

# **PROGRAMME GUIDE**

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## **MASTER OF ARTS (HISTORY) (M.A. HISTORY)**

**\*Scheme of Examination (CBCS/ELECTIVE)**

**\*Detailed Structure of Syllabus**



**DR. C.V.RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR, CHATTISGARH (C.G.)**  
**PHONE: 07753-253737, Fax: 07753-253728**  
**Website: [www.cvru.ac](http://www.cvru.ac)**

## **INTRODUCTION -**

Program available in the Department of History runs under the School of Arts. The courses of M.A two year (Four semester) successfully running in the department. The medium of instruction in the classroom teaching as well as in the examinations is both English and Hindi. The performance of the students of the department has been excellent through these years. In this process the department organizes several lectures by noted historians and eminent academicians in the field. On the occasions various events related to the historical importance and dates associated with great personalities, the department organizes seminars and conferences. Apart from these activities the department also takes its students for educational tours to the places of historical and archaeological importance and thus makes them acquaint and closer to the knowledge of history. With the motive of all round personality development of the students and to generate community feelings amongst them, the department also encourages its students towards active and successful participation in extra curricular activities through NSS and NCC.

## **MISSION**

To inculcate human values among the people through propagating the sense of History with multidisciplinary approach for the better understanding of society and realizing mutual coexistence. The M.A. Program at our university to develop the framework for effectively conducting various educational and research program of the highest standards so as to produce confident, self reliant and responsible youth for the society.

**Vision :-** Creating an ideal society and an intellectual initiates, nourishes and perpetuates values of humanity conscious. Our vision is to collaborate with professional, expert through local national and international partnerships in order to establish and maintain a dynamic productive and cost effective program in the field of history.

## **OBJECTIVE**

The main Objectives of HISTORY Are:

- Make him/her alert and sharp about History of India.
- To be able to understand the World History.
- Preparing him/her for National level Competitive examination.
- Complete Knowledge about Indian History.
- Making Research mind and approach.

## **OUTCOME**

Upon completion of Master of Arts (History) Students should be able to-

- Identify and define basic terms and concepts which are needed for advanced course in History.
- Independent judgment, intercultural and regional Sensitivity, global and national perspectives to solve problems concerning Humanities.
- Integrate knowledge of Indian and Ancient History.
- Develop information, interviewing and networking skills through reading handed out in class and an examination exercise.

**PEOs:**

**The History Department Faculty has identified the specific objectives of its postgraduate curriculum. The following are the education outcomes that we would like to see each History student post graduate with.**

1. Students shall be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Students will develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. Students will employ a full range of techniques and methods used to gain historical knowledge.
4. Students will develop an ability to convey verbally their historical knowledge.

# MASTER OF ARTS - HISTORY

Duration: 24 Months (2 Years)

Eligibility: Graduate in any discipline

## COURSE STRUCTURE OF M.A SEMESTER Ist

| COURSE STRUCTURE OF M.A SEMESTER Ist |             |   |             |                     |           |                     |           |           |           |                     |   |   |                           |
|--------------------------------------|-------------|---|-------------|---------------------|-----------|---------------------|-----------|-----------|-----------|---------------------|---|---|---------------------------|
| Course Details                       |             |   |             | External Assessment |           | Internal Assessment |           |           |           | Credit Distribution |   |   | Allotted Credits          |
| Course Code                          | Course Type | Course Title                                      | Total Marks | Major               |           | Minor               |           | Sessional |           | L                   | T | P | Subject wise Distribution |
|                                      |             |   |             | Max Marks           | Min Marks | Max Marks           | Min Marks | Max Marks | Min Marks |                     |   |   |                           |
| Theory Group                         |             |   |             |                     |           |                     |           |           |           |                     |   |   |                           |
| 6HMHY101                             | Core Course | Historiography, Concepts, Methods and Tools-I     | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY102                             | Core Course | Twentieth CenturyWorld -I                         | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY103                             | Core Course | (Modern India)- History of India1757-1857 A.D.- I | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY104                             | Core Course | World History (18 and 19 Century) -I              | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY105                             | Core Course | History of Ideas                                  | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
|                                      | Grand Total |   | 500         |                     |           |                     |           |           |           | 20                  | - | - | 20                        |

Minimum Passing Marks are equivalent to Grade D

L- Lectures T- Tutorials P- Practical

Major- Term End Theory Exam

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

# MASTER OF ARTS - HISTORY

Duration: 24 Months (2 Years)

Eligibility: Graduate in any discipline

| COURSE STRUCTURE OF M.A SEMESTER IInd |                   |  |             |                     |           |                     |           |           |           |                     |   |   |                           |
|---------------------------------------|-------------------|--|-------------|---------------------|-----------|---------------------|-----------|-----------|-----------|---------------------|---|---|---------------------------|
| Course Details                        |                   |  |             | External Assessment |           | Internal Assessment |           |           |           | Credit Distribution |   |   | Allotted Credits          |
| Course Code                           | Course Type       | Course Title                                   | Total Marks | Major               |           | Minor               |           | Sessional |           | L                   | T | P | Subject wise Distribution |
|                                       |                   |  |             | Max Marks           | Min Marks | Max Marks           | Min Marks | Max Marks | Min Marks |                     |   |   |                           |
| Theory Group                          |                   |  |             |                     |           |                     |           |           |           |                     |   |   |                           |
| 6HMHY201                              | Core Course       | Historiography, Concepts, Methods and Tools-II | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY202                              | Core Course       | Twentieth Century World-II                     | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY203                              | Core Course       | History of India 1757-1857 A.D. - II           | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY204                              | Core Course       | World History (18 and 19 Century) -II          | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY205                              | Core Course       | Outline of Indian Culture                      | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| Skill Courses                         |                   |  |             |                     |           |                     |           | Sectional |           |                     |   |   |                           |
| *                                     | Skill Enhancement | Skill Enhancement Elective Course-1            | 50          | -                   | -         | -                   | -         | 50        | 20        | 1                   | - | 1 | 2                         |
|                                       | Grand Total       |  | 550         |                     |           |                     |           |           |           | 21                  |   | 1 | 22                        |

Minimum Passing Marks are equivalent to Grade D

L- Lectures T- Tutorials P- Practical

Major- Term End Theory Exam/ Practical Exam

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Skill Elective I – Any other course being offered in this semester as per the list given at the end of course structure.

**MASTER OF ARTS - HISTORY**  
Duration: 24 Months (2 Years)  
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| COURSE STRUCTURE OF M.A SEMESTER IIIrd |                              |                                      |             |                     |           |                     |           |           |           |                     |   |   |                           |
|--|------------------------------|--------------------------------------|-------------|---------------------|-----------|---------------------|-----------|-----------|-----------|---------------------|---|---|---------------------------|
| Course Details                         |                              |                                      |             | External Assessment |           | Internal Assessment |           |           |           | Credit Distribution |   |   | AllottedCredits           |
| Course Code                            | Course Type                  | Course Title                         | Total Marks | Major               |           | Minor               |           | Sessional |           | L                   | T | P | Subject wise Distribution |
|  |                              |                                      |             | Max Marks           | Min Marks | Max Marks           | Min Marks | Max Marks | Min Marks |                     |   |   |                           |
| Theory Group                           |                              |                                      |             |                     |           |                     |           |           |           |                     |   |   |                           |
| 6HMHY301                               | Core Course                  | History ofIndia 1858-1975            | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY302                               | Core Course                  | History of Marathas 1627-1818        | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| 6HMHY303                               | Core Course                  | Women in Indian History – I          | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
|  | Discipline Specific Elective | Elective Paper-I                     | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
|  | Discipline Specific Elective | Elective Paper-II                    | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |
| Skill Courses                          |                              |                                      |             |                     |           |                     |           | Sectional |           |                     |   |   |                           |
| *                                      | Skill Enhancement            | Skill Enhancement Elective Course-II | 50          | -                   | -         | -                   | -         | 50        | 20        | 1                   | - | 1 | 2                         |
|  | Grand Total                  |                                      | 550         |                     |           |                     |           |           |           | 21                  | - | 1 | 22                        |

Minimum Passing Marks are equivalent to Grade D

L- Lectures T- Tutorials P-Practical

Major- Term End Theory Exam/ Practical Exam

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Skill Elective II – Any other course being offered in this semester as per the list given at the end of course structure.

## SPECILIZATION WITH ELECTIVE

**\*Note** - Students need to select any one group and choose any two subjects from selected group for Third semester.

| Electives for Third Semester |                                |  |
|------------------------------|--------------------------------|--|
| Course Code                  | Course Type                    | List of Electives                                |
| Elective-I                   |                                |  |
| 6HMHY 304                    | Discipline Specific Elective-I | States In India                                  |
| 6HMHY305                     | Discipline Specific Elective-I | Tribal History in Chhattisgarh                   |
| Elective-II                  |                                |  |
| 6HMHY306                     | Discipline Specific Elective-I | Nehru Era from 1947-1966 A.D.                    |
| 6HMHY307                     | Discipline Specific Elective-I | Economic History of India from<br>1200-1750 A.D. |

# MASTER OF ARTS -HISTORY

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| COURSE STRUCTURE OF M.A SEMESTER IVth |  |   |             |                     |           |                     |           |           |           |                     |   |   |                           |  |
|---------------------------------------|--|---|-------------|---------------------|-----------|---------------------|-----------|-----------|-----------|---------------------|---|---|---------------------------|--|
| Course Details                        |  |   |             | External Assessment |           | Internal Assessment |           |           |           | Credit Distribution |   |   | Allotted Credits          |  |
| Course Code                           | Course Type                                  | Course Title                                | Total Marks | Major               |           | Minor               |           | Sessional |           | L                   | T | P | Subject wise Distribution |  |
|                                       |  |   |             | Max Marks           | Min Marks | Max Marks           | Min Marks | Max Marks | Min Marks |                     |   |   |                           |  |
| Theory Group                          |  |   |             |                     |           |                     |           |           |           |                     |   |   |                           |  |
| 6HMHY401                              | Core Course                                  | Research Methodology                        | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |  |
| 6HMHY402                              | Core Course                                  | History of India – II 1858-1975             | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |  |
|                                       | Discipline Specific Elective                 | Elective Paper-I                            | 100         | 50                  | 17        | 20                  | 08        | 30        | 12        | 4                   | - | - | 4                         |  |
| Practical Group                       |  |   |             | End Practical Exam  |           |                     |           | Sectional |           |                     |   |   |                           |  |
| 6HMHY405                              | Project/Dissertation/Internships & Viva Voce | Project/Dissertation/Internship & Viva Voce | 200         | 100                 | 33        | -                   | -         | 100       | 40        | -                   | - | 8 | 8                         |  |
|                                       | Grand Total                                  |   | 500         |                     |           |                     |           |           |           | 12                  | - | 8 | 20                        |  |

Minimum Passing Marks are equivalent to Grade D

L- Lectures T- Tutorials P- Practical

Major- Term End Theory Exam/ Practical Exam

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Compulsory Project/Dissertation & Viva Voce in Disciplinary specific elective. Compulsory one paper presentation certificate in related discipline.



## SPECILIZATION WITH ELECTIVE

**\*Note** - Students need to select any one group and choose any two subjects from selected group for Fourth semester.

| Electives for Fourth Semester |                                |  |
|-------------------------------|--------------------------------|--|
| Course Code                   | Course Type                    | List of Electives                            |
| Elective-I                    |                                |  |
| 6HMHY403                      | discipline Specific Elective-I | Women in Indian History - II                 |
| 6HMHY404                      | discipline Specific Elective-I | Economic History of India from 1750-1950 A.D |

## SKILL ENHANCEMENT ELECTIVE COURSES

| Non-Technical |  |  |          |
|---------------|--|--|----------|
| Elective No.  | Department/ Faculty Name                 |  |          |
|               | <b>Faculty of Information Technology</b> |  |          |
| I             | SCIT 201                                 | Data Entry Operation   | 2(1+0+1) |
| II            | SCIT 301                                 | Multimedia   | 2(1+0+1) |
| III           | SCIT 501                                 | Web Designing with HTML                                      | 2(1+0+1) |
| IV            | SCMIT 201                                | Web Development  | 2(1+0+1) |
| V             | SCMIT 301                                | LINUX  | 2(1+0+1) |
|               | <b>Faculty of Management</b>             |  |          |
| I             | SMGT 201                                 | Briefing and Presentation Skills                             | 2(1+0+1) |
| II            | SMGT 301                                 | Resolving Conflicts and Negotiation Skills                   | 2(1+0+1) |
| III           | SMGT 802                                 | Entrepreneurship Development                                 | 2(1+0+1) |
|               | <b>Faculty of Commerce</b>               |  |          |
| I             | SCOM 201                                 | Tally ERP 9  | 2(1+0+1) |
| II            | SCOM 302                                 | Multimedia   | 2(1+0+1) |
| III           | SCOM 803                                 | Data Analyst   | 2(1+0+1) |
|               | <b>Faculty of Humanities</b>             |  |          |
| I             | SHBA 301                                 | Pursuing Happiness   | 2(1+0+1) |
| II            | SHBA302                                  | Communication Skill and Personality Development              | 2(1+0+1) |
| III           | SHMA301                                  | Tourism in M.P   | 2(1+0+1) |
|               | <b>Faculty of Science</b>                |  |          |
| I             | SSBI 301                                 | Mushroom Cultivation   | 2(1+0+1) |
| II            | SSPH 301                                 | House Hold Wiring  | 2(1+0+1) |
| III           | SSPH 301                                 | Basic Instrumentation  | 2(1+0+1) |
| IV            | SSPH 301                                 | DTP Operator   | 2(1+0+1) |
| V             | SSCH 301                                 | Graphic Designing  | 2(1+0+1) |
|               | <b>Faculty of Education</b>              |  |          |
| I             | SCBE 403                                 | Understanding of ICTC (Information Communication Technology) | 2(1+0+1) |
| II            | SCPE 201                                 | Yoga Education   | 2(1+0+1) |



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**SEMESTER- 1<sup>st</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORIOGRAPHY, CONCEPTS,  
METHODS AND TOOLS- I**

**Subject Code: 6HMHY101**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can able to get the knowledge to write Art of Historiography.
- They can get the knowledge of various History writer.
- Students can able to know Modern History writing.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | Meaning and Scope of History: Collection and selection of the data, evidence and its transmission; Causation; Historicism   | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | History and other Discipline-Archaeology; Geography; Anthropology; Natural Applies Sciences and Literature  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Traditions in Historical Writing-Greco-Roman traditions; Chinese traditions; Ancient Indian tradition of Historiography; Baan Bhatt and Kalhan Historiography.          | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Medieval Indian Historiography, problems of Historiography in medieval India. Main features of Historiography of Minhaj Siraj “u” d-Din Bahrain, Abdul Qadir Bada’ uni. | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Modern trends of Historiography – Positivist, Whig, Classical Marxist and Annals.   | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:**

- Students should be able to get the knowledge to modern expect of History writing.
- They should skilled in writing of Indian and Western History.

**TEXTBOOKS :**

- Historiography Concept Methods and Tools श्रीवास्तव बी. के. एस. बी. पी. डी. प्रकाशन साहित्य भवन, आगरा
- History: Its theory and methods 1978 Ali Sheikh, B Sahity Prakashan, Agara
- Teaching of History Kochhar S. K. Laxmi Publication, Delhi 1984
- इतिहास दर्शन, चौबे झारखण्ड विश्वविद्यालय प्रकाशन, वाराणसी,
- इतिहास की पुर्नव्याख्या थापर रोमिला राजकमल प्रकाशन, नई दिल्ली

**REFERENCEBOOKS :**

- The Origin and Goal of History Karl Hejen SBPD Publication, Agara
- Aspects of Ancient Indian History and Goyal Shankar Laxmi Publication, Delhi Historiography
- इतिहास चक्र लोहिया राममनोहर लहर प्रकाशन इलाहाबाद,

- इतिहास क्या है कार. ई. एच. अनुवाद मैक्लीन, अशोक चक्रधर, इंडिया लिमिटेड, नईदिल्ली
- इतिहास चक्र राममनोहर, लोहिया लहर प्रकाशन इलाहाबाद

| <b>Job opportunity</b>            | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|-----------------------------------|---|--|---|
| Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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**SEMESTER- 1<sup>st</sup>**

**Course: M. A. HISTORY**

**SUBJECT: TWENTIETH CENTURY WORLD –I**

**Subject Code: 6HMHY102**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can understand the theory of colonics.
- They can able to know about the thoughts of socialism and capitalism.
- They can explain the economic condition Nazism and fascism between two world

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | Legacy of the nineteenth century Growth of capitalism into Imperialism: Theory of Liberalism – The Liberal Thinkers – Merits and Demerits of Liberalism.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Socialism and Marxism: Socialism – Meaning- Schools of socialism : Fabian Socialism, Syndicalism, Guild Socialism. Marxism: Life and/work of Karl Marx – Doctrine of Marx: Dialectical Materialism, Historical Materialism.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | World Order up to 1919 - Origin of 1st world war its nature Paris peace settlement and its long term effects The great October socialist revolution of 1917 in Russia. Establishment of a socialist State, It's economic and political aspects: it's world- wide effects and reactions in the west. | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | World between the Two Wars: working of League of Nations and Collective Security. Crisis in Capitalism-The Great Depression of 1929-1931: Ideologies of Nazism and fascism.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Second World War and the New World Order Origins nature and results of the Second World War. National liberation Movements in colonial Countries and Decolonization. Communist Revolution in China (1949) and its impact on World Politics  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:**

- They can get the knowledge of causes and result of second world war.
- They should able to cooperate with globalization.

**Textbooks:**

- Issues in Twentieth Century World History Mahajan Sneh Laxmi Publications, Agra
- Issues in Twentieth Century World History Mahajan Sneh Laxmi Publications, New Delhi
- 50 Magnificent Indians of Lal. S. Jaico Publishing House the Twentieth Century Bhopal Head Quarters, Mumbai
- History of The World Form The Late Dev Arjun Indira Orient Black Swan Mumbai Nineteenth of The Early Twenty First Century
- Modern India (English 86 Hindi Version) Durt & Sarkar Rajkaml Publication Delhi
- Modern India 1885-1947 Durt & Sarkar Delhi, Macmillan, (1985)

#### ReferenceBooks:

- India's Struggle for Independence, 1857-1947 Chandra Bipan Delhi, Panguin,
- The Politics of The India Since Independence Brass, Paul Delhi Foundation Books,
- Cambridge Economic History of India Vol. II Kumar Dharma & Cambridge, Chaudhuri Ray Tapan
- India Under the Early British Dutt. R.C. Rajkam Publication Delhi
- Economy, Society and Panigrahi D.N. Rajkam Publication Delhi Vikas Politics in Modern India
- आधुनिक भारत का इतिहास एक यशपाल, ग्रोवर बी.एल. मेहता अलका, एस.चंद एण्ड कम्पनी लि. दिल्ली नवीन मुल्यांकन (1707 से वर्तमान तक)
- आधुनिक भारत का इतिहास चन्द. विपिन लक्ष्मी पब्लिकेशन, नई दिल्ली

| <b>Job opportunity</b>            | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|-----------------------------------|---|--|---|
| Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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**SEMESTER- 1<sup>st</sup>**

**Course: M. A. HISTORY**

**SUBJECT: (MODERN INDIA)**

**HISTORY OF INDIA 1757 – 1857 A.D. – I**

**Subject Code: 6HMHY103**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can be able to know the resource of Modern Indian History.
- They can get the knowledge of economic political and social situation.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | Sources of Modern Indian History: Archival records, private Papers; Newspapers; periodical and oral tradition. Different schools of thought.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | India in the mid-eighteenth Century, Polity, Economy, Society, and culture Expansion and consolidation of British power: Establishment of British Supremacy in Bengal.                          | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Instrument of expansion by wars: Anglo-Maratha wars, Anglo-Mysore wars, Annexation of Sindh and Anglo-Sikh wars.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Expansion by diplomacy-Subsidiary Alliances system and Doctrine of Lapse. Colonial construction of India: Administrative structure, constitutional development regulation Act, Pitts India Act. | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Judicial and administrative reforms of Warren Hastings, Cornwallis, William Bentinck and Dalhousie.   | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES :**

- Students should be able to know about justice system administration of British period.
- They should know that what are activity of India in British Period.

**TEXT BOOKS:**

- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ. मित्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन भोपाल।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS-**

- India Under the Early British Dutt, R.C. Rajkam Publication (Also Hindi Rule and Victorian Age Version) Dehli
- Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version) Dehli
- Modern India -1885-1947) Sarkar, Sumit: Rajkam Publication (Delhi, Macmillan,1985)

- आधुनिक भारत का इतिहास—एक ग्रोवर बी.एल. यशपाल, एस. चन्द एण्ड कम्पनी लि. दिल्ली नवीन मूल्यांकन (1707 से वर्तमान तक) मेहता अलका

| <b>Job opportunity</b>            | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|-----------------------------------|---|--|---|
| Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |





**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 1<sup>st</sup>**

**Course: M. A. HISTORY**

**SUBJECT: WORLD HISTORY (18 AND 19 CENTURY) - I**

**Subject Code: 6HMHY104**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can able for scientific vision of world.
- They can get the knowledge of modern industrialization of world.
- Students can study the economic and social condition of Europe.

| Unit              | Course Content   | Methodology Adopted   |
|-------------------|--|---|
| <b>Unit – I</b>   | The emergence of the Scientific view of the world. Ages of Enlightenment and analysis , Scientific and Agricultural revolution in Europe   | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| <b>Unit – II</b>  | Industrial revolution Industrial Revolution in England and its expansion in Europe Impact of Industrial revolution and the rise of new social class. The American war of independence causes and impact  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| <b>Unit – III</b> | The French revolution of 1789 A.D. Causes role of Philosopher in French revolution viz. Montesquieu, Voltaire, Rousseau, Diderot, Events and development of French revolution. National constituent Assembly National Legislative Assembly National Convention Role of Directory Impact of French Revolution | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| <b>Unit – IV</b>  | The Age of Napoleon his Rise and Fall The Vienna Congress Age of Metternich , Concert of Europe and the Holy Alliance.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| <b>Unit – V</b>   | The Growth of Liberalism and Democracy in western Europe 1815 -1914  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to do cooperation of strategic and modern incidence
- Student should be able to development of Historical scientific view.

**TEXT BOOKS:**

- पश्चात्य विश्व 15 वीं शताब्दी के मध्य से 1870 ई. तक वर्मा भगवान सिंह साहित्य प्रकाशन दिल्ली
- पश्चात्य विश्व 15 वीं शताब्दी के मध्य से 1870 ई. तक जैन संजीव कैलाश पुस्तक सदन भोपाल।
- पश्चात्य विश्व 15 वीं शताब्दी के मध्य से 1870 ई. तक दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS:**

- Modern Europe Hayes C.J.H. Surjeet Publication Dehli
- Europe in the 19<sup>th</sup> and 20<sup>th</sup> Grant and Temperley Surjeet Publication Dehli Century (Also Hindi version)
- Histroy of Modern Times Ketelby C.D..M. MC Grow hill Publication Dehli
- विश्व का इतिहास कुमार नलिन MC Grow hill Publication (Hindi and English)

| Job opportunity                   | Employability skill developed                                 | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity            |
|-----------------------------------|---|-----------------------------------|---|
| Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br>Knowing our past | Goal 04 (Quality Education)       | Archeological service<br>Civil services |



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 1<sup>st</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORY OF IDEAS**

**Subject Code: 6HMHY105**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can able to get the knowledge of thoughts of ancient middle period.
- Students can know about political thought and colonialism.
- Students can know about religious, economic and political thoughts of various periods.

| Unit              | Course Content   | Methodology Adopted   |
|-------------------|--|---|
| <b>Unit – I</b>   | <b>Political – Ancient and Medieval</b><br>a. Ideas of polity – monarchy , oligarchy and proto – republican.<br>i. Ancient ii. Medieval<br>b. Rights and duties of subjects.<br>c. Legitimacy of political power.<br>i. Texts ii. Practice   | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| <b>Unit – II</b>  | <b>Political – Modern</b><br>a. Colonialism and the emergence of new political ideas<br>i. Liberalism: democracy ii. Utilitarianism iii. Position<br>b. Nationalism and Socialism.<br>c. Communalism and Secularism.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| <b>Unit – III</b> | <b>Social Ideas</b><br>a. Formation of early ideas on hierarchy<br>b. Renationalization and justification of hierarchy.<br>i. varna, ii. Jati, iii Family, iv. Women<br>c. Anti-Caste movement, self-respect movement<br>d. Social basis of nationalism  | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| <b>Unit – IV</b>  | <b>Religious and Philosophical Ideas</b><br>a. Formation of religious ideas in early India.<br>i. Vedas, Upanishads and Vedanta<br>ii. Six Schools of Indian Philosophy<br>iii. Jainism iv. Buddhism<br>b. Ideal of dissent and protest – Heterodox sects.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| <b>Unit – V</b>   | a. Forms of religious thought and cultural synthesis.<br>i. Bhakti Movement: Shaivite and Vaishnavite Regional Development.<br>ii. Sufism iii. Sikhism<br>b. Reform and Revivalism – Brahmo samaj, Prathana Samaj, Arya Samaj, Deoband and Aligarh Movement, Singh Sabha Movement.<br>c. Ideas of religious universalism and fundamentalism in modern India. | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to know about the thoughts of ancient, middle and modern period.
- Student should also know about political, economic, religious social and cultural thoughts.

**TEXT BOOKS:**

- प्राचीन भारत का इतिहास दुबे सत्यनरायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास दुबे सत्यनरायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मित्तल साहित्य प्रकाशन दिल्ली

#### REFERENCE BOOKS:

- प्राचीन भारत का इतिहास— शर्मा राम शरण ओ.यू.पी.इंडिया । दिल्ली
- प्राचीन भारत— थापर रोमिला राजकमल प्रकाशन आगरा
- प्राचीन भारत का इतिहास महाजन बी.डी. एस.चान्द प्रकाशन नई दिल्ली।
- अदभुत भारत वाशम शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत— महाजन .वी.डी. एस. चन्द पब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)
- मध्यकालीन भारत का इतिहास मेहता जे. एल. — भाग—1 भाग—2 भाग—3 जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा

| Job opportunity                                     | Employability skill developed                                     | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity            |
|---|---|-----------------------------------|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)       | Archeological service<br>Civil services |



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 2<sup>nd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORIOGRAPHY, CONCEPTS,  
METHODS AND TOOLS (COMPULSORY)-II**

**Subject Code: 6HMHY201**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can be able to know the writing skill of modern and post modern defeats.
- Students can know about dialog theory of Historical subject.
- They know about cyclical and sociological theory of historical research.

| Unit       | Course Content   | Methodology Adopted   |
|------------|--|---|
| Unit – I   | Approaches to history – Theological; Imperialist; Nationalist; Marxist; Subaltern and Post – Modernist.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Themes in Indian History – Economics; labor and peasants; religion; Culture; Environment and science and technology.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Major theories of History-Cyclical; Historical Materialism; Sociological; Comparative; Structural; World System; Ecological; and post modernist critiques of History.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Debate in History : representative study of at least four major debates of History:<br>1. Position of women in Indian society 2. Was Aurangzeb a fanatic 3. Balance – Sheet Debate related to British Rule in India 4. Is History a science of Art or both | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Nature of the Revolt of 1857 A.D. 2. World Economic crisis of 1929 A.D. 3. Stimulus – Response debate related to growth of India Nationalism. 4. Debate on de – industrialization under colonial rule of India   | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to develop their writing art and technology historical.
- They should be to know their Indian and foreign. Present historical Social, Economic and political situation by writing material.

**Textbooks:**

- Historiography Concept Methods and Tools श्रीवास्तव बी. के. एस. बी. पी. डी. प्रकाशन साहित्य भवन, आगरा
- History: Its theory and methods 1978 Ali Sheikh, BSahityPrakashan, Agara
- Teaching of History Kochhar S.K. Laxmi Publication, Delhi 1984
- इतिहास दर्शन, चौबे झारखण्ड विश्वविद्यालय प्रकाशन, वाराणसी,
- इतिहास की पुर्नव्याख्या थापर रोमिला राजकमल प्रकाशन, नईदिल्ली

**Reference Books:**

- The Origin and Goal of History Karl Hejen SBPD Publication, Agara
- Aspects of Ancient Indian History and Goyal Shankar Laxmi Publication, Delhi Historiography

- इतिहास चक्र लोहिया राममनोहर लहर प्रकाशन इलाहाबाद,
- इतिहास क्या है कार. ई. एच. अनुवाद मैक्लीन, अशोक चक्रधर, इंडिया लिमिटेड, नई दिल्ली
- इतिहास चक्र राममनोहर, लोहिया लहर प्रकाशन इलाहाबाद

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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**SEMESTER- 2<sup>nd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: TWENTIETH CENTURY WORLD (COMPULSORY)-II**

**Subject Code: 6HMHY202**

**Theory Max. Marks: 50**

**Theory Min. Marks:17**

**COURSE OBJECTIVE:**

- They can know about cause thought and result of cold war.
- Students can know about political issues of world peace efforts.
- Students can able to know about bipolarization of world.

| Unit       | Course Content   | Methodology Adopted   |
|------------|--|---|
| Unit – I   | Cold war and its effects Ideologies and political basis of cold War, pacts and treaties: NATO, Warsa pact, SETO, etc.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | UNO and the concept of world peace: Regional Tensions-Palestine, Kashmir, Suez, Korea and Vietnam crisis.  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Non-Alignment and the third World.   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Disintegration of Soviet Union and end of Cold War Genesis and Process of Disintegration : Fall of Socialism and Revival of Capitalism-it impact on Society and politics, Changes in the world political Order – from Bipolar to Unipoar World system. | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Globalization and its economic and political impact on Third World Countries.<br>Progress of Science and technology; and communication and Information   | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Student should be able to do cooperation between science technology and information.
- They should know about world political stage.

**TEXT BOOKS:**

- Issues in Twentieth Century World History Mahajan Sneh Laxmi Publications, Agra
- Issues in Twentieth Century World History Mahajan Sneh Laxmi Publications, New Delhi
- 50 Magnificent Indians of Lal. S. Jaico Publishing House the Twentieth Century Bhopal Head Quarters, Mumbai
- History of The World Form The Late Dev Arjun Indira Orient Black Swan Mumbai Nineteenth of The Early Twenty First Century
- Modern India (English 86 Hindi Version) Durt & Sarkar Rajkaml Publication Delhi
- Modern India 1885-1947 Durt & Sarkar Delhi, Macmillan, (1985)

**REFERENCE BOOKS:**

- India's Struggle for Independence, 1857-1947 Chandra Bipan Delhi, Panguin,
- The Politics of The India Since Independence Brass, Paul Delhi Foundation Books,

- Cambridge Economic History of India Vol. II Kumar Dharma & Cambridge, Chaudhuri Ray Tapan
- India Under the Early British Dutt. R.C. Rajkam Publication Delhi
- Economy, Society and Panigrahi D.N. Rajkam Publication Delhi Vikas Politics in Modern India
- आधुनिक भारत का इतिहास एक यशपाल, ग्रोवर बी.एल. मेहता अलका, एस.चंद एण्ड कम्पनी लि. दिल्ली नवीन मुल्यांकन (1707 से वर्तमान तक)
- आधुनिक भारत का इतिहास लुनिया बी.एन. साहित्य भवन पब्लिकेशन: आगरा
- आधुनिक भारत का इतिहास मित्तल कुमार अरुण साहित्य भवन पब्लिकेशन: आगरा
- आधुनिक भारत का इतिहास चन्द, विपिन लक्ष्मी पब्लिकेशन, नईदिल्ली

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 2<sup>nd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORY OF INDIA 1757-1857 A.D. - II**

**COURSE OBJECTIVE:**

**Subject Code: 6HMHY203**

**Theory Max. Marks:50**

**Theory Min. Marks: 17**

- Students can able to get knowledge of economic industrial and development of British period.
- They know the development of education of British Period.

| Unit              | Course Content   | Methodology Adopted   |
|-------------------|--|---|
| <b>Unit – I</b>   | Economic policies: British economic policies- a case of economic imperialism, Rise of internal markets and urban centre. Development of Railways, posts and telegraph.   | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| <b>Unit – II</b>  | Social policies and social change: British contact and the advent of Indian middle class, Indian renaissance, Raja rammohan Roy and Brahma Samaj. Young Bengal Movement. | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| <b>Unit – III</b> | Education indigenous and modern. Orientalist and Anglicist controversy.<br>Development of education upto Charles Wood.s Dispatch of 1854.                                | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| <b>Unit – IV</b>  | Resistance to colonial rule: Nature and forms of resistance to colonial rule.<br>Pre 1857 peasant, tribal and cultural resistance.                                       | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| <b>Unit – V</b>   | Revolt of 1857 causes, programmes, leadership at various level; Peoples participation, causes of the failures of the Revolt and British repression and response.         | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students can know the thought of various social reforms of Indian middle club.
- They should know about the development of education of British Period.

**TEX BOOKS:**

- आधुनिक भारत का इतिहास एक यशपाल, ग्रोवर बी.एल. मेहता अलका, एस.चंद एण्ड कम्पनी लि. दिल्ली नवीन मुल्यांकन (1707 से वर्तमान तक)
- आधुनिक भारत का इतिहास लुनिया बी.एन. साहित्य भवन पब्लिकेशन: आगरा
- आधुनिक भारत का इतिहास मित्तल कुमार अरुण साहित्य भवन पब्लिकेशन: आगरा
- आधुनिक भारत का इतिहास चन्द. विपिन लक्ष्मी पब्लिकेशन, नईदिल्ली

**REFERENCE BOOKS:**

- The Politics of The India Since Independence Brass, Paul Delhi Foundation Books,
- Cambridge Economic History of India Vol. II Kumar Dharma & Cambridge, Chaudhuri Ray Tapan
- India Under the Early British Dutt. R.C. Rajkam Publication Delhi
- Economy, Society and Panigrahi D.N. Rajkam Publication Delhi Vikas Politics in Modern India

| Job opportunity                                     | Employability skill developed                                     | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity            |
|---|---|-----------------------------------|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)       | Archeological service<br>Civil services |





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**SEMESTER- 2<sup>nd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: WORLD HISTORY (18 AND 19 CENTURY)-II**

**Subject Code: 6HMHY204**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can able to learn about American home war and unity of Italy.
- They know about partition of Africa and movement of china.
- Students can learn the knowledge of modernization of Japan.

| Unit       | Course Content   | Methodology Adopted   |
|------------|--|---|
| Unit – I   | The American Civil war, The Unification of Italy. The Unification of Germany.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | The Eastern Question, Crimean War and Berlin Congress. The European powers and the Ottoman Empire (1815-1890), The Age of Bismarck- the Internal and foreign policy of Bismarck. | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Colonialism and Imperialism in Asia and Africa in the 19th Century. Scramble of Africa.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Colonialism and imperialism in China- First and Second Opium war. Struggle for Concession in China. Taiping Revolt, Boxer, Rebellion and its consequences.                       | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Advent of Western Powers in Japan. Meiji Restoration in Japan Modernization of Japan and its emergence as an imperial power.   | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students can know the thought of various social reforms of Indian middle class.
- They should know about the development of education of British Period.

**TEXT BOOKS:**

- पश्चात्य विश्व 15 वीं शताब्दी के मध्य से 1870 ई. तक वर्मा भगवान सिंह साहित्य प्रकाशन दिल्ली
- पश्चात्य विश्व 15 वीं शताब्दी के मध्य से 1870 ई. तक जैन संजीव कैलाश पुस्तक सदन भोपाल।
- पश्चात्य विश्व 15 वीं शताब्दी के मध्य से 1870 ई. तक दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS:**

- Modern Europe Hayes C.J.H. Surjeet Publication Dehli
- Europe in the 19th and 20<sup>th</sup> Grant and Temperley Surjeet Publication Dehli Century (Also Hindi version)
- History of Modern Times Ketelby C.D..M. MC Grow hill Publication Dehli
- विश्व का इतिहास कुमार नलिन MC Grow hill Publication (Hindi and English)

| Job opportunity                                     | Employability skill developed                                     | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity            |
|---|---|-----------------------------------|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)       | Archeological service<br>Civil services |



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**SEMESTER- 2<sup>nd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: OUTLINE OF INDIAN CULTURE**

**Subject Code: 6HMHY205**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students changed the knowledge of ancient tradition.
- Students can know about religious thought tradition.
- Students can know about knowledge of literature science philosophy and society at present time.

**Syllabus:**

The course aims to impart basic knowledge of Indian Culture of students. This would help them to understand the roots of Indian history. The different chapters would reflect the values, traditions, symbols and artifacts of Indian Culture

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | <b>Meaning and historical background</b><br>1. Meaning of culture and salient features and different interpretations of Indian culture.<br>2. Pr and Proto history<br>3. Historical outline | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | <b>Religious ideas and practices</b><br>1. Ancient<br>2. Mediaeval<br>3. Modern   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | <b>Society and Polity</b><br>1. Socio-economic values and institutions<br>2. Political values and Institutions.   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | <b>Literature and Art</b><br>1. Literature<br>2. Art  | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | <b>Philosophy &amp; Science</b><br>1. Philosophy<br>2. Science  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to get knowledge of literature religious science, psychology and social politics and historical knowledge of ancient tradition.
- Students should be able to get knowledge of ancient tradition.
- Students should be able to get knowledge of ancient tradition about religious thought tradition.

**TEXT BOOKS:**

- प्राचीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मित्तल साहित्य प्रकाशन दिल्ली

- Historic Archaeology: Methods and Principles Walker Lain C. Springer

#### REFERENCE BOOKS:

- प्राचीन भारत का इतिहास— शर्मा राम शरण ओ.यू.पी.इंडिया । दिल्ली
- प्राचीन भारत— थापर रोमिला राजकमल प्रकाशन आगरा
- प्राचीन भारत का इतिहास महाजन बी.डी. एस.चान्द प्रकाशन नई दिल्ली।
- अदभुत भारत बाशम शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत— महाजन .वी.डी. एस. चन्दपब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)
- मध्यकालीन भारत का इतिहास मेहता जे. एल. — भाग—1 भाग—2 भाग—3 जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा
- Introduction to Archaeology coulson Patrick Larsen and keller Education U.K
- Principles of Archaeology Price T.Douglas &. Thames Hudson Ltd UK Knudson kelly.J. Sales

| Job opportunity                                     | Employability skill developed                                     | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity            |
|---|---|-----------------------------------|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)       | Archeological service<br>Civil services |



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORY OF INDIA 1858-1975**

**Subject Code: 6HMHY301**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can to impaling central provincial station.
- Students can know about Indian rule Act 1919 and 1935.
- Students know about modern industrial development and study of labor class.

| Unit       | Course Content   | Methodology Adopted   |
|------------|--|---|
| Unit – I   | Strategies of Imperial Control British Government and its Control over administration- Central provincial and district Relation with princely States.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Principles and policies governing foreign relations constitutional development upto 1947 with special emphasis on the Govt. of India Act.of 1919 & 1935.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Economic and Administrative Policy of British India & Lord Ripan] Liaon] Kerzen and Afgan Policy .   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Domestic and industry. rise of modern industry and capitalist class and rise of working class.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Society Social composition ethnic groups- tribes class and community. Colonial intervention and social change reform movement's modern education rise of middle classes and caste movements. Women- Status, property rights, reform legislation and political participation. Tradition and modernity | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able for explain the rise and contribution of middle class.
- They can able to learn the policies of British Vayasrai.

**TEXT BOOK**

- India's Struggle for Independence 1857-1947 Chandra Bipan Delhi, Penguin, 1996
- The Politics of India Since Independence Paul, Brass Foundation Books 1994, Delhi
- History of Modern India Chandra Bipan Orient Black Swan: Mumbai
- Modern History of India Dudi A.S. Neha Publisher's/Distributars, Agra
- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ.मिर्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन भोपाल।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS-**

- India Under the Early British Dutt, R.C. Rajkam Publication (Also Hindi Rule and Victorian Age Version) Dehli
- Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version) Dehli
- Modern India -1885-1947) Sarkar, Sumit: Rajkam Publication (Delhi,Macmillan,1985)

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORY OF MARATHAS 1627-1818**

**Subject Code: 6HMHY302**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can get the knowledge of maratha Empire.
- Students can get the knowledge of political, economic social and religious.
- Students can able to do the expedition of relation of Maratha empire with other state.

| Unit       | Course Content   | Methodology Adopted   |
|------------|--|---|
| Unit – I   | Sources of history of Marathas Rise of the Marathas rise of Shiva concept of Hindvisawaraj | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Shivaji's Relations between Bijapur and ,mughls :  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | In Coronation of Shiva administration, personality   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Sambhaji Marathas Straggle for independence, Tarabai                                       | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Sources of history of Peshwas, shahu, Balaji, vishwnat                                     | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to know about policy and administration of Maratha empire.
- Student can able to know about Mughal policy of Maratha empire.

**TEXT BOOKS**

- India Under the Early British Dutt, R.C. Rajkam Publication (Also Hindi Version) Dehli
- Modern India Sarkar & Dutt Rule and Victorian Age Rajkam Publication (English & Hindi Version) Dehli
- Modern India -1885-1947) Sarkar, Sumit: Rajkam Publication (Delhi,

**REFERENCE BOOKS :**

- मध्यकालीन भारत— महाजन .वी.डी. एस.चन्द्रपब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)
- मध्यकालीन भारत का इतिहास मेहता जे. एल. — जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा
- India Under the Early British Dutt, R.C. Rajkam Publication (Also Hindi Version)Dehli
- Modern India Sarkar & Dutt Rule and Victorian Age Rajkam Publication (English & Hindi Version)
- Modern India -1885-1947) Sarkar, Sumit: Dehli Rajkam Publication (Delhi,

- आधुनिक भारत का इतिहास—एक नवीन मूल्यांकन (1707 से वर्तमान तक) ग्रोवर बी.एल.— यषपाल, मेहता अलका  
— एस. चन्द एण्ड कम्पनी

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: WOMEN IN INDIAN HISTORY - I**

**Subject Code: 6HMHY303**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- students can know the source to study of Indian ancient History.
- Students can know about various reform movements.

| Unit       | Course Content   | Methodology Adopted   |
|------------|--|---|
| Unit – I   | Survey of Approaches and Sources : Approaches – Liberal, Marxist, Socialist, Radical, Post modern  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Archival – Government files Official report , census private papers etc. Religion of Women Brahmanical and non Brahmanical Jainism Buddhism Islam Christianity | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Reform movements and women Bhakti movement, Brahma Samaj, Arya Samaj, Aligarh movement , Theosophical movement   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Customary and legal status Ancient India , Medieval India, Colin dependence, Post Independence Tribal societies  | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Household agriculture industry , Formal and informal sectors professions, Wages , Properly rights  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:**

- Students should be able to take the knowledge of position of women in different period in Indian history.
- They also know about the power of women

**TEXT BOOKS:**

- प्राचीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मित्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ.मित्तल साहित्य प्रकाशन आगरा
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन दिल्ली।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS-**

- प्राचीन भारत का इतिहास—शर्मा राम शरण ओ.यू.पी.इंडिया । दिल्ली



- प्राचीन भारत—थापर रोमिला राजकमल प्रकाशन आगरा
- प्राचीन भारत का इतिहास महाजन बी.डी. एस. चान्द प्रकाशन नई दिल्ली।
- अदभुत भारत बाषम शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत— महाजन .वी.डी. एस.चन्दपब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)
- मध्यकालीन भारत का इतिहास मेहता जे. एल. — जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा

भाग—1 भाग—2 भाग—3

- India Under the Early British Dutt R C Rajkam Publication (Also Hindi Version) Dehli
- Modern India Sarkar & Dutt Rule and Victorian Age Rajkam Publication (English & HindiVersion)
- Modern India -1885-1947) Sarkar, Sumit: Dehli Rajkam Publication (Delhi,
- आधुनिक भारत का इतिहास—एक नवीन मूल्यांकन (1707 से वर्तमान तक) ग्रोवर बी.एल.— यशपाल मेहता अलका — एस. चन्द एण्ड कम्पनी लि. दिल्ली 2004

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: STATES IN INDIA ELECTIVE PAPER-I**

**Subject Code: 6HMHY304**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can get the historical knowledge of Indian history.
- They know about administrative arrangement of Delhi sultanat, Vijaynagar . Mughal empire and Maratha empire.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | Nature and functions of the state under the Sultans of Delhi: Administrative structure, Sultan and Central Administration, Iqta system and Revenue Administration.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Vijaynagar State: Structure, features and nature. Central Government of Vijaynagar-King and Raj Parishad, Provincial Government .Nayankar System. Land Revenue. Administration of Vijaynagar.                                     | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | The Mughal State.s Administrative Institutions . Theory of Kingship Central Administration. Mughal Administrative Class .Nobility : Its structure, organization, Mughal nobility and politics, Revenue System. Mansabdari system. | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | The Maratha Administration under Shivaji- Chhatrapati (Kingship) and the Asht Pradhan. Provincial Administration of Shivaji. Sikh Administration under Ranjit Singh.  | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Colonial State: British administration: Structure and its nature under the East Indian Company and the Crown. British Judicial system, its development and nature. Civil services.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to know about Indian state, and able to determine their development.
- Students should be able to know about administrative arrangement of Delhi sultanat, Vijaynagar . Mughal empire and Maratha empire.

**TEXT BOOKS:**

- प्राचीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मित्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ.मित्तल साहित्य प्रकाशन आगरा
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन दिल्ली।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS-**

- प्राचीन भारत का इतिहास—शर्मा राम शरण ओ.यू.पी.इंडिया । दिल्ली
- प्राचीन भारत—थापर रोमिला राजकमल प्रकाशन आगरा
- प्राचीन भारत का इतिहास महाजन बी.डी. एस. चन्द प्रकाशन नई दिल्ली।
- अदभुत भारत बाशम शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत— महाजन .वी.डी. एस.चन्दपब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)
- मध्यकालीन भारत का इतिहास मेहता जे. एल. — जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा

भाग—1 भाग—2 भाग—3

- मध्यकालीन भारत का इतिहास आगरा महाजन .वी.डी. मेहता जे. एल. —एस.चन्द पब्लिकेशन नई दिल्ली (हिन्दी और जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी)
- India Under the Early British Dutt R C Rajkam Publication (Also Hindi Version) Dehli
- Modern India Sarkar & Dutt Rule and Victorian Age Rajkam Publication (English & HindiVersion)
- Modern India -1885-1947) Sarkar, Sumit: Dehli Rajkam Publication (Delhi,
- आधुनिक भारत का इतिहास—एक नवीन मूल्यांकन (1707 से वर्तमान तक) ग्रोवर बी.एल.— यशपालमेहता अलका — एस. चन्द एण्ड कम्पनी लि. दिल्ली 2004

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: TRIBAL HISTORY IN CHHATTISGARH**

**ELECTIVE PAPER-I**

**COURSE OBJECTIVE:**

Objective of teaching this paper to give knowledge of schedule tribes and socio cultural introduction.

**Subject Code: 6HMHY305**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

| Unit              | Course Content   | Methodology Adopted   |
|-------------------|--|---|
| <b>Unit – I</b>   | 1. Schedule Tribe - Meaning, Characteristics, Demographic Profile, Tribal Area and Tribal Women.<br>2. Indian Tribes - Geographical Distribution, Language, Classification, Isolation, Assimilation and Integration.<br>3. Status of Tribal Women - Position, Participation in Panchayati Raj System Rights and Social Security. | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| <b>Unit – II</b>  | 1. Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities.<br>2. Kinship, Religion, Belief and Behavior, Totam.<br>3. Future of Indian Tribal Society.  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| <b>Unit – III</b> | 2. Tribal Economy and Poverty - Life Style, New Agricultural Policy, Land Reform.<br>3. Impact of Colonial Administration on Tribal Society.<br>4. Tribal Problems - Land Alienation, Peasant Exploitation, Illiteracy, Unemployment   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| <b>Unit – IV</b>  | 1. Tribal Revolution – Halba , Paralkot, Kai, Muriya and Bhumkal Revolt. Characteristic Cause and Result.<br>2. Scenario After Independence - Political, Social and Developmental.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| <b>Unit – V</b>   | 1. Tribals -Scenario in Chhattisgarh<br>2. Gond, Baiga, Oranv, Kamar, Binjhwar Etc.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

After reading this paper properly student will not only understand the tribals but they will also know the solution to the problems found in

**TEXT BOOKS-**

- Tribal Culture Chhattisgarh kaur Puneetind Sindhu & Sehgal Supriya LonelyPlanet Publications
- गुप्त, प्यारेलाल, प्राचीन छत्तीसगढ़
- लाला, जगदलपुरी, बस्तर इतिहास एवं संस्कृति
- मिश्र, प्रभुलाल, मराठाकालीन छत्तीसगढ़

**REFERENCE BOOKS-**

- Chhattisgarh: A Study in the Mahajan Malti Sharda Prakashan Raipur Culture and historical Geography

| Job opportunity | Employability skill developed             | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity                    |
|-----------------|---|-----------------------------------|---|
| Museum curator  | Able to understand and manage competition | Goal 04 (Quality Education)       | Archeological service<br>Civil / State services |

|                                   |                  |  |  |
|-----------------------------------|------------------|--|--|
| Historian<br>Teacher<br>Archivist | Knowing our past |  |  |
|-----------------------------------|------------------|--|--|



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: THE NEHRU ERA FROM 1947 A.D. TO 1966 A.D.**

**ELECTIVE PAPER-II**

**Subject Code: 6HMHY306**

**Theory Max. Marks:50**

**Theory Min. Marks:17**

**COURSE OBJECTIVE:**

Information about the principles and Policies of Pandit Jawaharlal Nehru.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | The aftermath of the partition-Migration of Indian States with Special reference to Junagarh Kashmir and Hyderabad .The Communal problems and assassinations of Gandhi .The Constitution Making.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Evolution of a foreign policy of India and its neighbors with Special reference to China and Pakistan. India and the third world. India and the major powers. India in the United Nations and the commonwealth.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Growing regionalism state reorganization. The party system. The General elections. Centre-State relations.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Introduction of the concepts of Mixed economy and planning. Emphasis on rapid industries. Indian agriculture. Failure of co-operative farming. Co- operative Farming. Co-operative movement .Efforts to improve the position of women. Codification of Hindu education System and emphasis on technical education and research. | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Efforts to ensure social equality. The problem of caste and untouchability and Aboriginal tribes. Efforts to improve the position of women. Codification of Hindu personal law and its working. Modernization of education system and emphasis on technical education and research.   | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:**

- In the context of the merger of Pandit Jawaharlal Nehru's principles, the policies gained knowledge about foreign policy and non-alignment.

**TEXT BOOKS:**

- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ.मिर्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन भोपाल।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

**REFERENCE BOOKS-**

- India Under the Early British Rule, R.C. Rajkum Publication (Also Hindi Version and Victorian Age Version) Delhi

- Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version)
- Modern India -1885-1947) Sarkar, Sumit: Dehli Rajkam Publication (Delhi,Macmillan,1985)
- आधुनिक भारत का इतिहास—एक ग्रोवर बी.एल. यशपाल, एस. चन्द एण्ड कम्पनी लि. दिल्ली
- नवीन मूल्यांकन (1707 से वर्तमान तक) मेहता अलका

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



**DR. C.V.RAMAN UNIVERSITY**  
KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 3<sup>rd</sup>**

**Course: M. A. HISTORY**

**SUBJECT: ECONOMIC HISTORY OF INDIA FROM 1200 TO 1750**

**ELECTIVE PAPER-II**

**Subject Code: 6HMHY307**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can able to know the economic situation of middle period.
- Students can know the source of middle period.
- They know about present economic reforms in India.
- They know about present tare system and land reform.

| Unit              | Course Content  | Methodology Adopted   |
|-------------------|---|---|
| <b>Unit – I</b>   | (a) Sources -Inscriptions, commentaries on Dharma Shastras. Mouments and sculpture. Trikh-<br>i. Firozshahi, Fatawa-i-Jahanderi Babarnama. Akbarnama, Ain-i-Akbari, Muntakhab- ul-<br>ii. Tawarikh, Tuzluk-1-Jahandari Muntukhab-ul-libab. Bernier. Selections from Peshwa Daffar, Rajasthani Khayats. Pargana-ri-vigat, etc<br>(b) A Historiography different approaches.<br>(c) State nature. theory of Kingship. Problem ot Legitimacy, pressure groups, state and regional identities and evolution of indigenous theories. | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| <b>Unit – II</b>  | (a) Evolution of the institutional structure and system of government qta amaram, mansab and jagir, centre and provinces state and rural society and village administration.<br>(b) Ruling Classes-Evolution composition, immigration. Local alliances and conflicts.<br>(c) Systemic crisis and collapse Tensions and conflicts inherent in the imperial system. patterns of resistance, collapse of empire, emergence of regionalstates, patterns of state formation  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| <b>Unit – III</b> | Agrarian Economy and the state Control over land and relations of production, resource bas and the pattern of resources use in agrarian production, nature and magnitude of faxation and agrarian relations.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| <b>Unit – IV</b>  | (a) Trade commerce and trhe monetry system-Inland and maritime trade structure and volume of trade, role of Arab and European traders, Indian merchants and their commercial practives,medium of exchange currency, coinage and banking<br>(b) Growth of cities and towns nature and classification, demographic changes, administration, urban communities and morphology of cities.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| <b>Unit – V</b>   | (a) Industries and production technology.textiles. agro-industries, metal technology. artisans and mercantile groups and their role in production<br>(b) Interpreting the eighteenth century  | ICT based class room teaching, Case Analysis, Group Presentation                                    |



**COURSE OUTCOMES:-**

- Students should be able to know about middle economic history and trade industry.
- Students should be able to know about taxation.

**TEXT BOOKS:**

- प्राचीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मिततल साहित्य प्रकाशन दिल्ली

**REFERENCE BOOKS-**

- मध्यकालीन भारत— महाजन .वी.डी. एस.चन्द पब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)
- मध्यकालीन भारत का इतिहास मेहता जे. एल. — जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा

भाग—1 भाग—2 भाग—3

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 4<sup>th</sup>**

**Course: M. A. HISTORY**

**SUBJECT: RESEARCH METHODOLOGY**

**Subject Code: 6HMHY401**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- There are many problems in our Society . Student can know them with their causes and process to solve them.
- They can know about corruption, poverty and unemployment.
- They can know about corruption, poverty and unemployment with areas and causes .
- Student can know about pollution with causes .
- They can get complete knowledge about communism.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | Nature of Social Research: Importance and uses, Difference between Pure and Applied Research, Identification of Research Problem, Research Design.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Hypothesis Concepts and Variables, Typologies, Hypotheses Formulation and testing, Sampling Method.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Tools and Techniques of Data Collection-Observation: Characteristics of observation, Kinds of observation, merits and Demerits, Questionnaire, Scheduled and Interviews, Sampling and Survey technique. | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Nature of study- Case study, technique, Role and importance of case studies, Pilot studies and panel studies.   | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Theory Formation in Social Sciences- Survey Analysis, Types, Merits, Demerits, Report writing, Purpose and contents of a Report.  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:-**

- Students should be able to Control Corruption Alcoholism Pollution because they able to their bed effect.
- They can know about corruption, poverty and unemployment. with areas and causes
- Students should able to know corruption, poverty and unemployment with areas and causes .

**TEXT BOOKS:**

- Basic Econometrics Damodar Gujarati USB Publisher. Dehli
- Quantitative Techniques Kothari C.R.;, Vikas Publication House. jaipur
- Quantitative TechniquesKhandewal;., International book house. Allahabad
- शोध पद्धतिया एवं सांख्यिकी जैन एम. सी.कैलाश पुस्तक सदन। भोपाल
- अनुसंधान पद्धतिया बघेल एस.सी. एवं बघेल किरण,, कैलाश पुस्तक सदन। भोपाल

**REFERENCE BOOKS :**

- Quantitative Techniques Sukla S.M and Sahai S.P. Sahitya Bhavan Publication. Delhi
- Statistics Technique Singh S.P.; S. Chand & Co. Delhi
- समाजिक शोध एवं सांख्यिकी तिवारी महेश कुमार कैलाश पुस्तक सदन भोपाल

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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**SEMESTER- 4<sup>th</sup>**

**Course: M. A. HISTORY**

**SUBJECT: HISTORY OF INDIA – II 1858-1975**

**Subject Code: 6HMHY402**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can get the knowledge of national movement.
- They can know the steps and result of Gandhian movement.
- Student can get the knowledge to try Indian freedom.
- Students can get the knowledge of development education policy, science technology.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | National Movement Approaches to Indian Nationalism. Conceptual debates. Emergence of organized nationalism Trends till 1919   | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Gandhian Movements.   | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Revolutionary and Left Movements States peoples Movements   | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Communal politics and partition subhash Chandra Bose and INA  | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Independent India- Visions of New India, Integration of princely States,Beginnings of planned economy , Land question and Industrial policy ,Education, Health , Science and Technology ,Foreign policy-non – alignment ,Women – Hindu Code bill and other communitie | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOMES:**

- Students should be able to know to get freedom movement in India.
- They should able to get knowledge of Indian economic, social, policies situation in British period.
- They should able to get knowledge of development education policy, science technology

**TEXT BOOK**

- India's Struggle for Independence 1857-1947 Chandra Bipan Delhi, Penguin, 1996
- The Politics of India Since Independence Paul, Brass Foundation Books 1994, Delhi
- History of Modern India Chandra Bipan Orient Black Swan: Mumbai
- Modern History of India Dudi A.S. Neha Publisher's /Distributars, Agra
- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ.मिर्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन भोपाल।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

## REFERENCE BOOKS

- India Under the Early British Dutt, R.C. Rajkam Publication (Also Hindi Rule and Victorian Age Version) Dehli
- Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version) Dehli
- Modern India -1885-1947) Sarkar, Sumit: Rajkam Publication (Delhi, Macmillan,1985)
- आधुनिक भारत का इतिहास—एक ग्रोवर बी.एल. यशपाल, एस. चन्द एण्ड कम्पनी लि. दिल्ली
- नवीन मूल्यांकन (1707 से वर्तमान तक) मेहता अलका

| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |



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**SEMESTER- 4<sup>th</sup>**

**Course: M. A. HISTORY**

**SUBJECT: WOMEN IN INDIAN HISTORY – II ELECTIVE PAPER-I**

**Subject Code: 6HMHY403**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Students can able to know the position of women in different periods.
- They can able to describe the contribution of women in national movement.
- Students can able to get the knowledge of revolutionary movement.

| Unit       | Course Content  | Methodology Adopted   |
|------------|---|---|
| Unit – I   | Education and Women Ancient India Medieval India Colonial India Post-Independence.  | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| Unit – II  | Women's organization colonial local provincial national post-independence.  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| Unit – III | Political participation Gandhi Satyagraha.<br>a. Revolutionary Movement<br>b. State and Parliament<br>c. Panchyat and municipal Council | ICT based class room teaching, Case Analysis, Group Presentation                                    |
| Unit – IV  | Women and culture representation and participation in literature fine art music dance.  | ICT based class room teaching, Case Analysis, Individual Presentation                               |
| Unit – V   | Women and culture women representation and participation in theatre film media  | ICT based class room teaching, Case Analysis, Group Presentation                                    |

**COURSE OUTCOME:**

- Students should able to get the knowledge and understand the contribution of women in freedom movement, film, media and parliament.
- They can understand the situation of women after independence.
- Students should able to get the knowledge of revolutionary movement.

**TEXT BOOKS:**

- प्राचीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मित्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ. मित्तल साहित्य प्रकाशन आगरा
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन दिल्ली।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल
- मध्यकालीन भारत— महाजन .वी.डी. एस.चन्द पब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)

- मध्यकालीन भारत का इतिहास मेहता जे. एल. – जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा भाग–1 भाग–2 भाग–3
- India Under the Early British Dutt, R.C. Rajkam Publication (Also Hindi Version) Dehli Rule and Victorian Age
- Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version) Dehli

#### REFERENCE BOOKS

- प्राचीन भारत का इतिहास– शर्मा राम शरण ओ.यू.पी.इंडिया । दिल्ली
- प्राचीन भारत– थापर रोमिला राजकमल प्रकाशन आगरा
- प्राचीन भारत का इतिहास महाजन बी.डी. एस.चान्द प्रकाशन नई दिल्ली।
- अद्भुत भारत बाशम शिवलाल अग्रवाल

| Job opportunity                                     | Employability skill developed                                     | Local/National/UNDP Goal Achieved | Entrepreneurship Opportunity            |
|---|---|-----------------------------------|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)       | Archeological service<br>Civil services |



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KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- 4<sup>th</sup>**

**Course: M. A. HISTORY**

**SUBJECT: ECONOMIC HISTORY OF INDIA FROM 1750 TO 1950 AD**  
**ELECTIVE PAPER-I**

**Subject Code: 6HMHY404**

**Theory Max. Marks: 50**

**Theory Min. Marks: 17**

**COURSE OBJECTIVE:**

- Student can able to know about economic position modern Indian history and various reforms.
- They can get the knowledge of Mahalwari system by agriculture trade.
- Student can able to know about land reform and tax system.

| Unit              | Course Content   | Methodology Adopted   |
|-------------------|--|---|
| <b>Unit – I</b>   | <p>a. Introduction</p> <p>i. Issue and problems of Indian Economic History. Different approaches and Their limitations</p> <p>ii. Sources of the Mid-Eighteen Century</p> <p>b. Indian Economy in the Mid-Eighteenth Century</p> <p>ii. Nature and structure of economy : rural and urban</p> <p>iii. Agrarian and non-agrarian production. Technology and methods of production.</p> <p>iv. Trade and indigenous banking</p> <p>v. Economy: question of 'growth' in the late pre-colonial in India economy.</p> <p>c. Early Phase of Colonial Economy</p> <p>i. Mercantilism and European economic interests in India. The East India Company and its rule in Bengal</p> <p>ii. Indian manufactures for external market – internal commerce : the later debate on the question.</p> | ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations            |
| <b>Unit – II</b>  | <p>Agrarian Settlements and Agrarian Production</p> <p>a. Agrarian conditions – Regional variations</p> <p>b. The Permanent Settlement – objectives, operations, effects and official critiques.</p> <p>c. Ryatwari Settlements and Mahalwari system.</p> <p>d. Consequences of periodic settlements.</p> <p>e. Increase changes and rural society crops. New elements in the organization of production of export commodities.</p> <p>f. Ecological changes and rural society (with colonial reference to the implications of increasing control of the colonial state on forests as distinguishable from 'settled peasant villages').</p>  | ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists |
| <b>Unit – III</b> | <p>a. Traditional Handicraft Industry and the question of De-industrialization</p> <p>i. Artisans and handicraft products background</p> <p>ii. Industrial capitalism and import of English cloth and yarn</p> <p>iii. Debate over de-industrialization – regional variations.</p> <p>iv. Handicraft industry in transition under colonialism</p> <p>v. Capital and labour in handicraft industry</p> <p>b. Railway and Indian Economy</p> <p>i. Economic and political compulsions</p> <p>ii. Unification and subjugation of Indian market</p>  | ICT based class room teaching, Case Analysis, Group Presentation                                    |



|                  |   |   |
|------------------|---|---|
|                  | iii. Effects on aeration production and export of raw material<br>commercialization of Agriculture<br>iv. Famines and British policy, nationalist criticism.  |   |
| <b>Unit – IV</b> | a Large Scale Industry<br>i. Conditions before the emergence of modern industry<br>ii. Capitalist investment in India – Indigenous and British effects<br>iii. Modern industry in pre-1914 phase – nature – main industries: cotton, jute, iron and steel and others. Impediments to growth, nationalist critique, industry and the First World War phase with special reference to economic depressions.<br>iv. Colonial state and industrial growth<br>v. Rise of industrial labour : labour force in large scale industry: types of labour movements changing social composition of industrial labour.<br>b. Foreign Trade and Balance of payments Changing nature of external trade- stages of Mercantilism, industrial capital and finance capital Drain of Wealth and British overseas trade. | ICT based class room teaching, Case Analysis, Individual Presentation |
| <b>Unit – V</b>  | a. The Fiscal System<br>i. Shift from direct to indirect taxation<br>ii. Tariff and excise<br>iii. Monetary policies and credit system<br>b. Price Movement<br>i. Main trends in the movements of prices.<br>ii. Impact on rent of landlords<br>iii. Impact on state revenues and trade.<br>c. Population<br>i. Population growth pre and post Census estimates<br>ii. De-urbanization controversy.<br>iii. Trends in demographic changes.  | ICT based class room teaching, Case Analysis, Group Presentation      |

#### COURSE OUTCOME:

- Student should be able to learn the tax, Trade, economic development and industry finance system in India
- They get knowledge of Mahalwari system by agriculture trade.
- They get knowledge of land reform and tax system.

#### TEXT BOOKS:

- प्राचीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- प्राचीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास दुबे सत्यनारायण शिवलाल अग्रवाल एन्ड कंपनी भोपाल
- मध्यकालीन भारत का इतिहास जैन संजीव कैलाश पुस्तक सदन। भोपाल
- मध्यकालीन भारत का इतिहास डॉ. मित्तल साहित्य प्रकाशन दिल्ली
- भारत का इतिहास (1740 ई. से 1857 ई. तक) डॉ. मित्तल साहित्य प्रकाशन आगरा
- भारत का इतिहास (1740 ई. से 1857 ई. तक) जैन संजीव कैलाश पुस्तक सदन दिल्ली।
- भारत का इतिहास (1740 ई. से 1857 ई. तक) दुबे सत्य नारायण यूनीफाइड भोपाल

#### REFERENCE BOOKS-

- प्राचीन भारत का इतिहास—शर्मा राम शरण ओ.यू.पी.इंडिया । दिल्ली
- प्राचीन भारत—थापर रोमिला राजकमल प्रकाशन आगरा
- प्राचीन भारत का इतिहास महाजन बी.डी. एस. चान्द प्रकाशन नई दिल्ली।
- अदभुत भारत बाशम शिवलाल अग्रवाल एन्ड कंपनी भोपाल
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| <b>Job opportunity</b>                              | <b>Employability skill developed</b>                              | <b>Local/National/UNDP Goal Achieved</b> | <b>Entrepreneurship Opportunity</b>     |
|---|---|--|---|
| Museum curator<br>Historian<br>Teacher<br>Archivist | Able to understand and manage competition<br><br>Knowing our past | Goal 04 (Quality Education)              | Archeological service<br>Civil services |