GUJARAT UNIVERSITY

MASTER OF ARTS

HISTORY

SYLLABUS

SEMESTER I and III

(To be implemented from the Academic year 2018-2019)
GUJARAT UNIVERSITY

MASTER OF ARTS

HISTORY

(To be implemented from the Academic year 2018-2019)

SEMESTER I

<table>
<thead>
<tr>
<th>CORE COURSE</th>
<th>NAME OF THE COURSE</th>
<th>LECTURES and SEMINARS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>1 HIS 401</td>
<td>PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY</td>
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<tr>
<td>2 HIS 402 (optional)</td>
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<tr>
<td>2 HIS 402 (optional)</td>
<td>STATE IN INDIA (UPTO 1707 A.D .)</td>
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<td>3 HIS 403</td>
<td>HISTORY OF INDIA (6TH CENT BC TO 6TH CEN. AD)</td>
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<td>4 HIS 404</td>
<td>20TH CENTURY WORLD</td>
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<td>5 HIS 405</td>
<td>HISTORY OF SCIENCE AND TECHNOLOGY</td>
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<td>6 HIS 406 (optional)</td>
<td>ART AND ARCHITECTURE OF INDIA</td>
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<td>6 HIS 406 (optional)</td>
<td>INDIAN SOCIETY IN TRANSITION: (1800 to 1920 A.D.)</td>
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<tr>
<td>1 HIS 501 (OPTIONAL)</td>
<td>GUJARAT: HISTORY, CULTURE AND ARCHAEOLOGY</td>
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<td>HIS 501 (OPTIONAL)</td>
<td>SOCIAL CHANGE IN GUJARAT DURING THE 20TH CENTURY</td>
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<td>2 HIS 502</td>
<td>ECONOMIC HISTORY OF COLONIAL INDIA</td>
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<td>3 HIS 503</td>
<td>HISTORY OF INDIA (from 1627 A.D. to 1856 A.D)</td>
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<td>4 HIS 504</td>
<td>HISTORY OF INDIA (1857 A.D. TO 1947 A.D)</td>
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<td>5 HIS 505 (optional)</td>
<td>ANCIENT CIVILIZATIONS OF THE WORLD</td>
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<td>HIS 505 (optional)</td>
<td>MAJOR REVOLUTIONS OF MODERN WORLD</td>
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<td>6 HIS 506</td>
<td>HISTORY OF SUBALTERN (1800 A.D TO 1947 A.D)</td>
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Total = 24
GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER I HIS 401
PHILOSOPHY OF HISTORY AND HISTORIOGRAPHY
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of philosophy of History and Historiography in Western and Indian tradition. This course should provide the students an understanding of the emergence of history as a discipline traditions of Historiography, view of historians and philosophers on History and other aspects.

OUTCOME:

This course will provide depth knowledge and keen interest in philosophy of History and Historiography in Western tradition. It will develop research attitude in the students.

UNIT 1 Philosophy of History

A. Meaning of History and Importance of Study of History
B. Nature of Scope of History
C. Term, Concept : Scope & Value of History, Objectivity, Bias, Auxiliary Sciences, Area of Research, Primary – Secondary Sources

UNIT 2 Ancient Historiographical Tradition

A. Greek
B. Roman
C. Indian
D. Islamic

UNIT 3 Medieval Tradition of Historiography

A. Medieval Indian Historiography : Sultanate and Mughal
B. Medieval European Historiography

UNIT 4 Major Historians and Historiography

A. Arnold Toynbee and R.G. Collingwood
B. Romeshchandra Majumdar, Hasmukh Sankalia, D.D. Kausambi
C. Structuralism
D. Post Modern Perspective of History
Reference Books:

1. Ashley Montagu : Toynbee and History, 1956
7. Donagan Alan and Donagan Barbara : Philosophy of History, 1965
10. Flrng : The Writing of History, 2910
13. Goel Dharmendra : Philosophy of History
16. Heras : Writing of History, 1926
17. Joshi V.V. : The Problem of History and Historiography
18. Kellet : Aspects of History
19. Lambert : Nature of History
<table>
<thead>
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<th></th>
<th>Author</th>
<th>Title</th>
<th>Year(s)</th>
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<tr>
<td>26.</td>
<td>Shastri K.A.N. and Remanna H.S</td>
<td>Historical Method in Relation to Indian History.</td>
<td>1956</td>
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<tr>
<td>28.</td>
<td>Thapar Romila and Others</td>
<td>Communalism and Writing of Indian History</td>
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<tr>
<td>29.</td>
<td>Thompson J.W.</td>
<td>History of Historical Writing Vol. 1 and Vol. 11</td>
<td>1942</td>
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<td>31.</td>
<td>Pandey Govindchand</td>
<td>Itihas Swaroop Avam Siddhaanth</td>
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<td>32.</td>
<td>Buddh Prakash</td>
<td>Itihas Darshan, 1962</td>
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<td>33.</td>
<td>Parikh Rasiklal C.</td>
<td>Itihas, swaroop Ane Paddati, 1969</td>
<td></td>
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<tr>
<td>34.</td>
<td>Dr. Dharaiya R.K.</td>
<td>Itihas Nu Tatwa Gyan and Itihas Lekan</td>
<td></td>
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<td>35.</td>
<td>E. Shreedharan</td>
<td>A Textbook of Historiography</td>
<td></td>
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</tbody>
</table>
GUJARAT UNIVERSITY
MASTER OF ARTS
HISTORY
SEMESTER I HIS 402(Optional)
ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY- I
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The aim of this course is acquainting students about the various aspects prehistoric India through archaeological remains. Students of History should have a knowledge of the subsequent development of the prehistoric period to understand the Human history from the very beginning.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the prehistoric period in India. This Archaeological insight and knowledge will enable students to understand change from hunting and gathering to food processing.

UNIT 1
1. Definition, Nature and Scope of Archaeology
2. Relationship of Archaeology with other disciplines
3. Archaeological methods: Excavation and Exploration
4. Term, Concept: Stupa, Chaitya, Town / Dravida / Vesar

UNIT 2
1. Sources of Ancient Indian History
   • Archaeological sources
   • Literary sources
2. Human evolution
3. History of pre historic research in India

UNIT 3
1. Lower Palaeolithic culture
2. Middle Palaeolithic culture
3. Upper Palaeolithic culture

UNIT 4
1. Mesolithic culture
2. Neolithic culture
3. Prehistoric art
Reference Books:

1. R.S. Sharma, India’s Ancient Past, New Delhi, OUP, 2007


5. A. L. Basham, The Wonder that was India, 1971


8. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996


11. Irfan Habib, A People’s History-Vol. -1, PreHistory, 2001,

12. R. Champakalakshmi, Trade. Ideology and urbanization: South India 300 BC-AD 1300, 1996
OBJECTIVES:

The course State in India aimed at acquainting students about the various aspects of state in India from proto states to state in independent India. This course should provide the students an understanding of the nature and comparison of the state from Ancient to Modern India. It provides depth knowledge of states in India and also how the present shape of the same has taken place.

OUTCOME:

This course will provide depth knowledge, keen interest and promote critical insights about states in India. This historical insight and knowledge will enable students to understand current issues and problems better and suggest ways of copying with them. It will develop research attitude in the students.

UNIT – 1

A. Towards formation of the State : Proto-states, chiefdoms of later vedic times and Territorial states in the Age of Buddha.


C. Term, Concept : Shreni, Bodhisatva / Tirthankara, Saptanga, Arthashastra, Dand Niti

UNIT – 2

A. Gupta Polity : Administrative organization, tributary system, and socio-economic Basis.

B. State formation in the South : chiefdoms and cholas.

C. Administrative system of the Rajput states – their characteristics.

D. Term, Concept : Dharma Vijay
UNIT – 3
A. Nature and functions of the state under the Sultans of Delhi and Islamic theory of State.
B. Vijayanagar State: Structure, features and nature.
C. Term, Concept: Turkan-i-Chahlghani, Watan, Baluta, Iqta, Jizyah, Madadi-Maash

UNIT – 4
A. The Mughal state’s Administrative Institutions, Mansabdari system, socio Economics basis.
B. Nature and functions of the Maratha state under Shivaji.
C. Term, Concept: Shahna-i-Mandi, Jagir, Mansab-Dastur, Hundi, Chauth, Deshmukh

BOOKS FOR STUDY:
1. Altekar A.S.: State and Government in Ancient India
2. Salotore B.A.: Ancient Indian Political Thought and Institutions
3. Beniprasad: The State in Ancient India
4. Majumdar R.C. (Ed.): History and Culture of the people of India Vo. I, III, V, VI, VII & VII.
5. Tripathi, R.S.: Some Aspects of Muslim Administration
7. Dr. Ishwariprasad: A Short History of the Muslim Rule in India
8. Sarkar Jadunath: The Mughal Administration
9. Quereshi, I.H.: Administration of the Sultanate of Delhi
10. Sen, S.N.: The Administrative System of Marathas
12. Pylee, M.V.: India’s Constitution
15. Roberts, P.E.: History of British Rule in India
16. Shastrti, K A N: The Advanced History of India
17. Savell: A forgotten Empire
18. Sharma, Rama, M.H.: The History of Vijayanagar Empire
20. Sharma, Harishchandra: Prachin Bhartiya Rajnaitik Vichar Avam Sansthavo
21. Sarkar, Jadunath: Mudal Vahivattantra
22. Lunia, B.N.: Madyakalin Bharat Ka Ithias
23. Naik, Chotubhai: Madhyayugin Bharat Part 1 & 2
24. Bhargav, V.S.: Madyakalin Bharatiya Ithias Avam Santhavo
25. Shukla, Jaykumar: Sultan, Mudal and Maratha Samaina Rajkiya Siddanto &
OBJECTIVES:

The aim of this course is acquainting students about the various aspects of Ancient History of India from 6th cent B.C. to 6th cent. A.D. Students of History should have a comprehensive understanding of the Ancient period to enter into a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Ancient period of India up to 600 A.D. This historical insight and knowledge will enable students to understanding current problems better and suggest ways of coping with them.

UNIT 1 Vedic and later Vedic India

A. Theories of Aryans
B. Rigvedic Culture: Political, Social, Economic and Religious condition
C. Later Vedic India – Literature, Political, Social, Economic and Religious condition
D. Terms and Concept: Varnashram, Purushartha, Rina, Samskaras, Yajna, Doctrine of Karma, Saptisindhu, Bharatvarsh, Sabha and Samiti

UNIT 2 India in 6th cent. B.C.

A. Second urbanization of India
B. Political condition of India: 16 Mahajanapadas
C. Buddha and Mahavira: Life and Work
D. Terms and Concept: Boddhistva, Tirthankaras, Nikaya, Parishad, Mahabhinishkramna, Dhrmachakrapravartan
UNIT 3 Mauryan and Post Mauryan India

A. Iranian and Macedonian Invasion in India: Causes and Effect

B. Mauryan Age
   B1 Sources for studying Mauryan History
   B2 Chandragupta Maurya, and Ashoka : Life and Work
   B3 Mauryan Administration
   B4 Mauryan Art, Architecture and Economic condition
   B5 Terms and Concept: Saptang, Arthshastra, Bherighosh and Dharmagosa, Buddhasangati

C. Post Mauryan India
   C1 Sungas, Kanvas and Chedi
   C2 Indo - greeks
   C3 Sakas and Parthians
   C4 Kushans: kanishka is an Important Ruler
   C5 Term, Concept : Nadu

UNIT 4 History of South India

A. Sangam Literature
B. Art and Architecture
C. Economic condition of South India during Ancient Period
D. Term, Concept : Alavaro / Nayanaro
Reference Books:

2. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
6. K. A. N. Sastri, A History of South India
13. Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2009
15. Romila Thapar, Early India: From the Origins to 1300, 2002.
16. H.D. Sankalia, Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 1974
ગુજરાતી પુસ્તકો:
1. શાશ્વત હરિપૂર્સાહ - પ્રાચીન ભારતનો ઇતિહાસ
2. ડી. ધારેયા આર. કે. - પ્રાચીન ભારતનો ઇતિહાસ
3. જષ્મારલલ નહીંદુ - માંડુ હેંડુ રાજધાની માંડુ હેંડુ રાજધાની
4. મનુભાઈ પાંચભાઈ - આધારો વૈશ્વિક અને વાર્તા
5. સત્યદેશુ વિજ્ઞાનખર - પ્રાચીન ભારતીય સંસ્કૃતિ અને ઉસ્તા ઇતિહાસ
6. જુનીયા ભી. અને - પ્રાચીન ભારતના રાજનૈતિક અને સાંક્યિત ઇતિહાસ
GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER I HIS 404
20TH Century World
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

Students will study this paper on the basis of various source material instead of one book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study materials.

OUTCOME

After completing this course students would be efficient and competent for become a Lecturer. Student would be leader for society. After completing this course he/she would be able to earn only his/her bread and butter but he/she will show the path to may other also.

UNIT 1 Legacy of 19th Century

A. Nationalism
   A1 French Revolution 1848
   A2 Unification of Germany and Italy (1870-71)

B. Britain, France and Germany’s Imperialism in Asia and Africa
C. Karl Marks and Jermy Bentham
D. Concept, Terms and Ideas: Nationalism, Capitalism, Colonialism, Imperialism, Liberalization, Socialism and Communism, Humanism

UNIT 2 First World War (1914-18)

A. Causes and results of World War I
B. Responsibility of the World War I
C. Paris Peace conference

UNIT 3 Bolshevik Revolution (1917)

A. Cause and Effects of Bolshevik Revolution and Impacts on Russia and the World
B. Internal and Foreign Policy of Lenin and Stalin
UNIT 4 League of Nations (1920-39)

A. Origin, Aims, and Organs
B. Contribution in World Peace
C. Causes of Failure
D. Term, Concept : Great Depression, Nation State, Feminism

Reference Books:
Edward McNall Burns,
Philip Lee Ralph,
Robert E Wmer,


Davis A.H. : An outline History of World


Lich theim, George : A Short History of Socialism (Glasgow-1976)

Sea Burg P. : The Rise and Decline of the Cold War

Roth J.J. (ed.) (1967) : World War I A Turning point in Modern History

Victor c. Albjerg & Marg Wrie Hail aebey : Europe from 1914 to the preferi –New York (1951)

નહેંડુ જનાલાલ : અનૂપાદ જગતના ઇતિહાસનું રેસ્યોન

લહે ટેયન્સ : યુરોપની ઇતિહાસ ગ્રંથનામાં બોલ 
શેક સુરેશ સી. : વિશ્વની કંતિઓ ગ્રંથનામાં બોલ 
ધિશા અંથ : યુરોપની ઇતિહાસ ભાગ - ૧ અને ૨ ગ્રંથનામાં 
બોલ અનુસાર કોલબાદ 

સ્વાગતમાં નીગરી ગ્રંથ 

(ગ્રાં-12) : કંતિ દર્શન 
દી. પટેલ મંગુલાઇ : વિશ્વ કંતિઓ અને રાજ્યી યોજના 
દી. અસ. વી. જાની : અમેરિકની સ્વાતંત્ર્ય સંગ્રામ 

ડી બી બાંઝની : સંયુક્ત રાષ્ટ્ર અમેરિકાની ઇતિહાસ
GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER I HIS 405
HISTORY OF SCIENCE AND TECHNOLOGY
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The paramount motive in introducing history of Science and Technology in ancient India is to awaken the scientific curiosity of the students regarding India’s scientific and technological ancient glories.

OUTCOME:

By having pertinent exploration of Ancient Indian Science and Technology, students can develop spontaneous modalities to safeguard ancient monuments, environment, marine biomes and so forth.

UNIT 1

A. History of Science and technology during Harappan Period
B. Vedic and Later Vedic Science and Technological Tradition
C. Agricultural science and Technology : 6th cent BC to 6th cent AD.
D. Pottery, Mining Metallurgy and Astronomy in Ancient India

UNIT 2

A. Development in Medical Science
B. Auryvedic , Anatomy, pathology and Surgery
C. Scientific and technical aspects of Medieval India
D. Agricultural and Textile Technology in Medieval India

UNIT 3

A. Science and technology in Mughal Age
B. Maritime , Agricultural , textile , technology during Mughal Period
C. Mining and Metallurgy in Medieval India
UNIT 4

A. Study of Environment and Climate during Medieval Period
B. Bio Science and Bio technology in Medieval India
C. Deforestation and environmental issues
D. Climate Change and Disease

Reference Books:

1. A.K. Bag (ed.), History of Technology in India

2. S.J. Needham (gen. ed.), Science and Civilization in China, 6 volumes and many numbers.

3. Charles Singer (ed.), History of Technology, 4 volumes.

4. Romila Thapar, Cultural Parts.


8. Ramchandra Guha, Ecological History of India.

9. Ifran Habib, Agrarian System of Mughal India, Mughal Atlas


13. D.P. Chattopadhyaya and Ravinder Kumar, Science, Philosophy and Culture, 2 parts.


GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER I HIS 406(Optional)
ART AND ARCHITECTURE OF INDIA
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of Rich Cultural Heritage of the country. Students of History should have a knowledge of the Art, Architecture and Culture of their own country.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Art and Culture of India. This historical insight and knowledge will enable students to understanding rich cultural heritage of our country.

UNIT 1
1. Origin and development of Buddhist Stupa
2. Study of major Buddhist Stupas: Northern, Central, Western, Southern, Northwestern
3. Origin and development of Buddhist Rock Cut architecture
4. Brahmanical Rock Cut architecture
5. Term, Concept: Orientalism, Utilitarianism, Filtration Theory, Forward Policy

UNIT 2
1. Origin and development of Hindu Temple
2. Different Schools of Temple architecture
3. Temples of Orissa
4. Temples of Southern India
5. Term, Concept: Indian Renaissance, Bengal Vaishnavism, Revivalism

UNIT 3
1. Definition of Sculpture
2. Sculptures of Gandhara School
3. Sculptures of Mathura School
4. Treasure of Ellora sculptures
5. Term, Concept: Evangelicalism

UNIT 4
1. Salient features of Indian Paintings
2. Paintings of Ajanta
3. Western Indian School of Paintings
4. The Mughal School of miniature painting
Reference Books:

1. Brown, Percy, Indian Painting, Calcutta, 1947
2. Sukla, D. N. Cannons of Indian Painting,
3. Jonh, Marshall, Bagh Caves
4. Sivramamurti. Indian Painting National Book Trust, India Delhi, 1970
7. Raya Krisnadas, Bhartiya Chitrakala(Hindi)
8. Avinasha Sharma, Bhartiya Chitrakalaka Itihas(Hindi), Bareli, 1968

19. નાયક, યોન્સાલ્લજ ભારતિય ચિત્રકલાની રૂપરેખા
20. અખ્ભાલી, વસુદેવશાખા, 'ભૃત્રકલા', ગુજરાત વિડયાસભા, અમદાવાદ
21. સદ્ધિલિયા રામજ ભારતિય પ્રતિમાવિદાલ, અમદાવાદ
OBJECTIVES:

The aim of this course is acquainting students about the process of the transformation of Indian Society during 1800 A.D. to 1920 A.D. students of History should have a comprehensive understanding of the transition in India to enter in to a meaningful dialogue with the present.

OUTCOME:

This course will provide depth knowledge and keen interest in transformation of India. This historical insight and knowledge will enable students to understand current social and other problems better and suggest ways of coping with them.

UNIT – 1

A. Indian Society in the Pre-colonial era; salient features; Concept of Modernization and Westernization in the context with modern India.
B. Process of Sanskritization in the context with modern India.
C. Forces of change: The impact of the western value system, British education, press and literature and the colonial state.

UNIT – 2

A. Socio-Religious reform movements in Hindu Society : Brahmo Samaj and Prarthana Samaj.
B. Arya Samaj and Dayanand Saraswati
C. Ramkrishna Mission and Swami Vivekanand
D. Theosophical Society.
UNIT – 3

A. Socio-religious reform movements among the Muslims : The Wahabi movement and Islamic revivalism.
B. Socio-religious reform movements among the Muslims : Sir Syed Ahmed Khan and the Aligrah movement
C. Deoband movement
D. Reform movement among Sikhs and Parsis.

UNIT – 4

A. Reform movement among the depressed classes
B. Caste movements : Jotiba Phule and Narayan Guru
C. Movements for the women uplift and Ishwarchandra Vidyasagar
D. Missionary activities among Tribals and Dalits.

Suggested Readings:


3. Ashoka Mehta and Patwardhan : The Communal Triangle in India


5. Bipan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)

6. Bipan Chandra : Communalism in Modern India (2nd eds.) (Delhi, Vikas, 1987)


10. Desai, A.R. : Peasant Struggles in India (Delhi oup, 1979)


12. Durga Das : India from Carzon to Nehru and After.

13. Dutt R.P. : India to day (Kolkatta, Manisha Granthalaya, 1979)


17. Guha, Ranajit : Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, oup, 1983).


22. Shashtri Nilkanth : The Advanced History of India.

23. Sumit Sarkar : Modern India.


30. Gyangangotri Granth: Bharatna Swatantrasangramo

31. Dr. Dharaiya R.K.: Adhunik Bharatno Ithias and Bharatna Swatantra Sangramo Part 1 & 2 (University Granth Nirman Board)

32. Dr. Patel Mangubhai R.: Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo (University Granth Nirman Board)
GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER III HIS 501(Optional)
GUJARAT: HISTORY, CULTURE AND ARCHAEOLOGY
(from Prehistory to 1304 A.D.)
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of History of Gujarat from Prehistoric time to 1304 A.D. Students of History should have a comprehensive understanding of the Regional History to enter into a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Prehistoric period to 1304 A.D. and changes in social, economic and religious condition in Gujarat. This historical insight and knowledge will enable students to understanding current problems better and suggest ways of coping with them.

UNIT 1
A. Pre historic Gujarat
B. Proto historic Gujarat
C. Gujarat during the Mauryans
D. Gujarat during the Kshatrapas

UNIT 2
Maitrakas of Gujarat
A. Social, Economic and religious conditions
B. Inscription and Copper plates
C. Literature
D. Valabhi

UNIT 3
Solankis of Gujarat
A. Solanki Kings : Mulraj, Bhimdev-I, Siddhraj Jaisimh, Kumarpal
B. Social, Economic and religious conditions
C. Literature
D. Karnadev Vaghela
UNIT 4

Architecture of Gujarat
A. Buddhist Caves : Talaja, Khapra Kodia, Upparkot
B. Ancient Temples
C. Ancient water reservoirs: Step well, Kund, Lake
D. Forts : Dabhoi, Champaner

Reference Books:

16. Tod. James :Travels in Western India. 1839.
17. K. V. Soundara Rajan : Junagadh.
ગુજરાતી પુસ્તકો

1. ડેવાઈ શિવકુમાર એના સૌરાષ્ટ્રની ઇતિહાસ

2. શાસ્ત્રી દુનિયાબંધનાર એ - ગુજરાતનો મધ્યકાલીન રાજપુત ઇતિહાસ ભાગ 1 અને 2

3. શાસ્ત્રી હરિપ્રષાદ જુ એ - ગુજરાતનો પ્રાચીન ઇતિહાસ
   - મ્યુલાની ગુજરાત 1 2-
   - અંધાજીની શાસકની વંશભાગ 1 અને 2

4. પરીક્ષણ રસિવણાલ છો - ગુજરાતની રાજધાનીઓ

5. મહેંદ્રા આર. ના ગુજરાતની મણીલ શિલખંડ સ્થાપનાઓ વર્તસો

6. વહ૊યાર એન આ - ગુજરાતનો સોલંકીની ઇતિહાસ
   - ગુજરાતના સાથે રાજથનનો ઇતિહાસ
   - ગુજરાતનો સાંસ્કૃતિક ઇતિહાસ
   - ગુજરાતનો મણીલ શિલખંડ સ્થાપનાઓ વર્તસો

7. શાસ્ત્રી હરિપ્રષાદ અને વસિવણાલ પરીક્ષણ ગુજરાતની રાજિકીય અને સાંસ્કૃતિક ઇતિહાસ, ગંધ 4 અને 5
GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER III HIS 501(Optional)
SOCIAL CHANGE IN GUJARAT DURING THE 20\textsuperscript{TH} CENTURY
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The course “Social Change During the 20\textsuperscript{th} Century” aimed at acquainting students about the process and activities of Social change during 20\textsuperscript{th} century. This course also provides critical insight about the Gandhian grass root workers and organizations and their activities and role in the reconstruction of the society.

OUTCOME:

This course will provide depth knowledge, keen interest and promote critical insight about the 20\textsuperscript{th} century Gujarat. This Historical sense and knowledge will enable students to understand the current social issues and its solutions. This course will also develop research attitude among the students.

UNIT – 1

A. Legacy of the 19\textsuperscript{th} century
B. Political, Social, Economic and Cultural condition of Gujarat on the Eve of the 20\textsuperscript{th} century

UNIT – 2

A. Approaches towards social reforms before Gandhian Era – Special Reference to Christian Missions, Sayajirao Gaekwar III and Vanita Vishram (1907 A.D.)

UNIT – 3:

A. Gandhian Grass root activities – Meaning, definition and activities – Special Reference to Labourers, women, dalits and Adivasis
C. Some representative Gandhian Grass root workers – Ansuyaben Sarabhai
D. Fulchandbhai Shah, Pushpaben Mehta, Ravishanker Maharaj, Thakkarbapa, Jugatram Dave and Muldas Vaishya.

E. Contribution of important institutions, Ahmedabad Majur Mahajan Sangh, Bhil Seva Mandal (Dahod), Gujarat Harijan Sevak Sangh, Swaraj Ashram (Vedchhi) and Gram Dakshinamuri (Ambala)

UNIT – 4:
A. Social Change in Gujarat in Post Independence Era
B. Five Year Plans and Upliftment of weaker sections
C. Representative Women Institutions – Seva and AVAJ

Suggested Readings:
2. શિરીન મહેતા2008 ,અમદાવાદ ,ગુજરાતમાં નારી ચેતના ,
4. શારદાબેન મહેતા ,અમદાવાદ (ફુદાફા) જ્યાન સંઘાર્પુલ , વડોદરા1938 ,
5. અમુલી મહાદેવ , ધર્મયુક્તનું રહસ્ય
6. હિંદુસ્તાની મશરુમતા , દિલ્હીવાર હોઝન
7. V.K. Vashistha, Bhagat Movement, Udaipur, 1997
8. Dhavan Gopinath, Political Philosophy of Mahatma Gandhi, Ahmedabad, 1951 (Second Edition)
9. રમણ મોદી , રચના (ફુદાફા) પ્રાચીન સામાજિક દર્શન , અમદાવાદ, 1977
10. કશોરલાલ મશવાળા , ગુજરાત સામાજિક દર્શન , નવી દેલ્હી , 1954
11. ગીરા ઘોડણીવાયા, યુગુમતી પુષ્પાબેન મહેલાથા અમદાવાદ, 1987
12. રેહ્યા પંડવા - ગુજરાતમાં ગામી સમાજનું પરિવર્તન અને ગામીયો નેતૃત્વ 
અમદાવાદ-2000
13. અંશના શાહ , ગામીજ્ઞનું સમાજ સુધારણામાં પ્રદાન, અમદાવાદ
14. અરુણ વાઘેલા , આદીવાસીઓની વિકાસયાત્રા, ગોધરા, 2008
15. આહેલાદી.ભી., વેકા આંધોલન, સુરત, 1882
16. નારાયણ શાહ, અમદાવાદ
17. અરબિક શાહ , ગુજરાતના ચીયરીઓ, અમદાવાદ
18. ઉષાબેન શાહ, અમદાવાદ શહેરની શ્રી નેતૃત્વશક્તિઅમદાવાદ, 1982
19. યુનિવર્સિટી શેરીઅ, રાણીપરશમા જયસુંતિ , સુરત, 1971
20. પી.ઝ.શીરટ, ભારતના સાધારણ સંગ�胺માં ગામીયો પાયાના કાર્યકરો , 
પાંચ પ્રકાશન, અમદાવાદ
21. ઈજાદ પાંચમી, ગામી જીવન વિયાર
22. પંકજ શ્રીમાણી, પરીક્ષણલાં મજબુતા: જીવન અને કાર્ય, અમદાવાદ
23. પંકજ શ્રીમાણી, કિકરપાણ, અમદાવાદ
24. એ જુગતામ , મારી જીવનજયા, અમદાવાદ
25. તેસ્સાય શાળિનલાં, અમદાવાદ મજૂર મહાજન સંઘ, અમદાવાદ
26. વેકર શ્રીલાંલાં, ગામીજ્ઞ અને મજૂર પ્રત્યુત્ત્રયા, અમદાવાદ, 1884
27. મેડક સુલભિત, જયસુંતિ વિકાસયાત્રા, અમદાવાદ
GUjarat University
Masters of Arts
History
Semester III HIS 502
Economic History of Colonial India
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

Students will study this paper on the basis of various source material instead of one book. Students will understand various topics of course in deep instead of outline of the topic. They will learn how to critically examine their study material.

OUTCOME:

After completing this course student would be efficient and competent for become a Lecturer. Student would be a leader for society. After completing this course he/she would be in position to lead people in various field of society. He/she would not be able to earn only his/her bread and butter but he/she will show the path to many others also.

UNIT 1

A. Nature of Indian economy in the middle of 19th Century: Traditional Economy of India
B. British Policy towards Indian Economy: Jamindari, Ryotwari, Mahalwari and Handicraft Industries-Economic Effects on Indian Society
C. Commercialization of Agriculture and Agricultural policy of the colonial Government
D. Term, Concept : Colonialism, Economic Drain, Expansion and Commercialization of Agriculture

UNIT 2

A. British Policy of Famines
B. Royal Commission on Agriculture and Cooperative movements in India
C. Colonial Transportation: Railways, Roads and Water
D. Industrial Policies of Colonial Government: Cotton, Iron and Steel Industries
E. Term, Concept: Famine Policy, Industrial Policy, Royal Commission, Railway, Transport

UNIT 3 Some representative Entrepreneurs:
A. Lala Shri Ram
B. Jamshedji Tata
C. Vaalchand Hirachand
D. Kasturbhai Lalbhai

UNIT 4
A. Trade union movements in India during British rule
B. Economic Ideas of Dadabhai Navroji
C. Economic Ideas of Mahatma Gandhi
D. Evolution of overall economic impact of British rule in India
E. Term, Concept: Trade Union, Economic Thoughts, English Utilitarian, Indian Economic Historian, Drain Theory

Reference Books and Articles:
4. V.B. Singh (ed.): ‘Economic History of India – 1857-1956 (Bombay-1965)
7. Rajat Ray: ‘Industrialization in India Growth and Conflict in the Private Corporate Sector’ (Delhi, 1979)
<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Title</th>
<th>Publisher/Year</th>
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<tbody>
<tr>
<td>11.</td>
<td>M.R. Chaudhari</td>
<td>‘The Iron and Steel Industry of India’ (Bombay, 1961)</td>
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<td>12.</td>
<td>Bipin Chandra</td>
<td>Bharatme Arthik Rashtravadh ka Uday or Vikas</td>
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<td>13.</td>
<td>Sumit Sarkar</td>
<td>Adhunik Bharat</td>
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<td>14.</td>
<td>Akshaykumar Desai</td>
<td>Bharatiya Rashtravadni Samajik Bhumika</td>
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<td>15.</td>
<td>K. Satya</td>
<td>Bharatme Upniveshvad Aur Rashtravad</td>
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<td>17.</td>
<td>Khushwant Singh and Arun Joshi</td>
<td>‘A Biography’ (Bombay, 1968)</td>
<td></td>
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<td>18.</td>
<td>R.R. Harris, Jamsetji</td>
<td>‘A Chronical of his life’ (Bombay, 1958)</td>
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<td>19.</td>
<td>B.R. Badshah</td>
<td>The life of Rao Bahadur Ranchhodlal Chhotalal C.I.E.’ (Bombay, 1899)</td>
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<td>22.</td>
<td>A.R. Desai</td>
<td>‘Peasant Struggles in India’, (Bombay, 1979)</td>
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<td>23.</td>
<td>P.K. Gopalkrishnan</td>
<td>‘Development of Economic Ideas in India, 1880-1950’ (New Delhi, 1959)</td>
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<td>24.</td>
<td>S. Ambirajan</td>
<td>‘Classcial Political Economy and British Policy in India’ (Calcutta, 1965)</td>
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<td>25.</td>
<td>V.V. Bhatt</td>
<td>‘Aspects of Economic Change and Policy in India, 1800-1960’ (Bombay, 1963)</td>
<td></td>
</tr>
</tbody>
</table>
27. Indian Economic ‘The Drain Theory’ (Bombay, 1970 Association)

28. Sukhbii Chaudhary: ‘Peasants and Worker’s Movement in India 1905-1929’, (Delhi, 1971)


GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER III HIS 503
HISTORY OF INDIA (from 1627 A.D. to 1856 A.D)

(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of History of India from 1627 A.D. to 1856 A.D. Students of History should have a comprehensive understanding of the Maratha period and first phase of British rule in India to enter in to a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Maratha period in India up to 1856 A.D. This historical insight and knowledge will enable students to understanding current problems better and suggest ways of coping with them.

UNIT 1 Rise and Growth of Maratha Power

A. Rise of Maratha Power
B. Shivaji: Life and Work
C. Maratha Administration
D. Term, Concept: Maratha Movement, The Foundation of Swarajya by Shivaji, Expansion and Administration

UNIT 2

The Peshwas

A. Balaji Vishwnath
B. Bajirao I
C. Balaji Bajirao
D. Third Battle of Panipat: 1761
E. Anglo-Maratha Wars
F. Term, Concept: Maratha Confederacy and Causes of Decline

UNIT 3

Establishment of British power

A. Battle of Plassy: 1757
B. Battle of Buxar: 1764
C. Warren Hastings, Lord Cornwallis, Wellesley and their internal policy – Jamindari and Subsidiary Alliance Policy
D. Term, Concept: Rise of European Powers, Expansion and Consolidation of British Rule

UNIT 4

Bentinck to Dalhousie (1828-56)

A. Sindh, Burma and Punjab
B. Brahmosamaj (1828)
C. William Bentinck (1828-35)
D. Dalhousie – Internal Policy & Doctrine of Lapse (1848-56)
E. Term, Concept: Doctrine of Lapse, British Relations with Indian States

Reference Books:
1. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.


3. J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India


5. Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.

7. R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.


9. Eric Stokes, English Utilitarians and India.

10. Ram Lakhan Shukla, ed., Adhunik Bharat ka Itihas

12. Amiya Bagchi, Private Investment in India.

13. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India’s Struggles for Independence.


15. R.P. Dutt, India today.


19. J.Krishnamurti, Women in Colonial India.

20. Dadabhai Naroji, Poverty and Un-British Rule in India
GUJARAT UNIVERSITY
MASTERS OF ARTS
HISTORY
SEMESTER III HIS 504
HISTORY OF INDIA (1857 A.D. TO 1947 A.D)
(To be implemented from the Academic year 2018-2019)

OBJECTIVES:

The aim of this course is acquainting students about the various aspects of History of India from 1857 A.D. to 1947 A.D. Students of History should have a comprehensive understanding of the crown period to enter into a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the crown period in India up to 1947 A.D. This historical insight and knowledge will enable students to understand current problems better and suggest ways of coping with them.

UNIT 1 Upheaval of 1857
   A. Ideology, Reasons, Leadership, People’s Participation and British Repression
   B. Failure of Upheaval
   C. Effects of Upheaval
   D. Opinions and Natures of Upheaval
   E. Sovereignty, Colonialism, Economic Nationalism, Economic Exploitation

UNIT 2 Transfer of power to British Crown
   A. Act of 1858 and Queen Victoria’s Proclamation
   B. Growth of National Consciousness in India
   C. Indian National Congress (1885-1919)

UNIT 3
   A. Swadeshi Movement (1905-11)
   B. Home rule Movements (1916-18)
   C. Revolutionary Activities in India and Abroad
   D. Non Cooperation Movement (1920-22)
E. Term, Concepts : Swadeshi, Home Rule, Non-co-operation, Khilafat, Satyagrah

UNIT 4
A. Civil disobedience movement of 1930
B. Government of India Act 1935
C. Quit India Movement, 1942
D. Towards Freedom: Cripps Mission, Cabinet Mission, Wavell Plan, Mountbatten Plan
E. Indian Independence Act of 1947

Reference Books:
3. Ashoka Mehta and Patwardhan : The Communal Triangle in India
5. Bipan Chandra : India’s Struggle for Independence, Delhi, 1988 (1857 – 1957)
6. Bipan Chandra : Communalism in Modern India (2nd eds.) (Delhi, Vikas, 1987)
10. Desai, A.R. : Peasant Struggles in India (Delhi oup, 1979)
12. Durga Das : India from Carzon to Nehru and After.
13. Dutt R.P. : India to day (Kolkata, Manisha Granthalaya, 1979)
17. Guha, Ranajit : Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, oup, 1983).
<table>
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<th>No.</th>
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<th>Title and Details</th>
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<tr>
<td>22.</td>
<td>Shashtri Nilkanth</td>
<td>The Advanced History of India.</td>
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<td>23.</td>
<td>Sumit Sarkar</td>
<td>Modern India.</td>
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<td>30.</td>
<td>Gyangangotri Granth</td>
<td>Bharatna Swatantrasangramo</td>
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<td>31.</td>
<td>Dr. Dharaiya R.K.</td>
<td>Adhunik Bharatno Ithias and Bharatna Swatantra Sangramo Part 1 &amp; 2 (University Granth Nirman Board)</td>
</tr>
<tr>
<td>32.</td>
<td>Dr. Patel Mangubhai R.</td>
<td>Bharatna Swatantra Sangramo ane Tena Ghadvaiyavo</td>
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</tbody>
</table>
OBJECTIVES:

The aim of this course is acquainting students about the various aspects of History of the world with special reference to Ancient civilization. Students of History should have a comprehensive understanding of the Ancient History of the World to enter into a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the Ancient civilization of the world. This historical insight and knowledge will enable students to understanding current problems better and suggest ways of coping with them.

UNIT 1

Egyptian Civilization
A. Movements
B. Social and Economic Development
C. Art and Architecture
D. Religion
E. Literature

UNIT 2

Sumerian Civilization
A. Social and Economic Development
B. Art and Architecture
C. Religion
D. Literature

UNIT 3

Greek Civilization
A. Government
B. Social and Economic Development
C. Art and Architecture
D. Religion
E. Literature
UNIT 4

Roman Civilization

A. Government
B. Social and Economic Development
C. Art and Architecture
D. Religion
E. Reforms of Augustus Caesar
F. Roman Law

Reference Books:

1. શ્રીમાલ પરમાર અને નવીનચં આચાર્ય: જગતની અલગ અલગ સભ્યતાઓ, ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ, 2002
2. બીજવાડીયા, ઇલા વિજયકર: મિસર અને પશ્ચિમ એશિયાની પાશ્ચાત્ય સંસ્કૃતિઓ, અમદાવાદ, 1988
3. તહેલુ જાંહરલાલ: જગતના ચિત્રાંકનનું રેખાશબ્દણ , અમદાવાદ, 1956
4. શાહ અંશૂણ: જગતની અલગ અલગ સભ્યતાઓનું રેખાશબ્દણ , સૌરાષ્ટ્ર વિદ્યાસાગર, 2006
6. Breasted : Conquest of Civilization
UNIT-1

(a) Meaning of Revolution, Definition of Revolution, Type of Revolutions and Leadership

(b) American Revolution of 1776, Causes, Impacts and Leaders,

(c) Term, Concept : Revolution, Leadership, Slavery, Aristocracy, Feudalism, Federalism, Democracy, Humanism

UNIT-2

(a) French revolution of 1789, causes incident, Impacts on France, Europe and World, Contribution of Intellectual

(b) Industrial revolution : 1750-1850, Causes and Result

(c) Term, Concept : Divine Rights, Parliamentary Democracy

UNIT-3

(a) Bolshevik revolution of 1917 (Russia), Causes, impacts on Russia and World, Leadership of Lenin

(b) Chinese revolution of 1911, Causes and Results – Sun-Yat-Sen.

(c) Term, Concept : Socialism, Cold War
UNIT-4

(a) Indian Freedom Movement, 1857 to 1947, upheaval of 1857 and Gandhian Movements during 1920-1947

(b) Chinese Communist revolution of 1949 – Causes and Impacts – Mao-Tse-Tung.

(c) Term, Concept : Black Death, Imperialism, Rights of Men, Communism

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OBJECTIVES:

The aim of this course is acquainting students about the various aspects of Social condition of the subalterns in the country during 19th and 20th century. Students of History should have a comprehensive understanding of the subaltern to enter into a meaningful dialogue with the present.

OUTCOME:

The course should lead to a deeper understanding and knowledge of the social condition of subaltern in 19th and 20th century. This historical insight and knowledge will enable students to understand current problems better and suggest ways of coping with them.

UNIT 1

A. Sources for the Subaltern History, Subaltern Historiography
B. Introduction of Subaltern Groups of India: Women, Dalit, Adivasi, Peasants
C. Term, Concept: Subaltern, Historiography

UNIT 2  Adivasi Movements in India

A. Birsa Munda Movement (1899-1901)
B. Santhal Movement (1855-1856)
C. Bhagat Movement of Govind Guru (1905-1931)
D. National movement and the Adivasis (1857-1947)
E. Term, Concept: Bhagat Movement
UNIT 3 Women’s contribution to Indian National Movements

A. Some representative women freedom fighters:
   A1 Rani Lakshmibai
   A2 Beghum Hazrat Mahal
   A3 Sarojini Naidu
   A4 Vijayalakshmi Pandit
   A5 Bhaktiba Desai
   A6 Pushpaben Mehta

B. Gandhian Grass Root activities for women

C. Term, Concept : Indian Renaissance, Gandhisam, Grassroot Activity

UNIT 4

A. Peasant Movements in India
   A1 Indigo Revolution (1860)
   A2 Bardoli Satyagrah (1928)
   A3 Kisansabha Movements in India (1936-1947)

B. Dalit Movements in India
   B1 Jyotiba Phule
   B2 Dr. B.R. Ambedkar (1891-1956)
   B3 E. Ramasamy Periyar
   B4 Term, Concept : Hindu Code Bill, Indian Left

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12. Vidyarthi l.P, Tribal culture in india
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