



**ST JOSEPH'S  
UNIVERSITY**

**BENGALURU-27**

**SCHOOL OF HUMANITIES &  
SOCIAL SCIENCES**

**DEPARTMENT OF HISTORY**

**I SEMESTER HISTORY**  
**UNDERGRADUATE PROGRAMME AS PER**  
**STATE EDUCATION POLICY**

**Batch 2024 - 2027**

# DEPARTMENT OF HISTORY

## I SEMESTER

CORE COURSE	
Subject code	Course Title
HS 124	History, Society, and Culture till 12 <sup>th</sup> CE

### Course Outcomes and Course Content

Semester	I
Paper Code	HS-124
Paper Title	History, Society, and Culture till 12 <sup>th</sup> CE
Number of teaching hours per week	05
Total number of teaching hours per semester	75
Number of credits	05
Assessment Marks	Formative: 40 & Summative: 60

#### Objectives of the paper:

- The course outlines the evolution of ancient civilizations, the emergence of religions, and the development of political systems in ancient Indian history.
- This paper aims to give students a comprehensive understanding of Indian history by examining diverse elements such as historical sources, art, architecture, socio-economic conditions, political structures, religions, and cultural practices.
- To facilitate students' readiness for competitive examinations.

#### Course Outcomes: At the end of the course, the student should be able to

- Evaluate the reliability and significance of different sources of ancient Indian history in providing insights into the Harappan Civilization and assess the overall contribution of these sources to our understanding of ancient Indian life and culture.
- Analyze and contrast the differences in religion, economy, and societal roles between the Early and Later Vedic periods.
- Interpret the transformation of Ashoka's policy from Digvijaya to Dhamma Vijaya.
- Understand and critique the myth of the Golden Age under the Guptas.
- Assess the impact of the Sangam Age and the Satavahanas on South Indian history and evaluate the contributions of the Pallavas and Cholas to art, architecture, and governance, mainly focusing on the effectiveness of the Chola administration and local self-government.

# **I SEMESTER**

## **HS 124 - HISTORY, SOCIETY AND CULTURE TILL 12<sup>th</sup> CE**

(2024 - 2027)

**Semester I – No. of teaching hours: 75**

- I UNIT I : Introduction:** Meaning and Significance of History - Definitions - Survey of Sources – Periodization in History.

**Harappan Civilization** – Origin – extent – distinctive characteristics – Urban Planning – Society and Religion – Economic activities & Trade contacts – Indus seals & script – Recent Excavations – Significance – Decline. **(15 hours)**

- II UNIT II: The Vedic Age** **(15 hours)**

Vedic Literature

Early Vedic Period – Pastoral Society, Rajanya and Assemblies – Society – Economy – Religion.

Later Vedic Period – Kingship and Paramountcy, Emergence of a stratified society – Status of Women – Religion.

Contributions to Vedic Science.

**Age of Mahajanapadas** – Preeminence of Magadha – Persian & Macedonian invasions.

- III UNIT III: Period of Dissent and Protest: Importance of 6th C B.C** **(20 hours)**

Tirthankaras & Jainism: Mahavira - Swethambaras & Digambaras; Jain Councils.

Gautama Buddha & Buddhism: Hinayana & Mahayana; Buddhist Councils.

Contributions of Jainism and Buddhism to Indian Culture.

**Age of the Mauryas:** Foundation of the Mauryan Empire: Chandragupta Maurya – Kautilya's Arthashastra; Ashoka – Kalinga War – Principles of Ashoka's Dhamma – Ashokan Edicts - Society & Art – Decline.

Gandhara & Mathura School of Art.

- IV UNIT IV: Classical Period:** **(10 hours)**

The Imperial Guptas – Chandragupta I – Samudragupta – Chandragupta Vikramaditya II.

Cultural Legacy of the Gupta Age: Art, Religion, Literature, Science. Economic Prosperity, Industry, and Trade – Nalanda University.

- V UNIT V: The South** **(10 hours)**

Significance of Sangam Age – the Satavahanas.

**Pallavas of Kanchi** - Art & Architecture.

**Cholas of Tanjore** - Chola Administration: Local Self Government - Architecture.

## **MAP WORK (5 hours)**

### **PLACES OF HISTORICAL IMPORTANCE:**

1. Ajantha      2. Bodhgaya      3. Ellora      4. Harappa      5. Kanchi      6. Lothal
7. Mahabalipuram      8. Maski      9. Mohenjodaro      10. Mount Abu      11. Nalanda
12. Pataliputra      13. Sanchi      14. Ujjain      15. Uttaramerur.

### **Books for Study and Reference:**

1. Altekar, A. S. (2002). State and Government in Ancient India. India: Motilal Banarsidass.
2. Arora, N. (2021). Indians: A Brief History of a Civilization. India: Penguin Random House India Private Limited.
3. Basham, A. L. (1968). The wonder that was India, which was a survey of the history and culture of the Indian subcontinent before the coming of the Muslims. United Kingdom: Fontana.
4. Eraly, A. (2002). Gem in The Lotus. India: Penguin Books Limited.
5. Jha, D. N. (1998). Ancient India: In Historical Outline. India: Manohar Publishers & Distributors.
6. Habib, I. (2015). A People's History of India 1: Prehistory. India: Tulika Books.
7. Kosambi, D. D. (1975). An Introduction to the Study of Indian History. India: Popular Prakashan.
8. Majumdar, R. C. (1977). Ancient India. India: Motilal Banarsidass.
9. Nilakanta Sastri, K. A. (1958). A History of South India from Prehistoric Times to the Fall of Vijayanagar. India: Oxford University Press.
10. Ratnagar, S. (2015). Understanding Harappa: Civilization in the Greater Indus Valley. India: Tulika Books.
11. S. Chand's Simplified Course in Ancient Indian History. (2017). India: S. Chand Limited.
12. Sharma, L. P. (1992). History of Ancient India. India: Stosius Incorporated/Advent Books Division.
13. Sharma, R. S. (1991). Aspects of Political Ideas and Institutions in Ancient India. India: Motilal Banarsidass.
14. Singh, U. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. India: Pearson Education.
15. Sreenivasa Murthy, H. V. (1975). History and Culture of South India, to 1336 A.D. India: Vivek Prakashan.
16. Thapar, R. (2003). Cultural Pasts: Essays in Early Indian History. India: Oxford University Press.
17. Thapar, R. (2004). Early India: From the Origins to AD 1300. United States: University of California Press.

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# **SCHOOL OF HUMANITIES & SOCIAL SCIENCES**

## **DEPARTMENT OF HISTORY**

### **II SEMESTER HISTORY** **UNDERGRADUATE PROGRAMME AS PER** **STATE EDUCATION POLICY**

**Batch 2024 - 2027**

## **II SEMESTER**

### **HS 224 - HISTORY, SOCIETY AND CULTURE :** **MEDIEVAL PERIOD** (2024 - 2027)

CORE COURSE	
Subject code	Course Title
HS 224	History, Society, and Culture: Medieval Period

Semester	II
Paper Code	HS 224
Paper Title	History, Society, and Culture: Medieval Period
Number of teaching hours per week	05
Total number of teaching hours per semester	75
Number of credits	05
Assessment Marks	Formative: 40 & Summative: 60

#### **Objectives of the paper :**

- *To discuss the Advent of Islam into India, the establishment of the Delhi Sultanate, and the consolidation of Muslim rule over India. and the subsequent expansion and cultural synthesis under the Mughal Empire.*
- *Understand the medieval society, religion, culture, and political contributions of the different dynasties of India.*
- *Trace the growth of Bhakti and Sufi Movements.*
- *To prepare students for competitive exams.*

#### **Course Outcomes: At the end of the course, the student should be able to**

- *Identify and understand the key social, political, economic, religious, and cultural features of medieval India during the Delhi Sultanate.*
- *Analyze the various policies implemented by the Mughal rulers, such as Akbar's Rajput and religious policies and Aurangzeb's religious and Deccan policies, and evaluate their impact on the empire.*
- *Appreciate the cultural heritage and legacy of the medieval period.*
- *Examine the Bhakti and Sufi movements, analyzing their effects on medieval Indian society, religion, and culture to develop insights into spiritual and cultural transformations.*
- *Evaluate the rise of the Marathas and assess the significant contributions of Shivaji, enhancing their understanding of regional dynamics and leadership in medieval India.*

## **II SEMESTER**

(2024 - 2027)

### **HS 224 - HISTORY, SOCIETY AND CULTURE:** **MEDIEVAL PERIOD**

**Semester II – No. of teaching hours: 75**

#### **UNIT 1 :**

**(20 hours)**

Survey of sources – Barani, Amir Khusru, Abul Fazl, Badauni.

The advent of Islam – Arab Conquest of Sindh – Turkish invasions.

**The Delhi Sultanate:** Foundation and Consolidation – **The Slave Dynasty** (Qutub ud din Aibak, Iltamish, Razia Sultan) Balban – Concept of Kingship.

**The Khiljis** - Ala ud din's Policy of Expansion – Administration – Economic Reforms.

**Tughlaqs** - Political and Economic Experiments of Mohammed bin Tughlaq.  
Feroz Shah Tughlaq – Economic measures.

#### **UNIT II :**

**(20 hours)**

The Mughals - Founding of Empire – Babur – Administration and Reforms of Shershah. Consolidation under Akbar – Akbar's Rajput Policy and Religious Policy – Revenue system – Mansabdari System – Religious and Deccan Policy of Aurangzeb – Factors for the decline of the Mughal Empire.

#### **UNIT III :**

**(10 hours)**

Society and Economy of Delhi Sultanate and Mughals.

Literature, Architecture, and Fine Arts under the Delhi Sultanate and Mughals.

#### **UNIT IV :**

**(10 hours)**

Bhakti and Sufi Movements (Ramananda, Kabir, Guru Nanak, Chaitanya, Mira Bai, Ramdas, Moin-ud-din Chishti)

#### **UNIT V :**

**(10 hours)**

Rise of Marathas – Shivaji – Administration (Chauth & Sardeshmukhi)

## **MAP WORK (5 hours)**

### **PLACES OF HISTORICAL IMPORTANCE :**

- |                   |               |               |            |             |             |
|-------------------|---------------|---------------|------------|-------------|-------------|
| 1. Agra           | 2. Ahmednagar | 3. Amritsar   | 4. Chittor | 5. Delhi    | 6. Devagiri |
| 7. Fatehpur Sikri | 8. Golkonda   | 9. Haldighat  | 10. Lahore | 11. Panipat | 12. Poona   |
| 13. Shivneri      | 14. Tarain    | 15. Warangal. |            |             |             |

### **Books for Study and Reference :**

1. Athar Ali, M. (2001). The Mughal Nobility Under Aurangzeb. India: Oxford University Press.
2. Athar Ali, M. (2006). Mughal India: Studies in polity, ideas, society, and culture. India: Oxford University Press.
3. Chandra, S. (2005). Essays on Medieval Indian History. India: Oxford University Press.
4. Eraly, A. (2007). Emperors of The Peacock Throne: The Saga of the Great Moghuls. India: Penguin Books Limited.
5. Habib, I. (2000). The Agrarian System of Mughal India 1556-1707. India: OUP India.
6. Habib, I. (2008). Medieval India: The Study of Civilization. India: National Book Trust.
7. Habib, M. (2016). Delhi Sultanate and Its Times. India: OUP India.
8. Majumdar, R. C. (1974). The History and Culture of the Indian People: The Mughal Empire. United Kingdom: G. Allen & Unwin.
9. Mehta, J. L. (1979). Advanced Study in the History of Medieval India. India: Sterling.
10. Moreland, W. H. (2008). From Akbar To Aurangzeb: A Study In Indian Economic History. India: Low Price Publications.
11. Prasad, I. (1940). History of Medieval India .... India: Indian Press.
12. Sarkar, J. (2019). Shivaji and His Times. India: Alpha Editions.
13. Sharma, L. P. (1987). History of medieval India (1000-1740 A.D.). India: Konark Publishers.
14. Smith, V. A. (1966). Akbar the Great Mogul, 1542-1605. India: A. Chand.
15. Srivastava, A. L. (1964). The Sultanate of Delhi (711-1526 A. D.): India: Shiva Lal Agarwala.
16. The Cambridge Economic History of India: Volume 1, C.1200-c. 1750. (1982). India: Cambridge University Press.
17. Qureshi, I. H. (1971). The Administration of the Sultanate of Delhi. India: Oriental Books Reprint Corporation; exclusively distributed by Munshiram Manoharlal.

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# **SCHOOL OF HUMANITIES & SOCIAL SCIENCES**

## **DEPARTMENT OF HISTORY**

### **III SEMESTER HISTORY** **UNDERGRADUATE PROGRAMME AS PER** **STATE EDUCATION POLICY**

**Batch 2025-2028**

# DEPARTMENT OF HISTORY

## BA - SEMESTER III

CORE COURSE	
Subject code	Course Title
HS 325	History of Karnataka

### Course Outcomes and Course Content

Semester	III
Paper Code	HS 325
Paper Title	History of Karnataka 14 <sup>th</sup> – 20 <sup>th</sup> C
Number of teaching hours per week	05
Total number of teaching hours per semester	75
Number of credits	05
Assessment Marks	Formative: 40 & Summative: 60

#### Objectives of the paper:

- This paper will offer insight into the society and economy of ancient and medieval Karnataka.
- It provides insight into different philosophical interpretations of significant reformers.
- It highlights contributions in the fields of literature and architecture.
- It analyses the contributions of Kannadigas to the National Movement.

#### Course Outcomes: At the end of the course, the student should be able to

- Acquire knowledge of the changing socio-cultural scenarios of Karnataka.
- Develop a good understanding of the multiple interpretations of religious philosophies.
- Interpret the knowledge gained from Karnataka's literature, art, and architecture.
- Analyze significant historical events and assess the organized efforts of local communities in resisting colonial rule, understanding their impact on Karnataka's freedom struggle.
- Examine the historical, political, and social processes that contributed to the unification and formation of Karnataka, assessing its importance in shaping the state's identity and governance.

## **III SEMESTER**

### **HS 325 - HISTORY OF KARNATAKA**

(2025 - 2028)

**Semester III – No. of teaching hours: 75**

**I UNIT I : Society & Economy**

Karnataka – Etymology – Sources.

Kadambas of Banavasi – Land Grants & Agraharas

Chalukyas of Badami – Aihole 500

Rashtrakutas – Arab Trade

Vijayanagara – State and Society, Status of Women, State Income, and Trade Contacts.

Bahamanis & Adil Shahis: State Income – Trade contacts.

Nayakas of Keladi : Shivappa Nayaka – Revenue Policy

Tipu Sultan: Economic Innovations – Land Reforms.

**(20 hours)**

**II UNIT II: Religious Development**

Basaveshwara – Akkamahadevi – Anubhava Mantapa

Haridasa Movement – Purandaradasa & Kanakadasa

Impact of Jainism & Christianity

Contributions of Sufism

**(10 hours)**

**III UNIT III: Literature & Architecture**

Classical literature - Pampa, Ponna & Ranna

Vachana Sahitya - Dasa Sahitya.

Modern Literature : Kuvempu & Bendre.

**ARCHITECTURE :**

Chalukyas of Badami, Hoysalas of Dwarasamudra.

Vijayanagar Architecture.

Shahi styles (Gulbarga, Bidar, and Bijapur).

**(15 hours)**

**IV UNIT V: Karnataka National Movement**

Colonial rule in Karnataka

Factors for the Rise of Nationalism - National Movement between 1885 and 1920.

Non-Cooperation Movement – Belgaum Session – Civil Disobedience Movement (1930-1934) – Mysore Congress 1938 – Shivapura Congress – Vidurashwatha Tragedy.

Final Phase – From Quit India to Freedom – Mysore Chalo Movement.

**(15 hours)**

## V UNIT V: Karnataka Unification Movement

(10 hours)

Factors that led to the Unification Movement

Stages of Unification - Linguistic Reorganization of States.

### **MAP WORK (5 hours)**

#### **PLACES OF HISTORICAL IMPORTANCE:**

- |               |                   |                    |            |            |                 |
|---------------|-------------------|--------------------|------------|------------|-----------------|
| 1. Ankola     | 2. Badami         | 3. Belgaum         | 4. Bidar   | 5. Bijapur | 6. Dwarasamudra |
| 7. Hampi      | 8. Isur           | 9. Kalyana         | 10. Keladi | 11. Mysore | 12. Pattadakal  |
| 13. Shivapura | 14. Srirangapatna | 15. Vidhurashwatha |            |            |                 |

#### **Books for Study and Reference :**

1. Achuta Rao, D. S. (2017). Administrative and Social History of Mysore Under the Wodeyars, 1600-1800 CE. India: Manipal University Press.
2. Karnataka's Rich Heritage - Art and Architecture: From Prehistoric Times to the Hoysala Period. (2016). (n.p.): Notion Press.
3. Guṇḍājōyis, K. (2011). The Glorious Keladi. India: Directorate of Archaeology and Museums, Government of Karnataka.
4. Stein, B. (2005). The New Cambridge History of India: Vijayanagara. United Kingdom: Cambridge University Press.
5. S. (1998). Making History: Karnataka's People and Their Past : Volume I. Stone Age to Mercantilism. India: Vimukthi Prakashana.
6. Veerathappa, K. (The Congress, 1985 - Karnataka (India)). *Studies in Karnataka History & Culture: Proceedings, Karnataka History Congress, Volume 1*. The Congress, 1985 - Karnataka (India)
7. Basavaraja, K. R. (1984). History and Culture of Karnataka: Early Times to Unification. India: Chalukya Publications.
8. Kāmat, S. (1980). A Concise History of Karnataka: From Pre-historic Times to the Present. India: Archana Prakashana.
9. Kamat, J. K. (1980). Social Life in Medieval Karnāṭaka. India: Abhinav Publications.
10. Rajayyan, K. (1971). South Indian Rebellion: the First War of Independence, 1800-1801. India: Rao and Raghavan.
11. Karnataka through the ages, from prehistoric times to the day of the Independence of India. (Editorial Board: Dr. R. R. Diwakar, chairman.) Published by the Government of Mysore. (1968). India: Literary and Cultural Development Department, Government of Mysore.
12. Krishna Rao, M. V. Halappa, G. S. (1964). History of Freedom Movement in Karnataka. India: Government of Mysore.
13. Muthanna, I. M. (1962). History of Karnataka: History, Administration & Culture. India: Usha Press.
14. Hālappa, G. S. (1962). History of Freedom Movement in Karnataka. India: Government of Mysore.
15. Rao, C. H. (1943). History of Mysore (1399-1799 A.D.): Incorporating the Latest Epigraphical, Literary and Historical Researches. India: Government Press.
16. Mysore gazetteer. Edited by C. Hayavadana Rao ... New edition. (1927). India: (n.p.).
17. A HISTORY OF FREEDOM AND UNIFICATION MOVEMENT IN KARNATAKA. (n.d.). (n.p.): Lulu.com.

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**IV SEMESTER HISTORY**  
**UNDERGRADUATE PROGRAMME AS PER**  
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**Batch 2025-2028**

# DEPARTMENT OF HISTORY

## BA SEMESTER IV

CORE COURSE	
Subject code	Course Title
HS 425	Makers of the Modern World

### Course Outcomes and Course Content

Semester	IV
Paper Code	HS 425
Paper Title	Makers of the Modern World
Number of teaching hours per week	05
Total number of teaching hours per semester	75
Number of credits	05
Assessment Marks	Formative: 40 & Summative: 60

#### Objectives of the paper:

- To introduce students to the lives, ideologies, accomplishments, and sacrifices of influential men and women who significantly shaped the history of the modern era.
- To raise awareness of the contributions of lesser-known and unsung heroes in arts, literature, music, philosophy, and more.

#### Course Outcomes: At the end of the course, the student should be able to

- Recognize and appreciate lesser-known individuals' contributions in arts, literature, music, philosophy, and other cultural domains.
- To gain a comprehensive understanding of prominent and unsung figures, fostering a more inclusive view of history and cultural development.
- To develop the ability to research, analyze, and present insights on historical figures and their lasting influence on society.
- Students will draw inspiration from the lives and contributions of prominent and lesser-known historical figures, fostering leadership qualities such as resilience, innovation, and social responsibility in their personal and professional endeavors.

## **IV SEMESTER**

### **HS 425 – MAKERS OF MODERN WORLD**

(2025 - 2028)

**Semester IV – No. of teaching hours: 75**

#### **I UNIT I : Nation Builders**

- George Washington – Father of Modern US. (1732 – 1799)
- Mahatma Gandhi - Early life - Brief Study of his role in Indian National Movement  
Economic Thought - Crusade against untouchability. (1869 - 1948)
- Lenin - Early life - Role in Russian Revolution - Leninism. (1876 - 1924)
- Jawaharlal Nehru - Early life - Writings - Foreign Policy - Role in NAM. (1889-1964)
- Ho Chi Minh – Creation of Vietnam (1890 – 1969)
- Fidel Castro – Cuban Revolution (1926 – 2016)

**(20 hours)**

#### **II UNIT II: Champions of Liberation**

- Abraham Lincoln - Life - Civil War (1809-1865)
- Jyotiba Phule – Education & Empowerment of Women (1827 – 1890)
- Dr. B.R. Ambedkar - Life - Fight against Untouchability - Writings. (1891-1956)
- Nelson Mandela – Anti-Apartheid Movement (1918-2013)
- Ernesto Che Guevara– A born revolutionary (1928 – 1967)
- Martin Luther King Jr. (1929-1968)

**(15 hours)**

#### **III UNIT III: Literary & Musical Giants**

- Leo Tolstoy(1828-1910)
- Rabindranath Tagore - A brief study of his works (1861-1941)
- Wangai Mathai – Nobel Peace Prize (1940 – 2011)
- Beethoven (1770-1827)
- M. S. Subbulakshmi (1916-2004)
- Michael Jackson (1958 – 2009)

**(15 hours)**

#### **IV UNIT IV: Champions of Compassion & Pioneers of Innovation**

- Louis Braille (1809 - 1852)
- Hellen Keller (1880 – 1968)
- Mother Teresa (1910 - 1997)
- Thomas Cook (1808 – 1892)
- Henry Ford (1863 – 1947)
- Jahangir Ratanji Dadabhoy Tata (1904 - 1993)

**(10 hours)**

## **V UNIT V: Pillars of Modern Science**

- Louis Pasteur (1822 - 1895)
  - Charles Darwin (1809 – 1882)
  - Marie Curie (1867 - 1934)
  - Sir C.V. Raman (1888 - 1970)
  - APJ Abdul Kalam (1931 - 2015)
- (10 hours)**

### **MAP WORK (5 hours)**

#### **PLACES OF HISTORICAL IMPORTANCE:**

- |                 |                   |                   |             |                 |
|-----------------|-------------------|-------------------|-------------|-----------------|
| 1. Porbandar    | 2. Allahabad      | 3. Tiruchirapalli | 4. Moscow   | 5. Calcutta     |
| 6. Johannesburg | 7. Virginia       | 8. Washington     | 9. Lahore   | 10. Madurai     |
| 11. Cape Town   | 12. Shantiniketan | 13. Cuttack       | 14. Albania | 15. Rameshwaram |

#### **Books for Study and Reference :**

1. Gandhi, M. (2023). The Story of My Experiments with Truth: An Autobiography. Czechia: Good Press.
2. Keller, H. (2022). The Story of My Life: By Helen Keller. United States: Z & L Barnes Publishing.
3. Shaughnessy, M. F., Varela, M. (2018). The Inventions and Discoveries of the World's Most Famous Scientists. United States: Nova Science Publishers.
4. Hayes, K. J. (2017). George Washington: A Life in Books. United States: Oxford University Press.
5. Bryant, J. (2016). Six Dots: A Story of Young Louis Braille. United States: Random House Children's Books.
6. Chatterjee, A. (2016). Mother Teresa: The Untold Story. India: Fingerprint!.
7. Life, E. o. (2016). LIFE 100 People Who Changed the World. United States: TI Incorporated Books.
8. Khan, T. (2012). Great Personalities of The World. India: V&S Publishers.
9. Lincoln, A. (2012). The Life and Writings of Abraham Lincoln. United Kingdom: Random House Publishing Group.
10. Service, R. (2011). Lenin: A Biography. United Kingdom: Pan Macmillan.
11. Fischer, L. (2010). Gandhi: His Life and Message for the World. United States: Penguin Publishing Group.
12. Tagore, R. (2010). My Life in My Words. India: Penguin Books Limited.
13. Mandela, N. (2008). Long Walk to Freedom: The Autobiography of Nelson Mandela. United States: Little, Brown.
14. Ramonet, I., Castro, F. (2008). Fidel Castro: My Life: A Spoken Autobiography. United Kingdom: Scribner.
15. Brocheux, P. (2007). Ho Chi Minh: A Biography. United Kingdom: Cambridge University Press.
16. O'Hanlon, R. (2002). Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. United Kingdom: Cambridge University Press.
17. King, M. L. (2001). The Autobiography of Martin Luther King, Jr.. United Kingdom: Grand Central Publishing.
18. Nehru, J. (1993). The Discovery of India. India: Oxford University Press.
19. Keer, D. (1964). Mahatma Jotirao Phule: Father of the Indian Social Revolution. India: Popular Prakashan.