

ಬೆಂಗಳೂರು  
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BENGALURU  
CITY UNIVERSITY

Office of the Registrar, Central College Campus, Dr. B.R. Ambedkar Veedhi, Bengaluru – 560 001.  
PhNo.080-22131385, E-mail: registrarbcu@gmail.com

No.BCU/BoS/Syllabus-PG/Arts/ ೨೨ /2025-26

Date: 23.09.2025

**NOTIFICATION**

Sub: Syllabus for the Post Graduate Courses in the Faculty of Arts –reg  
Ref: 1. Recommendations of the Boards of Studies in the Faculty of Arts  
2. Academic Council resolution No.02 dated.22.09.2025  
3. Orders of Vice-Chancellor dated. 23.09.2025

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The Academic Council in its meeting held on 22.09.2025 has approved the syllabus prepared by different Board of Studies for the Post Graduate Courses in the Faculty of Arts. Accordingly, the following CBCS Syllabus for the Semester PG Courses of Arts Faculty are hereby notified for implementation effective from the academic year 2025-26.

Sl. No.	Programmes
1.	M.A Kannada – I to IV Semester
2.	M.A English – I & II Semester
3.	M.A French – I to IV Semester
4.	M.A Spanish – I to IV Semester
5.	M.A German – I to IV Semester
6.	M.A Economics – I & II Semester
7.	M.A Mass Communication & Journalism – I & II Semester
8.	M.A Political Science – I to IV Semester
9.	M.A History – I & II Semester
10.	M.A Sociology – I & II Semester
11.	MSW – I to IV Semester

The detailed Syllabi for above subjects are notified in the University Website:  
[www.bcu.ac.in](http://www.bcu.ac.in) for information of the concerned.

**REGISTRAR**

Copy to;

1. The Registrar(Evaluation), Bengaluru City University
2. The Dean, Faculty of Arts, BCU.
3. The Principals of the concerned affiliated Colleges of BCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file / University Website: [www.bcu.ac.in](http://www.bcu.ac.in)



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BE BOUNDLESS

# **BENGALURU CITY UNIVERSITY**

**Syllabus for Post Graduate**

**M.A. History**

**2025-26 onwards**



## **Bengaluru City University MA History Revised syllabus for 2025-26**

**As per the No. BCU/Syn/PG-Programme Structure by/87/2025-26**


### **Part I The structure of M.A. History courses.**

M.A. in History at the Bengaluru City University shall comprise of four semesters with a student taking six courses in each semester BCU PG Regulations mandate that a student has to take 28 courses of 4 credits each in order to earn a Master's degree in History Out of these 28 courses 25 courses shall be core papers, 2 soft core papers studied within the department, a minimum of 1 courses will have to be taken outside the department as per CBCS norms. These courses will be taken in the third semester. In the fourth semester students should do one Research project or internship.

Since the number of teaching hours per course will be 60 hours (4 hours per week) Each course will have 4 modules, each of which would be taught for around 15 hours. Relevant readings and additional resources (such as maps, timelines, audio visual materials and primary source documents) shall be suggested for each module. Ideally a lesson plan should be created for each week/session and the same should be shared with the students.

The method of assessment consists of 30% Internal Assessment and 70% End semester exam, as mandates by the BCU PG Regulations, 2018. A question paper pattern is provided for the End semester examination. For Internal Assessment, the following parameters are specifically framed for History programme, within the ambit of BCU PG Regulations.

With respect to the Internal Assignment. BCU PG Regulations shall be followed. A session tests for ten marks shall be conducted during the 12th week of the Semester. Seminar shall mean a presentation on a topic chosen by either the teacher or the students themselves and will include engagement with primary sources and scholarship. The other activity shall include a case study, assignment or field work, historical visits heritage tour with the submission of a written report.

  
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## **PART II Learning Objectives and Pedagogical Approach.**


The BCU History Master's Program will have the following four learning objectives.

1. To understand the nature of historical truth and learn how knowledge about the past is produced and revised.
2. To study the past of human societies and obtain empirical knowledge of world and Indian history, with a specific focus on Karnataka.
3. To understand the role history plays in the contemporary world and also in fashioning human futures.
4. To obtain a professional orientation and analytical grounding/aptitude, this will enable the graduate to work in a variety of professional contexts.

To achieve these learning objectives, we hope to offer courses which will not be limited to the study of text books but will compel students to obtain knowledge of primary sources and historical scholarship. We also intend to provide intensive training to students in academic visiting and computing.

With respect to pedagogical approach to be adopted by teachers, the BOS makes the following recommendations.

1. Along with the course lines and model descriptions, suggested readings should be provided for each course. These readings shall include both primary and sources and scholarly works, apart from textbooks. All these are to be understood as Select readings and the concerned teachers may provide relevant additional readings.
2. For each course, combinations of primary and scholarly works are to be used during teaching.
3. Each theme should be introduced through historiographical debates on that topic and students are to be familiarized with various positions taken by scholars. Reading s shall be selected keeping such historiographical debates in mind.
4. University should invite a senior scholar as a resource person to spend a day (at least 4-5 lecture hours) per semester for each course. Students from affiliated colleges should also be invited on such occasions so that this fledging program gets assistance from leading scholars in the field.

  
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### **PART III. A Preamble for History Curriculum Making:**

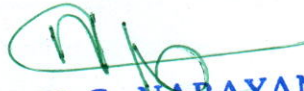
As you can make out from the above description, our approach to curriculum preparation was a mix of ambition and pragmatism. We weren't blind to the reality of the kind of students who will walk into the classroom at BCU nor did we ignore the fact that the same curriculum had to be taught in at least four other colleges within BCU's jurisdiction. The University library has good collection of history books recommended by the subject experts. A fair good collection of history books written in Kannada language are available for the students. The students can also access the digital resources and British Council e-resources from our University Library.

The basic question before us is what do we expect a graduate of our History MA program to have learnt?

In responding to this question and deciding on a benchmark for the curriculum, we worked through three fundamental fault lines, which are as follows. First, to what extent the curricular of sister universities in Karnataka should be followed? We raised this question specifically because of how students might react if the courses are radically different. Second, should we try to cover GC NET syllabus or UPSC/KPSC History syllabus maximally? The point here was whether we should create largely content based curriculum which will help students in these exams or should we adopt a different framework. A related final question was this should we try to offer broad based content oriented courses or should we create a curriculum which offers a mix of methodological courses and a cross section of thematic courses? JNU and Delhi University offer a radical version of the latter, in which (a) students specialize in ancient, medieval or modern histories and (b) courses are thematic (history of books or reading, for example) and focus on narrow band of time (50 years or less)

Here again we wanted to be pragmatic and arrive at a combination of all three approaches. We decided we wouldn't be radically different from our sister universities, especially in relation to assessment, and further that we would also try to prepare our students for UGC and other competitive examinations. However, despite these two commitments, we didn't want to limit ourselves to general, broadly content oriented courses. Therefore, the curriculum suggested below offers a mix of (a) methodological courses, (b) thematic global history courses; (c) Indian history courses (d) Regional History courses.

The curriculum proposed doesn't aim to be comprehensive but it also wants to avoid being a superficial, textbook based curriculum. Our aim is to provide a solid grounding in methodological issues, training in reading scholarship and primary sources and insights into key moments of regional, national and world histories.

  
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**Question Paper Pattern:**

**Time 3 Hours**

**Total marks: 70**

**Section A**

Answer any one four ( $4 \times 5 = 20$ )

- 1
- 2
- 3
- 4
- 5
- 6

**Section B**


Answer any two questions ( $2 \times 10 = 20$ )

- 1
- 2
- 3
- 4

**Section C Answer**

any two questions ( $2 \times 15 = 30$ )

- 1
- 2
- 3
- 4

  
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Internal Assessment Marks:


Activity	Total marks
Test	10
Seminar	10
Assignment	05
Attendance	05
Total	30

5. Kannada Scholarly Resources"

While the paucity of scholarly materials in Kannada remains a critical concern, several excellent resources continue to be underutilized. Therefore, the Board of Studies strongly feels that scholarly works available in Kannada should be properly deployed in the classroom in particular, the BOS recommends that the following works be used as much as possible


1. Ali, Sheik. Karnataka Charitre Volumes 1-7, Hampi Kannada University, 1997.
- 2 Vijay, Tambanda Poonacha, Kannada Vishva vidyanilaya Charitre Samputa, Volumes 1-8. Hampi Kannada University, 2010.
3. Chandrashekar. S and B. Surendra Rao- Karnatakada Samajika mattu Arthika Charitreya Kelavu Nelegalu, Volumes 1-12 Bangalore Kuveumpu Bhasha Bharathi, 2016

\*These references will be augmented and we hope you will also contribute useful references

  
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CBSC effective from 2025-26

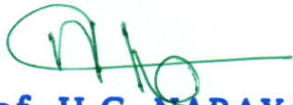
First Semester							
Paper Code	Paper title	Teaching hours / week	Final Exam Marks	Internal Assessment marks	Total marks	Credits	Remarks
C-1.1	Historiography	4	70	30	100	4	Core
C-1.2	Ancient world civilizations	4	70	30	100	4	Core
C-1.3	Polity, Society, Economy and Culture in Ancient India	4	70	30	100	4	Core
C-1.4	History of south India	4	70	30	100	4	Core
C-1.5	Indian Art and architecture	4	70	30	100	4	Core
SC -1.1	Introduction to Archival Studies	4	70	30	100	4	Soft Core
	Total	24	420	180	600	24	
Second Semester							
Paper Code	Paper title	Teaching hours / week	Final Exam Marks	Internal Assessment marks	Total marks	Credits	Remarks
C-2.1	Debates in Indian history	4	70	30	100	4	Core
C-2.2	History of Modern World	4	70	30	100	4	Core
C-2.3	State, Society and Economy of Medieval India (1200-1750)	4	70	30	100	4	Core
C-2.4	History of Medieval Karnataka	4	70	30	100	4	Core
C-2.5	Modern India 1757-1857	4	70	30	100	4	Core
C-2.1	Art and Architecture of Karnataka	4	70	30	100	4	Soft Core
	Total	24	420	180	600	24	

  
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**First Semester**

<b>Paper No.</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>Teaching Hours</b>
<b>01</b>	<b>Historiography (Core)</b>	<b>4</b>	<b>60</b>
<b>02</b>	<b>Ancient world Civilizations (Core)</b>	<b>4</b>	<b>60</b>
<b>03</b>	<b>Polity, Society, Economy and Culture in Ancient India(Core)</b>	<b>4</b>	<b>60</b>
<b>04</b>	<b>History of South India (Core)</b>	<b>4</b>	<b>60</b>
<b>05</b>	<b>Art and Architecture of India (Core)</b>	<b>4</b>	<b>60</b>
<b>06</b>	<b>Introduction to Archives (Soft Core)</b>	<b>4</b>	<b>60</b>

  
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### 1.1 Historiography (Core)

**Unit I--** Historiography - Evolution of historical writings - Greek Historiography Herodotus, Thucydides - Roman Historiography - Titus, Livy, Cornelius Tacitus. Arab Historiography Ibn Khaldun.- 15Hrs

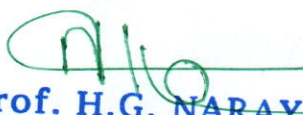
**Unit II-** Christianity and writing of History Features of Church History Historiographers of Church History – St. Augustus- Renaissance and its influence on the course of historical writings.- 15Hrs

**Unit III-** Cartesian and Anti -Cartesian Historiography - History of Positivism, Enlightenment period and Romanticism- Scientific History - Niebuhr and Ranke, Karl Marx, Toynbee, Oswald Spengler.- 15Hrs

**Unit IV-** Ancient Indian Historiography - Kalhana- Jadunatha Sarkar- Colonial School- James Mill- V A Smith-Nationalist- R G Bhandarkar- R C Majumdar- Marxist- D D Kosambi- Romila Thapar- Subaltern- Ranajith Guha- Gayathri Spivak-15Hrs

#### Suggested Readings

1. Walsh W.H.- An Introduction to the study of History.
2. Karl Marx- Das Kapital. 3
3. Oswald Spengler - Decline of the West 4
- 4 Arnold. J. Toynbee -A Study of History, 12 Vols. 5.
5. K. Rajayyan - Historical Methods & Historiography
6. N. Subramanian -Historiography
7. Sheik Ali-History, Its Theory and Methods.
8. Gardniner-Theories of History
9. E. Sreedharan -A Text Book of Historiography
10. R.G. Collingwood - The Idea of History.
11. Ranjit Guha (Ed) - Subaltern Studies (Volumes)
12. Keith Jenkins (Ed) - The Postmodern History Reader
13. Arran Gare E-Post Modernism and the Environmental lisis
14. H. V. Srinivasa murthy- Ithihasa samshodhana kale mathu vidhana.
15. Venkata rathnamma and padma- Ithihas samshodhana marga
16. Vijaya Ponachcha Thambanda and Virupaksha Pujarahalli- (ed) Charithre baravanige kramagalu mathu samshodhana vidhana. Vol- 1.

  
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## 1.2 Ancient world Civilizations (Core)

**Unit I**-History of civilization – Mesopotamia civilization, Geography- Development of Mesopotamia civilization- dynasties (Sumerian, Akkadian, Babylonian, Chaldeans, Asserian), Nebuchadnizar, Trade and Commerce – Contributions to world civilization.- 15Hrs

**Unit II**- Indian - A) Indus civilization-Excavation- Important cities and town planning- Economic and Religion -Seal and Script- Contributions – Downfall


B) China Civilization- civilization up to Zhou (Chou) dynasty, Society, religion and philosophy- contribution to world civilization.- 15Hrs

**Unit III**-Egypt Civilization, Influence of Geography on Egypt- Political history through the ages, Socio-economic, Religious and cultural conditions. Downfall of Egypt civilization- Egyptian contributions to the world culture.- 15Hrs

**Unit IV**- Greek and Roman civilizations- Geography- Political, Social – economy- Art and Architecture - Ancient cities- religion – literature and philosophy.- 15Hrs

### Suggested Readings

1. Barker Graeme and Candice Goucher-The Cambridge World History, A World with Agriculture  
Cambridge: CUP 2015
2. Cartledge, Paul - Ancient Greece A very Short introduction, Oxford: OUP, 2011
3. Cartledge, Paul -Ancient Greece: A History in Eleven Cities, Oxford: OUP, 2009.
4. Chakrabarti. Dilip K., (1999) -India. An Archaeological History, Paleolithic Beginnings to Early Historic Foundations. Delhi: Oxford University Press
5. Charvat. Peter. -The Birth of the State Ancient Egypt. Mesopotamia, India and China
6. Habib, Irfan -The Indus Civilization, Tulika Books, 2002
7. Killy. Christopher. Roman Empire A very Short Introductions, OUP, 2006
8. Kriwaczek. Paul - Babylon. Mesopotamia and the Birth of civilization. St. Martin's Press 2012
9. Leheri, Nayanjot, Finding Forgotten Cities How the Indus Civilization was Discovered, Delhi, Permanent Black, 2015
10. Ratnagar, Shereen. Understanding Harappa: Civilization in the greater Indus Valley. Delhi 1. Tulika Books, 2002
12. Shaw, Ian. The Oxford History of Ancient Egypt. Oxford OUP, 2000
13. Shaw, Ian Ancient Egypt. A very short introduction, Oxford: OUP, 2004
14. Tattersall, Ian. The World from the Beginning to 4000 BCE, Oxford OUP, 2008
15. Vijaya Tambanda Punachcha, (Ed), Asia, Europe, Africa, Hampi Prasara Publications.

  
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### 1.3 Polity, Society, Economy and Culture in Ancient India (Core)

**Unit I-** Formation of State - Mahajanapadas, Republics- Vedic polity- Mouryan and Gupta's state and polity.- 15Hrs


**Unit II-** Society - Varna, Varna Sankarana - Jathi - Emergence of Feudalistic Society. -15Hrs

**Unit III-**Economy - Expansion of agriculture – Second Phase of Indian Urbanization- Industries and craft technology- Trade and Commerce- maritime trade.- 15Hrs

**Unit IV –** Culture- Sanskrit cosmopolitan an Vernacular Culture and Concept of Greater India.- 15Hrs

#### Suggested Readings

- 1 A.S. Altekar-State and Government in Ancient India.
- 2.B. N. Puri- History of Indian Administration. Vol. I and II.
3. Jaiswal, Suvira Caste Origin, Function and Dimensions of Change. Delhi: Manohar, 2000.
- 4 K P Jayaswal-Hindu polity. Gyan Publishing house, 2021.
5. R S Sharma- India's Ancient Past. Oxford University press, 2005.
- 6 Singh. Upinder.- A History of Ancient and Early Medieval India. Delhi: Pearson Education India, 2009
7. Thapar, Romila -Ancient Indian Social History Orient Longman, 1978.
8. A. L. Bhashyam, -The Wonder that was India. Surjeet Publications.
9. R Champaka Laxmi, Trade – Ideology and Urbanization, Oxford publishers, 1996.
9. A. L. Bhashyam, Translater – D R Mirji, Prachina Bharathvemba Adbutha, IHB prakashana.
10. Vijaya Punachcha (ed), Adhunka Purva Bharatha, Vol 2, Hampi prasaranga , 2012.
11. Mohan Krishna Rai- Vasahathu Purva da Nagara Charithre, Hampi prasaranga , 2016,
- 13 . R C Majumdar and others- Bharathada samskruthi mattu ithihasa , Baharatiya vidya Bhavana prakashana vol- 1-9.
- 14 Nagaraj , (Kannada) Hindu polity, Bhasha Bharathi prakashana.
15. R S Sharma Prachina Bharatha, navakarnataka prakashana.

  
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#### 1.4 History of South India (Core)

**Unit I-** Formation of State - Administration and polity- Shatavahanas - Sangama - Polity, Literature, Chola administration (Local administration) – Chalukya , Pallava, Rastrakuta and Hoyasala.- 15Hrs


**Unit II-** Society –Sangam age, Shatvahana, Rastrakuta, Chola, Pallava and Hoyasala.- 15Hrs

**Unit III-** Economy- Expansion of Agriculture- Trade and Commerce, Trade guilds- Crafts,- 15Hrs

**Unit IV -**Religion and Philosophy- Jainism - Buddhism- Nayanmaras and Alvarasa- Philisophies of Shankara, Ramanuja, Madhva and Basaveshwara.- 15Hrs

#### Suggested Readings

1. Ali, B. Sheik. History of the Western Gangas. Mysore: University of Mysore, 1976
2. Allen, Charles. Coromandel: A Personal History of South India. London: Litt: Brown, 2017.
3. Altkear, A. S., The Rashtrakutas and their Times. Poona: Oriental Book Agency, 1934.
4. Bhandarkar, R. G. Early History of the Deccan. Asian Educational Services, 1996.
5. Champakalakshmi. R., Trade, Ideology and Urbanization. South India 300 B.C - 1300 A.D. Delhi: OUP, 1996.
6. Chandrashekar. S. Colonialism, conflict and nationalism: South India, 1857-1947. New Delhi: Vishwa Publications, 1995.
7. Cox, Whitney. Politics, Kingship and Poetry in Medieval South India. Cambridge University Press, 2017.
8. Diwakar. R R teds) Karnataka Through the Ages Bangalore Government of Mysore, 1958
9. Gopal, B.R. The Chalukyas of Kalyan and the Kachchuris, Dharwad. Karnataka University Press, 1981
9. Crukkal, Kajan Social Formations of Early South India, Delhi: OUP. 2010
10. Karashima, Nonoru. Ancient to Medieval South Indian Society in Transition Delhi OUP 2009
11. Karashima, Nobora A Concise History of South India, Issues and Interpretations, OUP 2014
12. Ramesh, K. V, Chalukyas of Vatapi, Delhi , Agam Kala Prakashan, 1984
13. Shastri. K A. Nilakantha, History of South India, Delhe, Oxford University Press, 1955
14. Shulman, David. Tamil A Biography, Harvard, Harvard University Press, 2016.
15. Shulman, David, More than Real A History of the Imagination in South India, Harvard, University Press, 2012
16. Stein. Burton. Peasant State and Society Delhi, OU P. 1983
17. Valuthat, Kesavan, The Early Medieval in South India, New Delhi, OUP, 2009.
18. Veluthat. Kesavan, Political Structure of Early Medieval South India, 2nd Edition. Orient Blackswan, 2012.

  
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## 1.5 Indian Art and Architecture (Core)

**Unit I-** Introduction to Indian Art and Architecture- Characteristics- Symbolism – Mouryan Architecture- Bhuddhist Architecture-Caves, Stupas, Chaityas, Viharas – Gandhara and Mathura School.- 15Hrs


**Unit II-** Styles of Architecture- Nagara Dravida, Vesara – Gupta and post Gupta period- Regional Styles- Orissa, Khajuraho, Pallava, (Rock cut structure) Chola.- 15Hrs

**Unit III-** Indo Islamic Architecture- Sultanate- Mughal and Deccan Sultanate.- 15Hrs

**Unit IV -** Colonial Architecture- Features- Major Colonial Structures Churches, Public buildings – Madras, Bombay, Calcutta, New Delhi. - 15Hrs

### Suggested Readings

- 1 Asher. Catherine. The New Cambridge History of India 1.4 Architecture of Mughal India Cambridge: Cambridge University Press, 1999.
- 2 Bharne. Vinayak and Krupali Krusche. Rediscovering the Hindu Temple, The Sacred Architecture and Urbanism of India. New Caste Upon Tyne. Cambridge Scholars. 2012.
- 3 Burton-Page, John Indian Islamic Architecture: Forms and Typologies. Sites and Monuments. Leiden: Brill, 2008.
4. Dehejia, Vidya, Indian Art. London. Phaidon Press, 1997.
- 5 Lahiri, Nayanjot, Marshaling the Past. Delhi: Orient Blackswan, 2012.
6. Michell, George, The New Cambridge History of India Architecture and art of Southern India Vijayanagara and the successor states. Cambridge: Cambridge University Press, 2008
- 7 Michell, George and Mark Zebrowski. The New Cambridge History of India Architecture and Art of the Deccan Sultanates. Cambridge: Cambridge University Press, 1999.
- 8 Mitter, Partha. Indian Art, Oxford: OUP. 2001.
- 9 Neave, Dorinda, Lara Blanchard and Marika Sardar. Asian Art. Boston: Pearson, 2014. (SEE
- 10 Rowland, Benjamin. The Art and Architecture of India. Penguin, 1954.
- 12 Brown. Percy, Indian Architecture (Buddhist and Hindu)
- 13 Brown, Percy, Indian Architecture (Islamic Period) 14. Rajashekar, Art and Architecture ,

  
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## **1.6 Introduction to Archival Studies (Soft Core)**

**Unit I-** Introduction – Meaning and importance of Archives- Forms of material Collection. - 15Hrs


**Unit II-** Archival Management - Types of Archives- National, State, institutional, Military, Industrial, Religious and Private. - 15Hrs

**Unit III-** Activities of Archives – Preservation and Conservation (traditional and modern) of documents – exhibitions – out rich and electronic resource development. - 15Hrs

**Unit IV –** Public record management – conservation – Reprography, ICT and Digital Archives. - 15Hrs


### **Suggested Readings**

1. Philips C-Research in Archives, University of Chicago press, 1999.
2. Ghose, Sailen – Archives in India, Firm K L Mukhopadhyay, 1963.
3. Gilliland , Anne J- Conceputualizing 21<sup>st</sup> Century Archives, Chicago, SAA, 2014.
4. Harinarayan N Science of Archives Keeping and Practices, HAS, Government of AP, 1969.
5. Millar, Laura A – Archives Principles and practices, Neal Schuman Publication, 2010.
6. Dr. Mrinal Sarma - Archives and Museums, Global Net publications, New Delhi.

  
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Second Semester

Paper No.	Title of the Paper	Credits	
01	Debates in History (Core)	4	
02	History of Modern World (Core)	4	
03	Polity and Economy of the medieval India (Core)	4	
04	Modern India (Core)	4	
05	Political Economy of Karnataka (Core)	4	
06	Art and Architecture of Karnataka (Soft Core)	4	

  
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## **2.1 Debates in Indian History (Core)**

**Unit I-** Debate over Indus Valley civilization – Ethnicity- Theories of Aryan Origin – in Orientalist, Nationalist, Neo nationalist- Post Modernist the Arya, Dravida Debate- Races, Varna, Jathi. -15 Hrs


**Unit II-** Debate Over Religions – Emergence of New religions- debate over decline of Buddhism- Theories on Vedic revivalism- Debates on feudalism and Golden Age – Pan Hinduism –Synthesis of Hindu and Islamic Cultures. – 15 Hrs

**Unit III-** Notions of Colonialism- Colonial economics- Colonial Modernization- Education and Administration- Peasant insurgency – Nationalism- cultural nationalism. - 15 Hrs

**Unit IV-** Partition of India- Formation of Linguistic States- Reservation – Hindu Code Bill- self-determination –Formation of Separate States – 15 Hrs

### **Suggested Readings**

- 1.R.S. Sharma-In Search of Aryans
- 2.R.S. Sharma -Indian Feudalism.
- 3.R. S. Sharma-Political Ideas and Institutions.
- 4.R.S. Sharma-In Ancient India Studies in Ancient India.
- 5.Romila Thapar-Ancient India.
- 6.Romila Thapar In Defense of Ancient India.
- 7.Romila Thapar -Ancient Indian Social History some Interpretation
- 8.Romila Thapar - Asoka.
- 9.Romila Thapar - Thoughts on Ramayana.
- 10.K.P. Jayaswal -Hindu Polity.
- 11.J.P. Sharma -Republics in Ancient India.
12. Shashi Tharoor- Inglorious Empire.
13. Ramachandra Guha – Gandhi year that changed the world
14. Ramachandra Guha India After Gandhi.
15. Shashi Tharoor- An Era of Darkness.

  
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## **2.2 History of Modern World (Core)**

**Unit I-** Ideologies of 19th Century, Capitalism- Imperialism – Liberalism- Socialism – Nationalism- Feminism. - 15Hrs

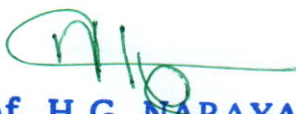
**Unit II-** Emergence of Power Blocks-Out of break of First World War - Treaty of Versailles- Woodrow Wilson's fourteen Points - Russian Revolution –League of Nations. -15Hrs

**Unit III-** The Volatile Decade s in War Period: European Economy in Post War period- Crisis in Capitalism global economic Slump Question of Reparation- American Intervention- Collective Security- French Search for Security. -15Hrs

**Unit IV -**Rise of Dictatorship and Totalitarianism: Fascist and Nazi Authoritarian Regimes- Militarism in Japan – Wars and Expansionist policies of Axis power s- America, USSR, Polarization of World. - 15Hrs

### **Suggested Readings**

1. W.S. Churchill- The World Crisis 1911-1928
2. Hardy G.M. Gathorne-A Short History of International Affairs 1920-1939
3. W.C. Ongione- The World Since 1914-1919.
4. E.H. Carr- The Twenty Years Crisis .
5. E.H. Carr-Nationalism and After .
6. E.H. Carr-International Relations between the Two World Wars
7. Ward and Gooch- The Cambridge History of British Foreign Policy.
8. David Thomplan- Europe Since Napoleon.
9. Loplore-1- Europe 1914-1939
10. Hartmann Fredick-The Relations of Nations
11. Schuman Fredrick-International Politics
12. E.II. Carr-A History of Soviet Russia
13. Fisher A.I.- The Soviet in world affairs
14. Webber Beatrice and Sidney- Soviet Communism.
15. Pollock. A.-The League of Nations.
16. Zin mern.A.- The League of Nation and Rule of Law.
17. Lipion.E-Europe 1914-1939
18. A.C. Roy- International Relations since 1919.
19. M.G. Gupta- International Relations since 1919.
20. A.K. Sen-International Relations since 1919

  
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## 2.3

### 2.3 State, Society and Economy of Medieval India (1200-1750) (Core)

**UNIT-I** Sources: Nature of the Delhi Sultanate, - Altmush - Balban- Divine kingship theory-Allauddin Khilji, Administrative reforms- Mahammad bin Tughlaq and his reforms- Firoz sha Thugalaq. - 15 Hrs


**UNIT-II** The Mughal State, Theories of Kingship: Nature and Administrative- Sher Sha Sur- Administrative system- Akbar- Rajput Policy- Religious policy- Bandobasth System- Aurangzeb- Deccan and Religious policy- Mughal Maratha Conflict - Decline of Mughal. - 15Hrs

**UNIT-III** Agrarian Economy -Agriculture and Industries (Kharkanas); Metal Technology, Artisans, Mercantile Groups and their Role in Production; Trade and Commerce- Medium of Exchange, Currency, Banking and Hundi System - Process of Urbanization- Taxation. - 15Hrs

**UNIT-IV** Society: Rural and Urban under Delhi Sultanates and Mughals -Bhakthi , Sufism and its Impact. - 15Hrs

### Suggested Readings

1. Alm-, Muzaffar – The Language of Political Islam in India, University of Chicago, 2007.
2. Alm Muzaffar and Sanjay Subramanya- The Mughal State.
3. Chandra Satish, History of Medieval India, Orient Blackswan, 2007.
4. Jackson peter, the Delhi Sultanate, A Political and Military History, Cambridge University Press, 1999.
- 6 Kumar Sunil – the Emergence of the Delhi Sultanate, Permanent black 2010.
7. Raychoudri, Tapan and Dharma Kumar, The Cambridge History of India, Cambridge CUP, 1993.
8. R C Majumdar, civilization and Culture of India , Bharathiya Vidyabhavan .
9. Srivatsav – History of Medieval India,
10. Rizvi – India that was India.
11. Vijay Tambanda Poonacha, Adhunka Poorva Bharatha, Hampi Prasanga, 2013.
12. Bharthiya Vidyabhavan books Translated in to Kannada
13. Sharada Prasad- Bharathada Proudha Ithihasa.

  
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### History of Medieval Karnataka (Core)

**UNIT-I- Polity:** Vijayanagara and Bahamani- Administrative System- Wodeyar, -Nayaka of Keladi. - - 15Hrs


**UNIT -II- Economic conditions under Vijayanagara -Agriculture- Irrigation-Industries -Trade and Commerce – Keladi- Economic reforms of Shivappa Nayaka-Wodeyars- Economic reforms of Chikkadevaraja Wodeyar. State Income- Merchant and Trade Guilds.- 15Hrs**

**UNIT- III- Society and Culture:** Caste System – Status of Women- Fine Arts- Origin and Development of Kannada Language- Folk Heros- Manteshwamy, Male Mahadeshwara , Kumarrama, Junjappa, Shishunala Sharifa. - 15Hrs

**UNIT- IV- Religious conditions:** Veerasaiva Movement - Concept of Kayaka - The Haridasas Movement- Purandara dasa and Kankadasa. Sufism in Karnataka.- 15Hrs

### Suggested Readings

- 1 Mahalingam TV -Administrative and Social life in Vijayanagara-2vols
- 2Saletore B.A- Social & Political life in Vijayanagara-2vols
- 3 Desai P.B- Basaveswara and His Times
- 4 Kumaraswamy S- Lingayath Movement
- 5 Hiremullur Eswaran - Lingayatha Dharma Samaja Mattu Samskriti
6. Masti Venkatesha Iyengar- Popular Culture in Karnataka 7
- Maqbul Ahmed Khanuni- Islam - Islam in India
- 8 Sherwani and Joshi (ED) - The Bahamanis of Deccan
- 11 Hayavadana Rao C -History of Mysore-3 vols
12. Shama Rao M-Modern Mysore-2 vols
13. RahamathTarikere-Karnatakadalli Sufi Dharma
14. Saki-Making History.

  
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## 2.5

### Modern India (1757-1857) (Core)

**Unit- I-** Advent Europeans – Portuguese- Vasco da Gama, Albuquerque- Dutch, English, French- Carnatic Wars. -15Hrs


**Unit -II-** Expansion and establishment of British Empire -Plessey, Buxar battles- Subsidiary Alliance, Doctrine of Lapse, Divide and Rule, - 15Hrs

**Unit -III-** Economic Impact British rule, Land revenue reform policies, Permanent settlement, Rythuwar, Mhalwari- Commercialization of Agriculture, Decline of Industries- Drought and Famine. Economic Drain. 15Hrs

**Unit-IV-** Introduction of English Education- Impact of English Education- Rise of Middle class -Opening of Bureaucracy -Introduction of modern transport and communication systems- Railway, Post and Telegraph.- 15Hrs

### Suggested Readings

1. Bipin Chandra-Rise and Growth of Economic Nationalism in India, Delhi 1977
2. A.R.Desai-Social Background of Nationalism
3. Anil Seal-Emergence of Indian Nationalism, Cambridge, 1960
4. Shanker Ghose- Renaissance and Militant Nationalism
5. R.P.Dutt-India Today, Bombay, 1947
6. Sumit Sarkar- History of Modern India.
7. N.P.Shankaranarayana Rao- Swatantra Gangeyosavira Thoregalu
8. Bipin Chandra Amalesh Tripathi and Burude: Barathada Swatantriya Horata
9. Ramachandra Guha-
10. Shashi Tharoor- An Era of Darkness.
11. Shashi Tharoor- Inglorious Empire.

  
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## 2.6

### 2.6 Art and Architecture of Karnataka (Soft Core)

**Unit I-** General Characteristics of Jain – Buddhist, Hindu, Islamic, and Colonial Art and Architecture.- 15Hrs

**Unit II-**Architectural Development: Sathavahana Architecture and Art -Buddhist monuments-Sannati.- Beginnings of Temple Architecture-Badami Chalukyan Temples -Kalyani Chalukyan Temple Architecture- Rock-Cut Architecture- Chalukyas of Badami and Rashtrakutas Sculptures.- 15Hrs


**Unit III-** Hoysal – Architecture- features of Hoysal Architecture- Vijaya nagara Architecture- Religious and secular Architecture- Hampi.

15Hrs

**Unit IV –** Gulbarga and Bijapura- Monuments- Origin and development of Paintings- special reference to Vijayanagara period- Colonial Architecture, Bangalore , Mysore.- 15Hrs

### Suggested Readings

1. S. Srikantha Sastry- Hoysala Vastusilpa 1
2. B. Venkoba Rao- Mysore desada Vastusilpa 2
3. .E.B. Havell-The Ancient and Medieval Architecture of India 3
4. James Fergusson-History of India and Eastern Architecture 4.
5. G.M. Moraes- The Kadamba Kula
6. M.V. Krishna Rao- The Gangas of Talkad.
- 7 A.S. Altekar- The Rastrakutas and their Times
8. B.L Rice-Mysore and Coorg from the Inscriptions
- 9 Masti Venkatesha Aiyangar-Popular Culture in Karnataka
10. Narasimhachar R.-Temples of Belur
11. ShivaramaKaranath-KarnatakadalliChitrakale, ChalukyaVastusilpa 12. Yazdani G (ed)- History of Deccan, vol.2

  
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