

**K.K. UNIVERSITY**

**Bihar Sharif, Nalanda- 803115**



**SCHOOL OF ARTS & CULTURE**  
**Master of Arts (M.A.)**

**(Two Year Full Programme)**

**2023-2024**

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

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<b>M.A HISTORY – PROGRAM STRUCTURE - TOTAL CREDIT - 80</b>							
<b>M.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	MAHT-1101	1	HISTORIOGRAPHY	4	1	0	5
2	MAHT-1102	2	HISTORY OF EARLY CIVILIZATION & MEDIEVAL WORLD	4	1	0	5
3	MAHT-1103	3	EARLY MEDIEVAL INDIA	4	1	0	5
4	MAHT-1104	4	SCIENCE AND TECHNOLOGY IN INDIA	4	1	0	5
							<b>20</b>
<b>Semester: II</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	MAHT-1201	1	WORLD HISTORY (1900-1918)	4	1	0	5
2	MAHT-1202	2	HISTORY OF BIHAR UPTO MID (18 <sup>TH</sup> CENTURY)	4	1	0	5
3	MAHT-1203	3	HISTORY OF UNITED STATES OF AMERICA	4	1	0	5
4	MAHT-1204	4	INDIAN AND WORLD AFFAIRS SINCE 1947 TO 2004	4	1	0	5
							<b>20</b>
<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	MAHT-2101	1	CONTEMPORARY WORLD (1919 TO 1945)	4	1	0	5
2	MAHT-2102	2	HISTORY OF NATIONAL MOVEMENTS IN INDIA	4	1	0	5
3	MAHT-2103	3	HISTORY OF BIHAR	4	1	0	5
4	MAHT-2104	4	POLITICAL THOUGHT	4	1	0	5
							<b>20</b>
<b>Semester: IV</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	MAHT-2201	1	STATE FORMATION AND ADMINISTRATION IN ANCIENT INDIA	4	1	0	5



2	MAHT -2202	2	ANCIENT INDIA SOCIAL HISTORY	4	1	0	5
3	MAHT -2203	3	ASPECTS OF ECONOMIC LIFE IN ANCIENT INDIA	4	1	0	5
4	MAHT -2204 (P)	4	DISSERTATION	0	0	10	5
							<b>20</b>

### Master of Arts in History

#### Programme Objectives:

The objectives for a Master of Arts (M.A.) in History program typically focus on providing students with a deep understanding of historical methodologies, critical analysis, and advanced knowledge in specific historical periods or themes.

#### Programme Outcomes:

**PO1:** Remember 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 Ancient, Medieval and Modern period of Indian history as well history of world and Bihar and demonstrate comprehension of historical contexts, interpretations, and theories.

**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:** Analyze historical trends and patterns across different periods and regions and differentiate between various historical perspectives and interpretations.

**PO5:** Evaluate historical arguments and evidence, assessing their validity and significance and critically evaluate historical arguments and sources, considering biases and historiographical debates.

**PO6:** Create original historical research projects or arguments that contribute to the field.



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<b>M.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	MAHT-1101	1	HISTORIOGRAPHY	4	1	0	5
2	MAHT-1102	2	HISTORY OF EARLY CIVILIZATION & MEDIEVAL WORLD	4	1	0	5
3	MAHT-1103	3	EARLY MEDIEVAL INDIA	4	1	0	5
4	MAHT-1104	4	SCIENCE AND TECHNOLOGY IN INDIA	4	1	0	5
							<b>20</b>

**COURSE TITLE- HISTORIOGRAPHY (MAHT – 1101):**

**Course Objectives:**

Historiography is important for a wide range of reasons. First, it helps us to understand why historical event have been interpreted so differently over time. In other words, historiography helps us examine not only history itself, but also the broader overlying characteristics that shape the recording of history itself.

**Course Outcomes:**

**CO1:** Remember the scientific and objective history-writing.

**CO2:** Understand the basic precepts of history-writing.

**CO3:** Apply their individual understanding and the interpretation of the past.

**CO4:** Analyze the different approaches of history-writing.

**CO5:** Evaluate the different schools of thought regarding the interpretation of the events of the past.



Units	Contents	Contact Hrs.	Total week
I	Nature and Scope of History Value and subject matter Philosophy and theories	16	1-4
II	Historical sources Problem of authenticity and credibility Synthesis of fact writing of history Historical explanation and historical interpretation	16	6-10
III	Ranke Toynbee Marx R. C. Dutta	8	11-13
Revision			14-15

### Suggested References:

1. Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan, Mahesh eds. Environmental History as if Nature Existed (Delhi, Oxford University Press, 2010)
2. Aymard, Maurice and Mukhia, Harbans eds., French Studies in History, vol. I (Orient Longmans, New Delhi, 1989).
3. Bloch, Marc, The Historian's Craft, with an Introduction by Peter Burke (Manchester University Press, 2004).
4. Burke, Peter, Varieties of Cultural History, Cornell University Press, 1997. Carr, E.H., What is History (also available in Hindi) (Penguin [1961], 2008).
5. Davis, Natalie Zemon The Return of Martin Guerre (Harvard University Press, 1983)
6. Haskell, Francis, History and its images: art and the interpretation of the past (New Haven and London, Yale University Press, [1993] 3rd reprint edn. 1995).
7. Portelli, Alessandro, The Death off Luigo Trastulli and Other Stories: Form and Meaning in Oral History (CUNY Press, 1990, paperback).

### E-Resources

1. <https://www.britannica.com/topic/historiography>
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-HISTORY OF EARLY CIVILIZATION & MEDIEVAL WORLD**  
**(MAHT – 1102)**

**Course Objectives:**

Goal of this paper is the relating ancient civilizations and medieval world to humanities and social sciences it helps students understand the economic and political commonalities and differences among cultures, people, and the environment.

**Course Outcomes:**

**CO1:** Remember the key facts, dates, events, and figures from early civilizations and the medieval world.

**CO2:** Understand and interpret various sources of early civilization and medieval world.

**CO3:** Apply knowledge of early civilizations and the medieval world to understand their influence on later historical developments.

**CO4:** Analyze and compare the political, social, and economic structures of different early civilizations and medieval societies.

**CO5:** Evaluate the impacts of major historical events and figures on the development of civilizations and the medieval world.

Units	Contents	Contact Hrs.	Total week
<b>I</b>	Religion and philosophy Political organization and judicial system Social and economic condition Literature Science and Art	<b>16</b>	<b>1- 5</b>
<b>II</b>	Religion and philosophy Political organization and judicial system Social and economic condition Literature science and art	<b>15</b>	<b>6-10</b>
<b>III</b>	Homeric age Age of Periclese Roman culture	<b>9</b>	<b>11-13</b>

**Suggested References:**

1. The Ancient world: Swain
2. The Nile and Egyptian civilization: Moret
3. History of Egypt: H. Jas.

**E-Resources**

1. <https://www.britannica.com/event/Middle-Ages>
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-EARLY MEDIEVAL INDIA (MAHT – 1103)****Course Objectives:**

Early medieval Indian history was primarily focused on the religion, Philosophy, mathematics, medicine, arts and astronomy. The emphasis was on the spiritual and intellectual development of the individual. Students learned practical skills as well as theoretical knowledge.

**Course Outcomes:**

**CO1:** Remember the major dynasties (e.g., Gupta, Chola, Rashtrakuta), key rulers, and significant events of early medieval India.

**CO2:** Understand significance of the feudal system and its impact on regional politics and society in early medieval India.

**CO3:** Apply knowledge of early medieval Indian trade practices to analyze the economic interactions between South India and Southeast Asia.

**CO4:** Analyze the administrative and military structures of the Chola dynasty and compare them with those of the Gupta period.

**CO5:** Evaluate the impact of the rise of regional powers on the political fragmentation of India during the early medieval period.

Units	Contents	Contact Hrs.	Total week
I	Rural and urban society Composition and stratification Status of women Education Slavery	10	1- 3
II	Kabir Tulsidas Raidas Guru Nanak Sufism: origin, concepts and practices	14	4-8
III	Persian Sanskrit Urdu Hindi	12	9-11
IV	Evolution of composition culture	3	12-13
Revision			14-15

### **Suggested References:**

1. Studies in medieval Indian society and culture: K. A. Nizami
2. Medieval Indian culture: A. L. Shrivastava
3. History of Indian arts and culture: James Fergusson

### **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-SCIENCE AND TECHNOLOGY IN INDIA (MAHT – 1104)

### 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 the important inventions and discoveries made in ancient India, such as the concept of zero, and identify major scientific achievements in modern India, like the Mars Orbiter Mission.

**CO2:** Understand and interpret the importance of different ideas with regard to the technology.

**CO3:** Apply the principles of ancient Indian astronomy to evaluate how they influenced subsequent astronomical studies in India and beyond.

**CO4:** Analyze the differences in technological approaches between the Gupta period and the colonial era and their effects on India's socio-economic structure.

**CO5:** Evaluate the impact of post-independence technological policies on India's economic growth and compare this with the technological advancements of the Vedic period.

Units	Contents	Contact Hrs.	Total week
I	Development in different branches of science in Ancient India Astronomy, Mathematics, Engineering and Medicine. Development in metallurgy: use of copper, bronze and iron in Ancient India.	8	1-2

<b>II</b>	<p>Scientific and technological development in medieval India</p> <p>Influence of the Islamic world and Europe</p> <p>The role of maktabas</p> <p>Madrasas and karkhanas set up</p> <p>Development in the field of Mathematics, Chemistry, Astronomy, Medicine and Agriculture.</p>	<b>16</b>	<b>3-7</b>
<b>III</b>	<p>Early European scientists in colonial India- Surveyors, Botanists, Doctor, under the company service.</p> <p>Indian response to new scientific knowledge, science and technology in Modern India</p> <p>Development of research organization like CSIR and DRDO</p> <p>Establishment of atomic energy commission</p> <p>Launching of the space satellites</p>	<b>16</b>	<b>8-13</b>
Revision			<b>14-15</b>

Suggested References:

1. History of Science and technology in Ancient India: Debiprasad chattopadhaya
2. Science and technology in Ancient India: M.V. Singh and B.B. Singh
3. History of Science and Technology in India: O.P. Jaggi

**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/>



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<b>Semester: II</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>
MAHT-1201	1	WORLD HISTORY (1900-1918)	4	1	0	5
MAHT-1202	2	HISTORY OF BIHAR UPTO MID (18 <sup>TH</sup> CENTURY)	4	1	0	5
MAHT-1203	3	HISTORY OF UNITED STATES OF AMERICA	4	1	0	5
MAHT-1204	4	INDIAN AND WORLD AFFAIRS SINCE 1947 TO 2004	4	1	0	5
						<b>20</b>

**COURSE TITLE-WORLD HISTORY (1900-1918) (MAHT – 1201)**

**Course Objectives:**

To provide an in-depth understanding of key global events from 1900 to 1918, including the causes, progression, and consequences of World War I, as well as other significant events such as the Russo-Japanese War, the Spanish-American War, and the various revolutions and uprisings of the period.

**Course Outcomes**

**CO1:** Remember the outbreak of World War I, the Russian Revolution, and significant figures like Woodrow Wilson, Tsar Nicholas II, and Kaiser Wilhelm II.

**CO2:** Understand the causes of World War I, including the alliances, nationalism, and militarism, and explain the impact of the war on global politics and societies.

**CO3:** Apply their understanding of the events leading to World War I to analyze primary sources such as diplomatic documents, propaganda posters, and wartime speeches, interpreting their significance and influence.

**CO4:** Analyze how the Treaty of Versailles and the League of Nations were responses to World War I and evaluate their effectiveness in shaping post-war international relations.



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**CO5:** Evaluate the effectiveness of the Treaty of Versailles in addressing the causes of World War I and analyze its long-term consequences on European and global politics.

Units	Contents	Contact Hrs.	Total week
<b>I</b>	Japanese war 1904-05 Anglo- French entente of 1904 Anglo –German naval rivalry of 1908 Anglo – Russian conventio	<b>14</b>	<b>1-4</b>
<b>II</b>	Morocco crisis of 1905 Agadir crisis Bosnian crisis of 1908 Balkan wars	<b>13</b>	<b>5-9</b>
<b>III</b>	Chinese revolution of 1911 Russian revolution of 1917 First world war Paris peace conference	<b>13</b>	<b>10-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. History of Modern Europe: B. K. Gokhale
2. The origin of world war: S. B. Fay
3. Contemporary Europe since 1870: C. J.Hayes

**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 BIHAR UP TO MID (18<sup>TH</sup> CENTURY) (MAHT – 1202)**

**Course Objectives:**

To provide a chronological understanding of Bihar's history from ancient times through the medieval period up to the mid-18th century. This includes studying major historical periods such as the Maurya and Gupta empires, the medieval Sultanates, and the Mughal era.

**Course Outcomes**

**CO1:** Remember the events such as the reign of Ashoka, the establishment of the Pala Empire, and the Mughal conquest of Bihar, as well as important figures like Chandragupta Maurya, Harsha, and Sher Shah Suri.

**CO2:** Understand the major political, social, and cultural changes in Bihar up to the mid-18th century.

**CO3:** Apply their understanding of historical events to analyze primary sources such as inscriptions, chronicles, and historical maps, interpreting their significance in the context of Bihar's historical development.

**CO4:** Analyze the causes behind the decline of the Pala Empire and its impact on regional politics and culture, as well as the effects of Sher Shah Suri's administration on Bihar's administrative practices.

**CO5:** Evaluate the long-term impacts of major figures such as Ashoka and Sher Shah Suri on Bihar's political and cultural landscape, assessing their contributions to the region's historical trajectory.

Units	Contents	Contact Hrs.	Total week
I	Source Rise of territorial states Rise of Jainism and Buddhism	14	1-3

<b>II</b>	Extension of Muslim rule in Bihar Rise of Afghan power Shershah Mughal administration in Bihar	<b>16</b>	<b>4-9</b>
<b>III</b>	Agriculture, industry, trade and commerce Selected intellectual of Bihar: Kautilya, Aryabhata, Vidyapati	<b>10</b>	<b>10-13</b>
Revision			<b>14-15</b>

### **Suggested References:**

1. Bihar through the ages: R. R. Diwakar
2. Bihar: The heart of India- John Houlton
3. History of Bihar: R. K. Chaudhary

### **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 UNITED STATES OF AMERICA (MAHT – 1203)**

#### **Course Objectives:**

To provide students with a thorough chronological overview of U.S. history, from the pre-Columbian era and early European exploration through to contemporary times. This includes key periods such as colonial America, the Revolutionary War, the Civil War, the Industrial Revolution, the World Wars, and recent historical developments.

#### **Course Outcomes**



**CO1:** Remember the American Revolution, the Civil War, and the Great Depression, as well as key figures like George Washington, Abraham Lincoln, and Franklin D. Roosevelt.

**CO2:** Understand the causes of the American Civil War, the impact of the New Deal on the American economy, and the significance of the Civil Rights Movement.

**CO3:** Apply their understanding of historical context to analyze documents such as the Declaration of Independence, Lincoln’s Gettysburg Address, and presidential speeches during the Cold War.

**CO4:** Analyze how the events of the Civil Rights Movement influenced subsequent social and political changes in the United States, examining connections between earlier reforms and later developments.

**CO5:** Evaluate the effectiveness and consequences of major policies, such as the New Deal programs and the Vietnam War, providing a critical assessment of their long-term effects on American society and government.

<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total week</b>
<b>I</b>	New states and the confederation Articles of confederation Constitutional Convention	<b>10</b>	<b>1-3</b>
<b>II</b>	Westward movement Manifest destiny The Marxian war Civil war Reconstruction of south	<b>16</b>	<b>4-9</b>
<b>III</b>	United states and the first world war The great depression United states and the second world war United nations	<b>14</b>	<b>10-13</b>



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

1. American history, a review: parks
2. The Americans (3 vols): Daniel J. Bornstein
3. The civil war: Shelly Foote

### **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-INDIAN AND WORLD AFFAIRS SINCE 1947 TO 2004 (MAHT – 1204)**

#### **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 significant events such as India's independence in 1947, the Cold War, the fall of the Berlin Wall, and the emergence of India as a major economic player in the 1990s, as well as key figures like Jawaharlal Nehru, Mikhail Gorbachev, and Nelson Mandela.

**CO2:** Understand the impact of the Green Revolution on Indian agriculture, explain the significance of the end of apartheid in South Africa, and discuss the global implications of the end of the Cold War.

**CO3:** Apply their understanding of post-colonial political developments to analyze documents such as speeches by Indian Prime Ministers, UN resolutions, and historical news reports, interpreting their significance and impact.



**CO4:** Analyze the causes of the Indo-Pakistani conflicts and their consequences for regional stability, and examine the effects of the globalization of the economy on emerging economies like India.

**CO5:** Evaluate the effectiveness and long-term impacts of policies such as India's economic liberalization, the US foreign policy during the Cold War, and international responses to global conflicts, providing a critical assessment of their outcomes and implications.

Units	Contents	Contact Hrs.	Total week
<b>I</b>	Bases and evolution of India's foreign policy Principles of India's foreign policy	<b>8</b>	<b>1- 3</b>
<b>II</b>	Pakistan Nepal Sri Lanka Bangladesh	<b>16</b>	<b>4-8</b>
<b>III</b>	India – USA relation India and Russia India and the UNO India and NAM	<b>16</b>	<b>9-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. India in World politics: Lanka Sundaram
2. Origins of Indian Foreign policy: B.Prasad
3. India's Foreign policy: Karunkar Gupta

**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>
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Semester: III							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAHT-2101	1	CONTEMPORARY WORLD (1919 TO 1945)	4	1	0	5
2	MAHT-2102	2	HISTORY OF NATIONAL MOVEMENTS IN INDIA	4	1	0	5
3	MAHT-2103	3	HISTORY OF BIHAR	4	1	0	5
4	MAHT-2104	4	POLITICAL THOUGHT	4	1	0	5
							<b>20</b>

**COURSE TITLE-CONTEMPORARY WORLD (1919 TO 1945) (MAHT – 2101)**

**Course Objectives:**

Course on "Contemporary World (1919 to 1945)," the objectives would focus on understanding the significant global events, political changes, social transformations, and economic developments that shaped the early-to-mid 20th century.

**Course Outcomes**

**CO1:** Remember the events such as the signing of the Treaty of Versailles, the rise of totalitarian regimes, and World War II, as well as significant figures like Franklin D. Roosevelt, Adolf Hitler, and Winston Churchill.

**CO2:** Understand the causes of World War II and the impact of the Great Depression on global economies and politics.



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**CO3:** Apply their understanding of contemporary world history to analyze primary sources such as wartime propaganda posters and speeches, as well as secondary sources like historical analyses and documentaries

**CO4:** Analyze how the rise of totalitarian regimes and the policies of appeasement influenced international relations and contributed to the outbreak of World War II.

**CO5:** Evaluate the effectiveness of the League of Nations in maintaining peace and the long-term consequences of its failures, as well as the impact of New Deal policies on American society and economy.

Units	Contents	Contact Hrs.	Total week
<b>I</b>	Reparation problem French search for security	<b>8</b>	<b>1-3</b>
<b>II</b>	Geneva protocol Locarno pact Washington Conference League of Nations	<b>16</b>	<b>4-9</b>
<b>III</b>	Nazism in Germany Fascism in Italy Japanese imperialism UNO	<b>16</b>	<b>10-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. World since 1914: Langsam
2. Origin of second world war: Branden Burg
3. International relation: E. H. Carr

**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 NATIONAL MOVEMENTS IN INDIA (MAHT – 2102)**

**Course Objectives:**

To explore the origins and early developments of Indian nationalism, including the formation of early political organizations such as the Indian National Congress (INC) and the contributions of key figures like Dadabhai Naoroji, Surendranath Banerjee, and others.

**Course Outcomes:**

**CO1:** Remember events, leaders, and milestones in the history of national movements in India.

**CO2:** Understand the causes behind the formation of the Indian National Congress, the objectives of the Quit India Movement, and the outcomes of these movements on Indian society and politics.

**CO3:** Apply their understanding of national movements to analyze primary sources such as speeches, letters, and manifestos, interpreting their significance and impact on the movement's progress.

**CO4:** Comprehend and analyze the background, factors and circumstances leading to the emergence of nationalism and national movement in India.

**CO5:** Evaluate the effectiveness of major national movements, such as the role of Gandhi's nonviolent resistance versus revolutionary activities, assessing their successes, limitations, and lasting influence on post-independence India.

Units	Contents	Contact Hrs.	Total week
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Nalanda - 803115 (Bihar)

<b>I</b>	Historiography Approaches to Indian Nationalism	<b>8</b>	<b>1- 3</b>
<b>II</b>	Emergence of organized nationalism in the latter half of the 19 <sup>th</sup> century Moderates and extremists Partition of Bengal Swadeshi movement	<b>16</b>	<b>4-8</b>
<b>III</b>	Non- cooperation Civil disobedience Quit India Movement	<b>16</b>	<b>9-12</b>
Revision			<b>13-15</b>

**Suggested References:**

1. Indias struggle for independence: Bipin Chandra
2. Modern India 1885-1947: Sumit Sarkar
3. A History of modern India (1707-1947) :Arun Bhattacharya

**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 BIHAR (MAHT – 2103)**

**Course Objectives:**

To provide a chronological understanding of Bihar's history from ancient times to the present. This includes studying the major periods such as ancient Bihar, medieval Bihar, the colonial era, and post-independence developments.

**Course Outcomes:**

**CO1:** Remember the historical events such as the reign of Ashoka, the establishment of the Pala Empire, and important figures like Chandragupta Maurya and Karna.

**CO2:** Understand the social, political, and economic conditions of Bihar during different historical periods, such as the Mauryan Empire, the Pala period, and British colonial rule.

**CO3:** Apply their understanding of historical events to analyze the impact of the establishment of Nalanda University on education and culture in Bihar.

**CO4:** Analyze the causes and effects of the decline of the Mauryan Empire on the political landscape of Bihar and its subsequent impact on regional power structures.

**CO5:** Evaluate the long-term impact of historical events such as the Bengal Renaissance on modern Bihar's socio-economic development and cultural identity.

Units	Contents	Contact Hrs.	Total week
<b>I</b>	Wahabi Movement The kol revolt and santhal Hul Revolt of 1857 Role of Kunwar Singh	<b>12</b>	<b>1- 3</b>
<b>II</b>	Birsa Munda rebellion Champaran Satyagrah Peasant movement Role of Swami sahanand	<b>14</b>	<b>4-8</b>
<b>III</b>	Sachidanand Sinha Rajendra Prasad Sri Krishna Singh Anugrah Narain Singh	<b>14</b>	<b>9-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. Land revenue administration in Bihar: K. P. Singh
2. Bihar through the ages: R. R. Diwakar
3. History of Bihar: R. K. Chaudhary

## 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-POLITICAL THOUGHT (MAHT – 2104)

### Course Objectives:

"Political Thought," the objectives would focus on exploring the development of political ideas, theories, and philosophies that have shaped political systems and ideologies throughout history.

### Course Outcomes

**CO1:** Remember major political theorists such as Plato, Machiavelli, and Marx, and recall key concepts such as democracy, totalitarianism, and social contract theory.

**CO2:** Understand the changes in the political thoughts.

**CO3:** Apply theories of democracy and authoritarianism to analyze current political events and regimes, assessing how these theories manifest in real-world situations.

**CO4:** Analyze the strengths and limitations of liberalism and socialism in addressing issues such as inequality and economic justice, evaluating their effectiveness and societal impact.

**CO5:** Evaluate the relevance of Enlightenment political philosophies in contemporary democratic systems, providing a critical assessment of their applicability and influence on current political practices.

Units	Contents	Contact Hrs.	Total week
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<b>I</b>	Hobbes Locke Rousseau	<b>12</b>	<b>1-4</b>
<b>II</b>	Hegel Marx	<b>8</b>	<b>5-8</b>
<b>III</b>	Mahatma Gandhi Ram Manohar Lohia Vinoba Bhave Dr. Bhimrao Ambedkar	<b>16</b>	<b>9-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. A history of political theory: Rabin
2. A history of political theory: Vaughan
3. Political thought: Wayper

**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>
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**K. K. UNIVERSITY**  
**BERAUTI, NEPURA, BIHARSHARIF, NALANDA, BIHAR-803115.**  
School of Arts and Culture  
Department of History

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAHT-2201	1	STATE FORMATION AND ADMINISTRATION IN ANCIENT INDIA	4	1	0	5
2	MAHT-2202	2	ANCIENT INDIAN SOCIAL HISTORY	4	1	0	5
3	MAHT-2203	3	ASPECTS OF ECONOMIC LIFE IN ANCIENT INDIA	4	1	0	5
4	MAHT-2204 (P)	4	DISSERTATION	0	0	10	5
							<b>20</b>

**COURSE TITLE-STATE FORMATION AND ADMINISTRATION IN ANCIENT INDIA (MAHT – 2201)**

**Course Objectives:**

The course on "State Formation and Administration in Ancient India" is aim to provide students with a comprehensive understanding of how states were formed, structured, and governed in ancient India.



### Course Outcomes:

CO1: Remember the major empires and kingdoms of ancient India, such as the Maurya, Gupta, and Chola empires, and name their notable rulers.

CO2: Understand how the Mauryan administration was organized and the role of different officials in the governance process.

CO3: Apply the principles of ancient Indian state administration to analyze historical events or periods.

CO4: Analyze the centralization of power under the Mauryan Empire affected trade, social hierarchy, and regional governance.

CO5: Evaluate the strengths and weaknesses of the Mauryan bureaucratic system in managing an extensive empire and its impact on subsequent Indian administrations.

Units	Contents	Contact Hrs.	Total week
I	Sources and Historiography	8	1- 3
II	Origin and nature of State Theory of state taxation Law and Judiciary Inter-state relation- Mandal theory	14	4-7
III	Organisation of central government under Mauryas Satavahana polity Kushana polity Administrative system of the Gupta empire Chola administration	18	8-13
Revision			14-15

### Suggested reference:

1. A History of Hindu political theory: U. N. Ghosal

2. State in Ancient India: Beni Prasad
3. Government in Ancient India: Beni Prasad

### **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-ANCIENT INDIAN SOCIAL HISTORY (MAHT- 2202)**

#### **Course Objectives:**

A course on "Ancient Indian Social History" aims to provide students with a deep understanding of the social structures, practices, and changes in ancient India.

#### **Course Outcomes:**

**CO1:** Remember the social groups, classes, and institutions in ancient Indian society.

**CO2:** Understand the development of social class in the Ancient India.

**CO3:** Apply their understanding of social roles and hierarchies to analyze ancient Indian texts and artifacts, such as inscriptions and literature, to determine social status and relations.

**CO4:** Analyze how social policies, such as those outlined in the Manusmriti, affected the daily lives, economic opportunities, and social mobility of different classes in ancient Indian society.

**CO5:** Evaluate the impact of significant social and cultural changes, such as the rise of Buddhism or the influence of foreign invasions, on the social fabric and class structures of ancient India.

<b>Units</b>	<b>Contents</b>	<b>Contact Hrs.</b>	<b>Total week</b>
<b>I</b>	Sources and Historiography	<b>8</b>	<b>1-3</b>



<b>II</b>	Family: Historical evolution Characteristics and organization of join family. Varna: historical evolution Jati: historical evolution Ashram and purusharth	<b>18</b>	<b>4-9</b>
<b>III</b>	Position of women marriage: types and objective Slavery Education: objective Nalanda and Vikramshila as educational Institutions	<b>14</b>	<b>10-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. Ancient India social history: Romila Thapar
2. Social life in Ancient India: H. C. Chakladhar
3. Education in Ancient India: A. S. Altekar

**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-ASPECTS OF ECONOMIC LIFE IN ANCIENT INDIA (MAHT – 2203)**

**Course Objectives:**

Course on "Aspects of Economic Life in Ancient India" would focus on



understanding the economic systems, practices, and changes that shaped ancient Indian societies.

**Course Outcomes:**

**CO1:** Remember the major economic activities such as agriculture, trade, and craftsmanship, and list key economic institutions like guilds and markets in ancient India.

**CO2:** Understand the close relationship between economy and the stability.

**CO3:** Apply their knowledge of trade practices and economic systems to analyze archaeological findings, such as trade goods and coins, to infer economic activities and trade routes.

**CO4:** Analyze the effects of economic policies, such as taxation and trade regulations under different empires (e.g., Mauryan, Gupta), on the prosperity and social structure of ancient Indian societies.

**CO5:** Evaluate the effectiveness of various economic practices and policies, such as land revenue systems and trade regulations, assessing their impact on long-term economic stability and growth in ancient India.

Units	Contents	Contact Hrs.	Total week
I	Sources and Historiography	10	1-4
II	Harappan economy Vedic economy Early iron age economy Economic progress in Mauryan empire Gupta and post Gupta period	16	5-9

<b>III</b>	Indo-Rome trade Guild system Growth of Feudalism Land system	<b>14</b>	<b>10-13</b>
Revision			<b>14-15</b>

**Suggested References:**

1. Economic life and progress in ancient India: N. C. Bandopadhaya
2. Revenue system in post Maniya and Gupta times: D. N. Jha
3. Economic life of northern India: L. Gopal

**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-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.
- 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.

<b>Cont act hrs.</b>	<b>Topics to be covered</b>	<b>Link for pdf/videos</b>	<b>Total week</b>
1-3	<b>Introduction and Topic Selection</b>  Goals: Understand the dissertation	Access to academic databases (JSTOR, Project MUSE, etc.)  Library resources (books, journals, archival materials)	1-2



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KK University  
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Nalanda - 803115 (Bihar)

	<p>requirements and evaluation criteria.</p> <p>Begin brainstorming potential topics.</p> <p>Activities:</p> <p>Review the dissertation handbook or guidelines provided by the university.</p> <p>Discuss interests, previous coursework, and preliminary ideas for dissertation topics.</p> <p>Assign a simple task: list 5 potential topics and write a brief description for each.</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>	
4-8	<p><b>Literature Review and Refining the Topic</b></p> <p>Goals:</p> <p>Teach how to conduct a literature review.</p> <p>Narrow down the topic based on research gaps.</p> <p>Activities:</p> <p>Demonstrate the use of databases and library resources.</p> <p>Discuss how to</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</p>	2-3

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	<p>evaluate sources critically.</p> <p>Finalize the dissertation topic and formulate a research question.</p>	<p>computer and internet</p>	
9-14	<p>Proposal Writing</p> <p>Goals:</p> <p>Outline the dissertation proposal.</p> <p>Discuss the structure of a proposal (introduction, methodology, 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>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>	3-4
14-17	<p>Research Methodology</p> <p>Goals:</p> <p>Understand different</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals,</p>	4-5

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	<p>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 research plan and timeline.</p>	<p>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>	
18-22	<p>Data Collection (Primary and Secondary Sources)</p> <p>Goals:</p> <p>Begin collecting and organizing research materials.</p> <p>Ensure thorough coverage of primary and secondary sources.</p> <p>Activities:</p> <p>Visit libraries, archives, or conduct fieldwork.</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

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	<p>Discuss how to take effective notes and organize sources.</p> <p>Check in on research progress and adjust timelines as necessary.</p>		
23-26	<p>Writing the First Draft</p> <p>Goals: Start writing chapters based on the research and outline.</p> <p>Activities: Discuss strategies for effective academic writing. Set writing goals for each chapter. Begin drafting the first chapter.</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>	7-8
27-31	<p>Revision Strategies</p> <p>Goals: Implement revision strategies for completed drafts.</p> <p>Activities: Peer review session with other graduate students.</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</p>	9-10

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	<p>Workshop on editing and proofreading techniques.</p> <p>Revise the first chapter based on feedback.</p>	<p>EndNote)</p> <p>Dissertation template or formatting guidelines from the university</p> <p>Regular access to a computer and internet</p>	
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>Activities:</p> <p>Regular meetings to discuss each chapter.</p> <p>Address challenges and hurdles in writing.</p> <p>Ensure adherence to timeline and dissertation guidelines.</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>	10-11
35-38	<p>Conclusion and Finalization</p> <p>Goals:</p> <p>Write the conclusion.</p> <p>Ensure all chapters coherently link together and support</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>	11-12

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	<p>the thesis.</p> <p>Activities:</p> <p>Discuss how to effectively conclude research findings.</p> <p>Review the draft as a whole and ensure cohesion and coherence.</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>	
	<p>Preparation for Submission and Defense</p> <p>Goals:</p> <p>Prepare the final draft 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>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>	12-13
38-40	<p>Post-Submission Review and Career Planning</p> <p>Goals:</p> <p>Reflect on the</p>	<p>Access to academic databases (JSTOR, Project MUSE, etc.)</p> <p>Library resources (books, journals, archival materials)</p>	13-14

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<p>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>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>	
Revision		<b>15</b>

### **Suggested References:**

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

### **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>



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