on different communities.

**CO5:** Evaluate the effectiveness of existing social welfare programs aimed at supporting workers and their families, discussing strengths and areas for improvement.

Units	Contents	Contact Hrs.	Total weeks
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<b>I</b>	Labour welfare: meaning, scope changing approaches	<b>14</b>	<b>1-4</b>
<b>II</b>	Social welfare: meaning, scope and changing approaches. Welfare of SC,SC and backward classes, their problems, constitutional safeguards and measures adopted by Government of India and Government of Bihar	<b>14</b>	<b>5-10</b>
<b>III</b>	Poverty: meaning, causes, types and measures to control it	<b>12</b>	<b>11-13</b>
Revision			14-15

**Suggested References:**

1. Thorner, Danial and Alice, Thorner: Land and Labour 1n India, Bombay : Asia Publication.
2. Desai, A.R. (1979), Peasant Struggle in India, Bombay: Oxford University' Press.
3. Five year plan: Government of India.
4. Social Welfare in India: Government of India
5. S.N. Misra: An Introduction to Labour and Indusrial Laws.
6. Jois, P.V.: Labour Welfare: New outlook of Industry and Labour in Modern Society.
7. Govt. of India (Ministry of Labour) (1969): Report of the National Commission on Labour.
8. Balachandani: Labour Welfare.
9. Malik P.L.: Industrial Law.

**COURSE TITLE- ENGLISH-II (ENL-2201)**

**Course Objectives:**

This course is focused to facilitate student to carry out extensive research and development project or technical project at place of work through problem and gap identification, development of methodology for problem solving, interpretation of findings, presentation of results and discussion of findings in context of national and international research. The overall goal of the dissertation is for the student to display the knowledge and capability required for independent work.

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**Course outcomes:**

**CO1:** Remember key vocabulary, literary terms, and grammatical rules relevant to advanced English language studies.

**CO2:** Understand the significance of various literary genres and styles, as well as the elements that contribute to effective writing.

**CO3:** Apply advanced grammar and vocabulary in constructing coherent essays, reports, and presentations.

**CO4:** Analyze literary texts, identifying themes, character development, and stylistic techniques used by authors.

**CO5:** Evaluate different forms of written and spoken English, discussing their effectiveness in conveying ideas and engaging audiences.

Units	Contents	Contact Hrs.	Total weeks
I	Short Stories	12	1- 4
II	Pieces of Prose	14	5-9
III	Novel	14	10-13
Revision			14-15

**Suggested References:**

1. Maupassant - The Necklace
2. O. Henry - The Last Leaf
3. Catherine Mansfield - A Cup of Tea
4. R.K. Narayan - Selvi
5. MR Anand - The Lost Child
6. Jhumpa Lahiri - The Interpreter of Maladies
7. Shashi Deshpande - Hear Me Sanjaya!
8. James Bryce - Some hints of Public Speaking
9. C.E.M. .Toad - A Dialogue on Civilization
10. Hill - Principles of good writing
11. Bapsi Sidhwa - Why do I write?
12. Jawahar Lal Nehru - The Reawakening of India
13. Subhash Chandra Bose - To Delhi, To Delhi
14. Dr. Rukhmabai - Purdah - The Need for its Abolition
15. Lord of the Flies - William Golding



**COURSE TITLE- PRACTICAL GEOGRAPHY (BAGP-S- 2201(P))**

**Course Objectives:**

This course aims to provide students with hands-on experience in the methodologies and techniques used in human geography. Through practical exercises, field studies, and the use of geographic tools, students will explore the spatial patterns and processes of human activities. The course emphasizes data collection, analysis, and interpretation, allowing students to apply theoretical concepts to real-world situations and to understand the social, economic, and cultural dimensions of geography.

**Course Outcomes:**

**CO1:** Remember key concepts and terminology related to human geography, such as migration patterns, urbanization, and cultural landscapes.

**CO2:** Understand the significance of human geographic methods, including qualitative and quantitative research techniques, in studying social processes.

**CO3:** Apply fieldwork techniques to collect data on human activities, such as conducting surveys or observing spatial patterns in urban areas.

**CO4:** Comprehend and analyze collected data to identify trends and relationships in human geography, such as the impact of migration on urban development.

**CO5:** Evaluate different research methodologies used in human geography, discussing their strengths and limitations in addressing specific geographic questions.

Units	Contents	Contact Hrs.	Total weeks
I	Spatial variation in continent- or country-level religious composition by divided proportional circles. Measuring arithmetic growth rate of population comparing two decadal datasets Types of age-sex pyramids (progressive, regressive, intermediate, and stationary): Graphical representation and analysis	14	1-4

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<b>II</b>	Nearest neighbor analysis from Survey of India 1:50k topographical maps of plain region (c. 5' x 5') State-wise variation in occupational structure by proportional divided circles	<b>12</b>	<b>5-8</b>
<b>III</b>	Time series analysis of industrial production using any two manufactured goods from India Measuring arithmetic growth rate of population comparing two datasets Viva-voce based on laboratory notebook	<b>14</b>	<b>9-12</b>
Revision			13-15



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Semester: V							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-3101	1	HISTORY OF UNITED STATES OF AMERICA (1776-1945)	4	1	0	5
2	BAHT - 3102	2	HISTORY OF THE USSR (1917-1964)	4	1	0	5

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3	BAHT - 3103	3	HISTORY OF AFRICA(1500-1960)	4	1	0	5
4	BAHT - 3104	4	HISTORY OF MODERN EAST ASIA (1840-1919)	4	1	0	5
							20

**COURSE TITLE- HISTORY OF UNITED STATES OF AMERICA (1776-1945)**  
**(BAHT – 3101)**

**Course Objectives:**

This course aims to provide students with a comprehensive understanding of the key events, themes, and developments in the history of the United States, from its founding to the present. Students will explore critical moments such as the American Revolution, the Civil War, the Civil Rights Movement, and contemporary issues, examining their social, political, and economic impacts. Through the analysis of primary sources and historical narratives, learners will develop critical thinking skills and a deeper appreciation for the complexities of U.S. history and its influence on global affairs.

**Course Outcomes**

**CO1:** Remember key events, dates, and figures in U.S. history from 1776 to 1945, including the American Revolution, Civil War, and World War II.

**CO2:** Understand the significance of major documents and ideas, such as the Declaration of Independence, the Constitution, and the Bill of Rights.

**CO3:** Apply historical concepts to analyze primary sources, such as speeches, letters, and government documents, to understand their historical context.

**CO4:** Analyze the causes and effects of major events and movements, such as industrialization, the Civil Rights movement, and U.S. imperialism.

**CO5:** Evaluate the impact of key events, like the Great Depression and World Wars, on U.S. domestic policies and international relations.

Units	Contents	Contact Hrs.	Total weeks
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I	<p><b>The Background:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour-White and Black</p> <p><b>Making of the Republic:</b> Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations. Processes and Features of Constitution making: Debates, Historical interpretations</p>	12	1-3
II	<p><b>Evolution of American Democracy:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840-1960; Judiciary-role of the Supreme Court. Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of: Tecumseh; Shawnee Prophet.Limits of democracy: Blacks and women.</p> <p><b>Early Capitalism:</b> Beginnings of Industrialisation. Immigrants and changing composition of Labour; Early Labour Movements.</p>	16	4-6

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<b>III</b>	<p><b>The Agrarian South:</b> Plantation economy. Slave Society and Culture: Slave resistance.</p> <p><b>Ante Bellum Foreign Policy:</b> War of 1812: Monroe Doctrine: Manifest Destiny.</p> <p><b>Civil War:</b> Abolitionism and Sectionalism. Issues and interpretations, Rise of Republicanism, Emancipation and Lincon</p>	<b>12</b>	<b>7-12</b>
Revision			13-15

Suggested References:

1. Bernard Bailyn, The Great Republic.
2. Bernard Bailyn, The Ideological Origins of the American Revolution.
3. Charles Beard, An Economic Interpretation of the American Constitution.
4. Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
5. Peter Carroll and David Noble, Free and Unfree: A New History of the United States.
6. David B. Davis, The Problem of Slavery in the Age of Revolution.
7. U. Faulkner, American Economic History.
8. Robert Fogel, Railroads and American Economic Growth.
9. Eric Foner, America's Black Past.
10. John Hope Franklin, From Slavery to Freedom.
11. Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
12. Richard Hofstadter, The Age of Reform, From Bryan to FDR
13. Linda Kerber, Women's America: Refocusing the Past.  
David M. Potter, The Impending Crisis.

E-Resources

1. <https://www.britannica.com/>
2. <https://www.jstor.org/journal/historicalj>
3. <https://www.my-mooc.com/en/categorie/history>
4. <https://nptel.ac.in/courses/124106009>
5. <https://ndl.iitkgp.ac.in>

**COURSE TITLE- HISTORY OF THE USSR (1917-1964) (BAHT – 3102)**

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## Course Objectives:

This course aims to provide students with a thorough understanding of the major political, social, and economic developments in the Soviet Union from the Bolshevik Revolution in 1917 to the end of the Khrushchev era in 1964. Students will explore key events such as the establishment of communist rule, industrialization, collectivization, the Great Purge, World War II, and the Cold War. Through the analysis of primary sources and historical interpretations, learners will develop critical thinking skills and an appreciation for the complexities and contradictions of Soviet history.

## Course Outcomes

**CO1:** Remember key events, dates, and figures in Soviet history, including the Bolshevik Revolution, Stalin's rise to power, and the Cold War.

**CO2:** Understand the significance of major policies and events, such as War Communism, the New Economic Policy (NEP), and the Great Purge.

**CO3:** Apply historical methods to analyze primary sources, including party documents, propaganda, and personal narratives from the Soviet era.

**CO4:** Analyze the social, political, and economic impacts of Stalin's policies on various groups within the USSR, including peasants, workers, and intellectuals.

**CO5:** Evaluate the consequences of key events, such as World War II and the establishment of the Eastern Bloc, on Soviet domestic and foreign policies.

Units	Contents	Contact Hrs.	Total weeks
I	The Russia Revolutions of February and October 1917: Dual Power, Provisional government; the establishment of soviet Power; Nationalities question	12	1- 4

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<b>II</b>	Civil War and War Communism 1918-1921: The first eight months; Red and White Economic Policies.  The New Economic Policy: Political Debates; trade unions; gender relations;  Foreign Policy	<b>16</b>	<b>5-10</b>
<b>III</b>	The Commenter ; formation of the USSR.  The Great Debate of Soviet Industrialization.  Collectivization of Soviet Agriculture	<b>12</b>	<b>11-13</b>
Revision			14-15

**Suggested References:**

1. E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).
  2. Stephen F. Cohen : Bukharin and the Bolshevik Revolution : A Political Biography, 1888 — 1938 (1973).
  3. Isaac Deutscher : Stalin (1949).
  4. Maurice Dobb : Soviet Economic Development Since 1917 (1972).
  5. Marc Ferro : The Russian Revolution of February 1917 (1972).
  6. Sheila Fitzpatrick : Cultural Revolution in Soviet Russia (1978).
  7. Arch Getty : The Origins of the Great Purges (1985).
  8. Graeme Gill : Peasants and Government in the Russian Revolution (1979).
  9. John Keep : The Last of the Empires : A History of the Soviet Union, 1945 — 1991 (1995)
  10. John Keep : The Russian Revolution : A Study in Mass Mobilization (1976).
  11. Kollontai : Selected Writings.
  12. Moshe Levin : The Making of the Soviet System (1985).
  13. Roy & Zhores Medvedev : Khrushchev : The Years in Power (1977).
  14. Alec Nove : An Economic History of the USSR (1993).
  15. Richard Pipes : Russia of the Old Regime.
  16. L.Szamuely : First Models of Socialist Economic Systems.
  17. L.Trotsky : The History of the Russian Revolution (translated by Max Eastman) (1959),
  18. AB. Ulam : Expansion and Coexistence : A History of Soviet Foreign Policy, 1917 - 67(1968).
- K. Vaidyanathan : The Formation of the Soviet Control Asian Nationalities.

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## E-Resources

6. <https://www.britannica.com/>
7. <https://www.jstor.org/journal/historicalj>
8. <https://www.my-mooc.com/en/categorie/history>
9. <https://nptel.ac.in/courses/124106009>
10. <https://ndl.iitkgp.ac.in>

## COURSE TITLE- HISTORY OF AFRICA(1500-1960) (BAHT – 3103)

### **Course Objectives:**

This course aims to provide students with a comprehensive understanding of the historical developments in Africa from 1500 to 1960, focusing on the continent's diverse cultures, societies, and responses to external influences. Students will explore key themes such as the impact of European colonization, the transatlantic slave trade, the rise of nationalism, and the struggle for independence. Through the analysis of primary sources and historical narratives, learners will develop critical thinking skills and a nuanced understanding of Africa's complex history and its significance in global contexts.

### **Course Outcomes**

**CO1:** key events, dates, and figures in African history from 1500 to 1960, including the transatlantic slave trade, colonialism, and independence movements.

**CO2:** Understand the significance of major historical developments, such as the impact of European colonization and the cultural exchanges that occurred during this period.

**CO3:** Apply historical analysis to primary sources, such as treaties, speeches, and accounts of colonial experiences, to understand their implications for African societies.

**CO4:** Analyze the social, political, and economic consequences of colonial rule on various African regions and peoples, comparing different colonial policies and their outcomes.

**CO5:** Evaluate the effectiveness of resistance movements against colonial rule and assess their impact on the eventual independence of African nations.

Units	Contents	Contact Hrs.	Total weeks
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I	<p><b>Main Issues in the Historiography of Africa.</b></p> <p><b>Commerce and Migration,</b></p> <p><b>1500-1900:</b> Changing patterns of trade, The trans-Atlantic slave trade and its repercussions Migration of capital and labour, with special reference to southern Africa.</p> <p><b>Patterns Of Colonization:</b> Informal empire in the 19th century, European imperialism and the partition of Africa</p>	14	1-5
II	<p><b>Structures of Colonial Control:</b> The French in the Maghreb and West Africa The British in East, West and Southern Africa.</p> <p>The Belgians in Congo.</p> <p><b>Economic Transformations:</b> Agriculture and forests.</p> <p>Mining</p>	12	6-9
III	<p><b>Emergence of New Identities:</b> Islam, Christianity and indigenous religious.</p> <p>Race and class in colonial South Africa.</p> <p>Language, education and cultural forms.</p> <p><b>Popular Protests, Rebellions and National Liberation Movements:</b></p> <p>Peasants. Labour.</p> <p>Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa</p>	14	10-13
Revision			14-15

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### Suggested References:

1. F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.
2. Ralph Austen, African Economic History.
3. Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (198 — 95), relevant  
a. chapters.
4. A.A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), relevant sections  
a. only.
5. Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984)
6. Basil Davidson, Africa in Modern History (1978)
7. E. Flint (ed.), Cambridge History of Africa, Vol. V (1976), relevant sections only.
8. Charles Gibson Frank, Capitalism and Underdevelopment in Latin America (1969).
9. Andre Gunder Frank, Capitalism and Underdevelopment in Latin America (1969).
10. A.G. Hopkins, An Economic History of West Africa.
11. A. Mazrui (ed.), UNESCO General History of Africa Vol. VIII (1993), relevant sections only.
12. Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America  
a. (1970).
13. Bob Sutcliffe and Roger Owen (eds.), Studies in the Theory of Imperialism (1972).
34. Rene Tana and Nicolas Spaddacini (ed.), Amerindian Images and the Legacy of  
a. Columbus (1992).
14. Rene Tana and Nicolas Spaddacini (ed.), Amerindian Images and the Legacy of Columbus (1992)
15. A.J. Temu and B. Swai (eds). Historians and Africanist History: A Critique (1981).
16. Jan Vasina, Paths in the Rainforest – Toward a History of Political Tradition in Equatorial (1990).
17. Nathan Wachtel, The vision of the vanquished: The Spanish Conquest of Peru through Indian Eyes.

### E-Resources

11. <https://www.britannica.com/>
12. <https://www.jstor.org/journal/historicalj>
13. <https://www.my-mooc.com/en/categorie/history>
14. <https://nptel.ac.in/courses/124106009>
15. <https://ndl.iitkgp.ac.in>

### **COURSE TITLE- HISTORY OF MODERN EAST ASIA (1840-1919) (BAHT – 3104)**

#### **Course Objectives:**

This course aims to provide students with a comprehensive understanding of the historical developments in East Asia from 1840 to 1919, focusing on the region's responses to

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modernization, imperialism, and internal transformation. Students will explore key events such as the Opium Wars, the Meiji Restoration, the Boxer Rebellion, and the impact of Western imperialism on China, Japan, and Korea. Through the analysis of primary sources and historical narratives, learners will develop critical thinking skills and an appreciation for the complexities of East Asian history in the context of global change.

### Course Outcomes

**CO1:** Remember key events, dates, and figures in East Asian history from 1840 to 1919, including the Opium Wars, Meiji Restoration, and the Boxer Rebellion.

**CO2:** Understand the significance of major political, social, and economic transformations in East Asia during this period, including responses to Western imperialism.

**CO3:** Apply historical analysis to primary sources, such as treaties, governmental reforms, and cultural texts, to contextualize the experiences of East Asian societies.

**CO4:** Analyze the impact of Western imperialism on East Asian nations, comparing responses in China, Japan, and Korea and assessing their effectiveness.

**CO5:** Evaluate the outcomes of significant events, such as the Sino-Japanese War and the fall of the Qing Dynasty, and their implications for East Asian political and social structures.

Units	Contents	Contact Hrs.	Total weeks
I	A survey of the Special features of the Area, Break up of the Ottoman Empire-The Young Turk Movement Mustapha Kamal Pasha-Achievements. Mandate System in Syria, Palestine and Iraq Modernization of Iran-Rezashah Paharvi Modernization of Saudi Arabia under Ibn Saud Significance of Arab Nationalism	16	1-5

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<b>II</b>	Opening of China, 'Taiping Rebellion. Boxer Nsing. The Revolution of 1911. Sun-Yat-Sen. The Communist Revolution: Mao-Tse-Tung	<b>12</b>	<b>6-9</b>
<b>III</b>	Opening of Japan. Meiji Restoration. Modernization of Japan Rise of Japanese Imperialism upto World War II	<b>12</b>	<b>10-13</b>
Revision			14-15

**Suggested References:**

1. George M. Beckmann, Modernization of China and Japan.
2. George M. Beckmann, The Making of the Meiji Constitution. 1
3. Lucien Bianco, Origins of the Chinese Revolution, 1915 -1949.
4. Jean Chesneaux, Peasant Revolts in China, 1840 & 1949.
5. Tan Chung, China and the Brave New World: A Study of the Origins of the Opium War 1340 a 42.
6. George Allen, A Short Economic History of Japan.
7. G. Beasley, The Modern History of Japan.
8. John K. Fairbank, et al., East Asia: Modern Transformation  
Mikiso Hane, Modern Japan: A Historical Surve

**E-Resources**

16. <https://www.britannica.com/>
17. <https://www.jstor.org/journal/historicalj>
18. <https://www.my-mooc.com/en/categorie/history>
19. <https://nptel.ac.in/courses/124106009>
20. <https://ndl.iitkgp.ac.in>

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School of Arts and Culture  
Department of History

Semester: VI

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	BAHT-3201	1	ENVIRONMENTAL ISSUES IN INDIA	3	1	0	4
2	BAHT - 3202	2	RESEARCH METHHODOLOGY IN HISTORY	3	1	0	4
3	BAHT - 3203	3	MAKING OF CONTEMPORARY INDIA	3	1	0	4
4	BAHT - 3204	4	DISSERTATION	0	0	16	8
							<b>20</b>

**COURSE TITLE- ENVIRONMENTAL ISSUES IN INDIA (BAHT – 3201)**

**Course Objectives:**

This course aims to provide students with an in-depth understanding of the environmental challenges facing India, including issues related to pollution, deforestation, biodiversity loss, climate change, and resource management. Students will explore the socio-economic and political factors that contribute to these challenges and analyze government policies, community initiatives, and sustainable practices aimed at addressing them. Through case studies and critical discussions, learners will develop a holistic perspective on the relationship between development and environmental sustainability in the Indian context.

**Course Outcomes**

**CO1:** Remember key environmental issues in India, such as air pollution, water scarcity, deforestation, and biodiversity loss.

**CO2:** Understand the causes and effects of major environmental challenges in India, including socio-economic factors and policy responses.

**CO3:** Apply concepts of environmental science to analyze case studies of specific environmental issues in India, demonstrating their relevance to local

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communities.

**CO4:** Analyze the interconnections between environmental issues and social, economic, and political factors in India, identifying key stakeholders and their roles.

**CO5:** Evaluate the effectiveness of various policies and initiatives aimed at addressing environmental challenges in India, assessing their successes and limitations.

Units	Contents	Contact Hrs.	Total weeks
I	The importance of Environment. Geography, Ecology and Cultures in Pre-Colonial India -Land, Forests, Dams, Water, Pastures, Ecology of Hills and Mountains	12	1-3
II	Colonialism and developments in the Environment -New Regimes of land, Forests, Water and Irrigation Resistance: Peasants, Tribals and Pastoralists. Environmental Issues in Independent India Forests, Dams, Displacement, Pollution. Degradation	16	4-8
III	Environmental Movements in Independent India Forests, Dams, Displacement, Pollution. Environmental concerns in a Globalizing World	12	9-12
Revision			13-15

**Suggested References:**

1. Mahesh Rangarajan, et. al, Environmental Issues in India.
2. Anil Agarwal, et al, The State of India's Environment, The Second Citizens' Report Delhi. 1985.
3. Madhav Gadgil & Ramchandran Guha, This Fissured Land, An

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Ecological History of

1. India, Delhi, OUP, 1990 -----Ecology and Equity, the use & abuse of nature in contemporary India, 1995.
4. David Arnold & Ramchandran Guha, eds, Nature, Culture, Imperialism, Delhi, OUP, 1995
2. Salim Ali, The Fall of a Sparrow, 1985.

### **E-Resources**

21. <https://www.britannica.com/>
22. <https://www.jstor.org/journal/historicalj>
23. <https://www.my-mooc.com/en/categorie/history>
24. <https://nptel.ac.in/courses/124106009>
25. <https://ndl.iitkgp.ac.in>

### **COURSE TITLE- RESEARCH METHHODOLOGY IN HISTORY (BAHT – 3202)**

#### **Course Objectives:**

This course aims to equip students with the essential research skills and methodologies required for the study of history. Students will learn how to formulate research questions, utilize primary and secondary sources, and apply various historiographical approaches. The course will cover topics such as archival research, oral history, quantitative methods, and the ethical considerations in historical research. Through practical exercises and projects, learners will develop the ability to conduct independent research and critically evaluate historical narratives.

#### **Course Outcomes**

**CO1:** Remember key concepts, terms, and types of historical sources used in research methodology, including primary and secondary sources.

**CO2:** Understand the significance of various research methods in historical inquiry, including qualitative and quantitative approaches.

**CO3:** Apply research techniques to develop a historical research question and formulate a corresponding hypothesis.

**CO4:** Analyze different types of historical evidence, assessing their reliability and relevance to specific research topics.

**CO5:** Evaluate the effectiveness of various historiographical approaches and frameworks in interpreting historical events and narratives.

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Units	Contents	Contact Hrs.	Total weeks
<b>I</b>	Time, space, human agency Sources as authority and sources in context: written, oral, visual, and archaeological Facts and historical facts; interpretation and meaning Hypothesis, argumentation, problemati Objectivity, causality, generalization, historical imagination Narrative and history	<b>14</b>	<b>1-4</b>
<b>II</b>	History and Archaeology History and Anthropology Quantitative Methods in History History and Psychology History and Literature	<b>14</b>	<b>5-9</b>
<b>III</b>	Representative writings of any two major historians are to be critically evaluated on the parameters of the research methodology with an emphasis on the use of the sources, methodology, arguments and conclusion	<b>12</b>	<b>10-13</b>
Revision			14-15

• Suggested References:

1. E. H. Carr: What is History, Penguin, 2008 (also in Hindi) Mare Bloch, The Historian's
3. Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992.
2. E. Sreedharan: A Text-book of Historiography 500 BC to AD 2000, Orient Longman, 2004
3. Arthur Marwick: New Nature of History: Knowledge, Evidence, Language (Chapter V:
4. The Historian at work: Forget 'facts', Foreground Sources), Lyceum Books Incorporated, 2001.
5. Habib, Irfan: Interpreting Indian History. Northeastern Hill University Publications,

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- Shillong, 1988
6. Arthur Marwick: The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989

### **E-Resources**

1. <https://www.britannica.com/>
2. <https://www.jstor.org/journal/historicalj>
3. <https://www.my-mooc.com/en/categorie/history>
4. <https://nptel.ac.in/courses/124106009>
5. <https://ndl.iitkgp.ac.in>

### **COURSE TITLE- MAKING OF CONTEMPORARY INDIA (BAHT – 3203)**

#### **Course Objectives:**

This course aims to provide students with an understanding of the key political, social, economic, and cultural developments that have shaped contemporary India from independence in 1947 to the present day. Students will explore significant events, movements, and policies, such as the partition, economic liberalization, social reforms, and the rise of regional and national identities. Through the analysis of primary sources and critical discussions, learners will develop insights into the complexities of Indian society and its evolving role on the global stage.

#### **Course Outcomes**

**CO1:** Remember key events, figures, and dates that have shaped contemporary India, including independence, partition, and significant socio-political movements.

**CO2:** Understand the significance of major developments in post-independence India, such as economic reforms, social changes, and the evolution of political institutions.

**CO3:** Apply historical concepts to analyze contemporary issues in India, such as communalism, caste dynamics, and regional disparities.

**CO4:** Analyze the impact of key policies and events, such as the Green Revolution and liberalization, on India's socio-economic landscape.

**CO5:** Evaluate the successes and challenges of contemporary India in areas such as democracy, development, and human rights.

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<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total weeks</b>
<b>I</b>	Towards Independence and Emergence of the New State Government of India Act 1935 Working of the GOI Act Negotiations for Independence and Popular Movements Partition: Riots and Rehabilitation	<b>10</b>	<b>1-3</b>
<b>II</b>	Making of the Republic The Constituent Assembly: Drafting of the Constitution Integration of Princely States	<b>8</b>	<b>4-6</b>
<b>III</b>	Indian Democracy at Work c1950-1970s Language, Region, Caste and Religion Electoral Politics and the Changing Party System Regional Experiences India and the World Non Aligned Movement	<b>12</b>	<b>7-10</b>
<b>IV</b>	Economy Society and Culture c 1950-1970s The Land Question, Planned Economy, Industry and Labour Science and Education The Women's Question: Movements and Legislation Cultural Trends: Institutions and Ideas, Literature, Media, Arts	<b>10</b>	<b>11-13</b>

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Revision	14-15
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### **Suggested References:**

1. Granville Austin-Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011
2. Francine Frankel- India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
3. Paul Brass-The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994, Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007
4. Bipan Chandra, et al (ed)India after Independence, New Delhi: Penguin Books, 1999
5. Appadurai Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
6. Rajni Kothari Politics in India, New Delhi: Orient Longman, 1970.
7. Joya Chatterji The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
8. Sunil Khitnani The Idea of India, Penguin Books, New Delhi, 2004

### **E-Resources**

26. <https://www.britannica.com/>
27. <https://www.jstor.org/journal/historicalj>
28. <https://www.my-mooc.com/en/categorie/history>
29. <https://nptel.ac.in/courses/124106009>
30. <https://ndl.iitkgp.ac.in>

### **COURSE TITLE-DISSERTATION (MAHT – 2204(P))**

#### **Course Objectives:**

This course is focused to facilitate student to carry out extensive research and development project or technical project at place of work through problem and gap identification, development of methodology for problem solving, interpretation of findings, presentation of results and discussion of findings in context of national and international research. The overall goal of the dissertation is for the student to display the knowledge and capability required for independent work.

#### **Course outcomes:**

**CO1:** Remember main historiographical approaches to their chosen historical period or topic.

**CO2:** Understand the different historiographical perspectives influence the interpretation of their research question.

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**CO3:** Apply the use primary sources effectively to substantiate their analysis of a historical phenomenon.

**CO4:** Analyze historical sources and arguments, identifying patterns, contradictions, and gaps in existing research.

**CO5:** Evaluate the methodologies and arguments presented in their dissertation and assess their impact on historical understanding.

Cont act hrs.	Topics to be covered	Link for pdf/videos	Total week
1-3	<p><b>Introduction and Topic Selection</b></p> <p>Goals: Understand the dissertation requirements and evaluation criteria. Begin brainstorming potential topics.</p> <p>Activities: Review the dissertation handbook or guidelines provided by the university. Discuss interests, previous coursework, and preliminary ideas for dissertation topics. Assign a simple task:</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.) Library resources (books, journals, archival materials) Research tools (note-taking software, reference management software like Zotero or EndNote) Dissertation template or formatting guidelines from the university Regular access to a computer and internet</p>	1-2

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	list 5 potential topics and write a brief description for each.		
4-8	<p><b>Literature Review and Refining the Topic</b></p> <p>Goals: Teach how to conduct a literature review. Narrow down the topic based on research gaps.</p> <p>Activities: Demonstrate the use of databases and library resources. Discuss how to evaluate sources critically. Finalize the dissertation topic and formulate a research question.</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	2-3
9-14	<p><b>Proposal Writing</b></p> <p>Goals: Outline the dissertation proposal. Discuss the structure of a proposal (introduction, methodology,</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management</p>	3-4

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	<p>literature review, theoretical framework, potential chapters).</p> <p>Activities:</p> <p>Draft the proposal outline.</p> <p>Review and critique the draft.</p> <p>Submit the proposal to the advisory committee (if applicable).</p>	<p>software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	
14-17	<p>Research Methodology</p> <p>Goals:</p> <p>Understand different research methodologies applicable to literary studies.</p> <p>Select an appropriate methodology for the dissertation.</p> <p>Activities:</p> <p>Discuss qualitative versus quantitative approaches (if applicable).</p> <p>Identify primary and secondary sources.</p> <p>Create a detailed</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	4-5

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	research plan and timeline.		
18-22	<p>Data Collection (Primary and Secondary Sources)</p> <p>Goals: Begin collecting and organizing research materials. Ensure thorough coverage of primary and secondary sources.</p> <p>Activities: Visit libraries, archives, or conduct fieldwork. Discuss how to take effective notes and organize sources. Check in on research progress and adjust timelines as necessary.</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	6-7
23-26	<p>Writing the First Draft</p> <p>Goals: Start writing chapters based on the research and outline.</p> <p>Activities:</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software,</p>	7-8

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	<p>Discuss strategies for effective academic writing.</p> <p>Set writing goals for each chapter.</p> <p>Begin drafting the first chapter.</p>	<p>reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	
27-31	<p>Revision Strategies</p> <p>Goals:</p> <p>Implement revision strategies for completed drafts.</p> <p>Activities:</p> <p>Peer review session with other graduate students.</p> <p>Workshop on editing and proofreading techniques.</p> <p>Revise the first chapter based on feedback.</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	9-10
32-35	<p>Continued Writing and Feedback</p> <p>Goals:</p> <p>Continue writing subsequent chapters.</p> <p>Receive ongoing feedback and make revisions.</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management</p>	10-11

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	<p>Activities:</p> <p>Regular meetings to discuss each chapter. Address challenges and hurdles in writing. Ensure adherence to timeline and dissertation guidelines.</p>	<p>software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	
35-38	<p>Conclusion and Finalization</p> <p>Goals:</p> <p>Write the conclusion. Ensure all chapters coherently link together and support the thesis.</p> <p>Activities:</p> <p>Discuss how to effectively conclude research findings. Review the draft as a whole and ensure cohesion and coherence.</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	11-12
	<p>Preparation for Submission and Defense</p> <p>Goals:</p> <p>Prepare the final draft</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p>	12-13

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	<p>for submission.</p> <p>Prepare for the dissertation defense.</p> <p>Activities:</p> <p>Final edits and formatting according to university guidelines.</p> <p>Mock defense session.</p> <p>Submission of the dissertation.</p>	<p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	
38-40	<p>Post-Submission Review and Career Planning</p> <p>Goals:</p> <p>Reflect on the research process and outcomes.</p> <p>Plan for future career or academic paths.</p> <p>Activities:</p> <p>Discuss publication opportunities.</p> <p>Career counseling based on academic interests and job market opportunities.</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p> <p>Research tools (note-taking software, reference management software like Zotero or EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	13-14
	Revision		15

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**References:**

16. Creswell, John W. Research Design: Qualitative, Quantitative, and

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- Mixed Methods Approaches. Sage Publications, 2017.
17. Silverman, David. Qualitative Research. Sage Publications, 2016.
  18. Creswell, John W., and Cheryl N. Poth. Qualitative Inquiry and Research Design: Choosing among Five Approaches. Sage Publications, 2017.
  19. Booth, Wayne C., et al. The Craft of Research. University of Chicago Press, 2016.
  20. Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. University of Chicago Press, 2018.
  21. Swales, John M., and Christine B. Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. University of Michigan Press, 2012.
  22. Booth, Wayne C., et al. The Literature Review: Six Steps to Success. Sage Publications, 2016.
  23. Rudestam, Kjell Erik, and Rae R. Newton. Surviving Your Dissertation: A Comprehensive Guide to Content and Process. Sage Publications, 2014.
  24. Murray, Rowena. How to Write a Thesis. Open University Press, 2011

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32. <https://www.jstor.org/journal/historicalj>
33. <https://www.my-mooc.com/en/categorie/history>
34. <https://nptel.ac.in/courses/124106009>
35. <https://ndl.iitkgp.ac.in>

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