

PG42T101- History of South India to 757 AD	
Realize the significance of geographical factors and sources for the reconstruction of the South Indian History of ancient times.	
Understand the Ethical values propagated in Ashokan Edicts and his concept of Dhamma besides tracing the extent of his empire in the South.	
Perceive the socio-political and economic conditions of South India as reflected in Sangam Literature.	
Grasp the cultural contributions of early ruling dynasties of the Deccan.	
understand the zenith of Political Power of Chalukyas of Badami and Pallavas of Kanchi along with their contributions to art and architecture.	
Particulars	Teaching Hours
Geographical Factors and Sources	8hrs
a) Geographical Factors	
b) Archaeological Sources	
c) Literary Sources	
Mauryan Rule in South India	8hrs
a) Ashokan Edicts in South India	
b) Mauryan Administration in South India	
c) Ashokan Dhamma	
The Sangam Age	8hrs
a) Literature	
b) Polity and Society	
c) Socio-Economic and Religious condition	
Satavahana, Ikshvaku and Vishnukundin Rule	8hrs
a) Satavahana Genealogy, Early Rulers- Gautamiputra Satakarni and his achievements	
b) Socio-Economic, Religious conditions and Art and Architecture of Satavahanas	
c) Ikshvakus and Vishnukundins' Rule	
The Chalukyas of Badami and Pallavas of Kanchi	8hrs
a) Pulakesi-II and Pallava Narasimhavarma-II	
b) Chalukya – Pallava conflicts	
c) Art and Architecture of Chalukyas and Pallavas	

Yazdani, G.; <i>The Early History of Deccan Vol.I & II</i> , New Delhi, 1982	
Sastri, K.A.N.; <i>A History of South India from Prehistoric Times to the Fall of the Vijayanagara</i> , Oxford, 1966.	
Subramanian, N.; <i>Sangam Polity</i> , Bombay, 1966	
Krishnarao, B.B.; <i>A History of the Early Dynasties of Andhradesa</i> Madras, 1942.	
Ramesh, K.V.; <i>Chalukyas of Vatapi</i> , Delhi, 1984.	
Sheik Ali, B. (Ed.) ; <i>Karnataka Charitre</i> , Vols.1-2 Hampi, 1997	
PG42T102- Ancient Indian Polity - Theories and Concepts	
Understand the trends in Historiography of Ancient Polity	
Realize the significance of sources in the reconstruction of history of Political thought.	
Understand the evolution of various theories of origin of state.	
Comprehend the concepts and elements of state as propagated by Kautilya	
View Contemporary Inter-state problems in light of ancient Indian theory and concept of Raja-Mandala.	
Particulars	Teaching Hours
History of Research in Ancient Indian Polity- Imperial and Nationalist Views.	8hrs
a) Survey of Research	
b) Imperialist view	
c) Nationalist view	
Sources	8hrs

a) Manusmriti and Mahabharata	
b) Arthashastra	
c) Kamandaka's Nitisara and Dighanikaya	
Theories on the Origin of Kingship;	
a) Origin of State: State of Nature	8hrs
b) Brahmanical view- Divine origin theory	
c) Buddhist view- Social Contract Theory	
Elements of the State	
a) Concept of Elements of State	8hrs
b) Saptanga theory of Kautilya	
c) Importance of Swami and Amatya	
Inter-State Relations	
a) The Rajamandala concept	8hrs
b) Kautilya's Rajamandala theory	
c) Its Relevance to Inter-State relations	
Saletore, B.A; <i>Ancient Indian Political Thought and Institution</i> , Bombay, 1968.	
Kane, P.V.; <i>The History of Dharmasastras</i> (Vol.3), Poona, 1962.	
Goshal, U.N.; <i>A History of Indian Political Ideas</i> , OUP, 1959.	
Sharma, R.S.; <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi, 1959.	
Altekar, A.S.; <i>State & Government in Ancient India</i> , Banaras, 1949.	
Mookerji, R.K.; <i>Local Government in Ancient India</i> , Oxford, 1920.	
Shama Sastry R.; <i>Kautilya's Arthashastra</i> , Mysore, 1967.	
PG42T103- History of Indian National Movement	
Recognize the process and impact of the colonization of India	

Understand ideological dimensions and trends in the writings on Indian National Movement	
Trace the course and methods of liberal and radical nationalists.	
Understand the emergence of urbanized mass politics and the popular movements.	
Understand the tangle of communal and caste politics and their remedial measures.	
Particulars	Teaching Hours
Introduction:	
a) Historiography of the Indian National Movement.	8hrs
b) Ideological Dimensions and Strategy of the Movement.	
c) The Revolt of 1857 and Economic Policies of the Colonial Rule	
Rise and Growth of the National Movement	
a) Myth and Reality of Indian National Congress	8hrs
b) Moderate Phase (1885-1905) –Partition of Bengal.	
c) Extremist Phase (1905- 1919) -Split in Congress, Socialists V/S Conservatives	
Emergence of Mahatma Gandhi:	
a) Non Co-operation Movement.	8hrs
b) Civil Disobedience Movement	
c) Quit India Movement	
Emergence of Communal & Caste Politics	
a) Partition of India – Jinna’s Two Nation Theory & Dr. Ambedkar’s thoughts on the formation of Pakistan	8hrs
b) Gandhiji on Chaturvarna and Upliftment of Dalits.	
c) Crusade against caste system and untouchability- the approaches of Dr. Ambedkar	
The Popular Movements during Freedom Struggle	
a) Peasant and Working Class Movements	8hrs
b) Tribal Movements.	
c) Role of Women in Freedom Struggle	
Majumdar, R.C. (Ed.)- <i>Advanced History of India</i> (Part-III) London, Macmillan, 1949.	
Bishweshar Prasad, <i>Changing Modes of Indian National Movement</i> , New Delhi 1966.	

Tara Chand, History of the Freedom Movement in India (2 Vols.), Delhi, 1967	
Percival Spear, <i>A History of India</i> Vol. II New Delhi, 1990.	
Suntharalingam, <i>Indian Nationalism: Historical Analysis</i> , New Delhi, 1963.	
Ambedkar, B.R., <i>Thoughts on Pakistan</i> , Bombay, 1941.	
Keer Dhananjay- <i>Life and Mission of Dr. Babasaheb Ambedkar</i> , Popular Prakshan, Bombay.	
Bipan Chandra- <i>India's Struggle for Independence 1857-1947</i> , Penguin Books New Delhi 1997.	
Desai., A.R., <i>Peasant Struggles in India</i> , Oup, Bombay, 1979.	
Sumit Sarkar- <i>Modern India 1885-1947</i> , Delhi, 1983.	
Sukomal Sen- <i>Working Class of India, History of Emergence and Movement, 1830-1970</i> , Calcutta, 1977.	
Girja Shankar, <i>Socialist Trends in Indian National Movement</i> , Meerut, 1987.	
PG42T104- Society and Religion in Ancient India: Part I	
Equipped with the ability to analyze causes and consequences of Varna and Caste system that prevailed in early India.	
Able to understand the Socio-religious and philosophical development of early and later Vedic ages.	
Enlightened about the status of Women and Shudras in the Epic age.	
Able to perceive Dharmashastras and Smriti as the legal codes of that period and the riddle of castes.	
Able to realize the impact of Shakti and Tantric Cult on Ancient Indian Society and Religion.	
Particulars	Teaching Hours
Vedic Society and Religion	8hrs

a) Chaturvarna and Caste System	
b) Religious rites and Ashrama System	
c) Institution of Marriage and Position of Women	
Later Vedic Society and Religion	
a) Sources: Vedas, Upanishads and Puranas	8hrs
b) Conflicts between Brahmins and Kshatriyas	
c) Philosophy of Upanishad– Concept of Ahimsa and war on Vedas	
Society and Religion during Epic Age	
a) Concept of the Yugas – Riddle of Kaliyuga	8hrs
b) Rajadharma and Varnashram- Fate of Shambhuka, Ekalavya and Karna	
c) Position of Women- Sita, Draupadi and others	
Emergence of Communal & Caste Politics	
a) Sources	8hrs
b) Social order- The Riddle of Castes	
c) Law and Rituals	
Shakti and Tantric Cults	
a) Origin and development	8hrs
b) Downfall of Male Dities and rise of Female Goddesses.	
c) Impacts of Shakti and Tantric Cults	
<i>Apasthamba Dharma Sutra, (Ed) Bihler Bombay, 1894.</i>	
<i>Aitareya Brahmana Commentary of Sayana, Culcutta 1895.</i>	
<i>Atharva Veda, VVR Institute Hoshiarpur, 1960.</i>	
<i>Rigveda, OUP 1890 (1935)(1954)</i>	
Ambedkar B.R. Writings and Speeches Vol.3, 4, and 5. Govt of Maharashtra Bombay 1987.	
A.L. Basham; <i>The Wonder That Was India</i> , London, 1967.	
Thapar Romila: <i>History of India</i> , 1965.	
PG42T105A- Principles and Methods of Archaeology	

Understand the basic concept of Archaeology and its course.	
Trace the development of archaeology in west and India and its evolution as a disciplined helps student to realize the trends of Archaeological Studies.	
The Study of inter-relationship between Archaeology and other Sciences will helps student to develop interdisciplinary approach.	
Become familiarized with the technique of excavation, prospecting.	
Particulars	Teachin g Hours
Introduction to Archaeology	8hrs
a) Meaning and Definitions	
b) Nature	
c) Scope of Archaeology	
II. Development of Archaeology	8hrs
a) Development in West	
b) Development in India Pre- independence	
c) Development in Post- Independence India	
Relationship of Archaeology with other Sciences	8hrs
a) Natural Sciences	
b) Physical Sciences	
c) Social Sciences	
Methods of Archaeological Excavation	8hrs
a) Horizontal	
b) Vertical	
c) Quadrant	
Relative and Absolute Dating Methods in Archaeology	8hrs
a) Statigraphy	
b) C. 14	
c) Dendrochronology and Thermoluminescence	
<i>Frank Hole R.Heizer; Introduction to Prehistoric Archeology, Newyork,1977.</i>	
Glyn Daniel ; A Hundred and Fifty Years of Archaeology, London 1979	

D.Brothwell and E Higgs; Science in Archaeology, London-NewYork, 1963.	
K.V.Raman Principles and Methods of Archaeology, Madras, 1986.	
H.D. Sankalia ; Prehistory and Protohistory in India and Pakistan Pune, 1974.	
S.V.Padigar; Puratatvashastra Parichaya Dharwad, 1987	
PG42T105B- Indian Art and Architecture (Select Themes)	
Understand the purpose and significance of Cave Architecture in Ancient India.	
appreciate the importance of the Study of Stupa Architecture will help students to understand the evolution and maturity of Stupa architecture over centuries.	
Appreciate Chalukyan Center as cradles and centers of experimentation of styles of temple architecture in parallel to pallava architecture.	
Trace the transition of architectural styles from Cave temples to Structural Shrines.	
Visualize the Zenith of Vesara and Dravidian styles respectively under Hoysalas and Cholas.	
Particulars	Teaching Hours
Cave Architecture in India	
a) Mauryan Caves	8hrs
b) Later Caves in Western Deccan	
c) Khandagiri and Udayagiri (Orissa)	
Mauryan Art:	
a) Nature of Mauryan Art	8hrs
b) Ashokan Pillars	
c) Yakshas & Yaskhis	
Stupa Architecture	
a) Origin and growth of stupa architecture	8hrs
b) Essential features of stupa	
c) Sanchi and Amaravati stupa	
Structural Temples	
8hrs	

a) Early Chalukya and Pallava Architecture	
b) Centers	
c) Salient features	
Structural Temples of Hoysala and Chola period	
a) Centers of Hoysala and Chola architecture	8hrs
b) Main temples	
c) Characteristic features	
Rajendra Prasad, B.; <i>Art of Andhra Pradesh</i> Delhi, 1980	
Brown, Percy; <i>Indian Architecture (Buddhist and Hindu Periods)</i> Bombay, 1971.	
Rajasekhara, S.; <i>Early Chalukya Art at Aihole.</i> New Delhi, 1985.	
Gupte, R.S.; <i>Ajanta, Ellora and Aurangabad Caves.</i> Bombay, 1962.	
Sivaramamurti, C.; <i>The Chola Temples – Thanjavur, Gangaikonda Cholapuram, Darasuram.</i> New Delhi, 1960.	
Dhaky M.A.;- <i>Encyclopedia of Indian Temple Architecture (South India: Upper Dravida Desa) Early Phase.</i> Delhi, 1986	
Settar, S.- <i>The Hoysala Temples, Vol. I & II.</i> Bangalore, 1991	
Rajasekhara, S.; <i>Karnataka vatsusilpa mattu Chitrakale</i> (Kannada), Dharwad, 1988	
Sivaramamurthi, C; <i>Indian Sculptures.</i> New Delhi, 1961	
Barrett, Douglas; <i>Early Chola Architecture and Sculpture</i> London, 1974	
PG42T106A- Economic History of Medieval North India -1200 to 1756	
Understand the agrarian Structure and land tenures of the Delhi Sultanate period.	
After understanding the market and price regulation during Delhi Sultanate, in will provide some hint to current economic crisis.	
Trace the technological advances and growth of craftsmanship that lead to the emergence of new towns and cities.	

Comprehend the relationship between Mughals and the European Companies as well as monetization of the economy.

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Particulars	Teaching Hours
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Agrarian System under the Sultanate	
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| a) Sultanate Ideas on Land Taxation, Land Revenue Administration Under the Delhi Sultanate | 8hrs |
| b) Land Tenures – Iqta System, Agrarian structure | |
| c) Irrigation under the Tughlaqs | |

Markets and General Economy	
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| a) Markets and Market Regulations | 8hrs |
| b) Urban Economy, Prices in Agricultural Goods | |
| c) Currency System | |

Urbanization	
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| a) Growth of Towns and Cities | 8hrs |
| b) Trade and Commerce | |
| c) Technological Changes and Craft Production | |

Economy under the Mughals	
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| a) The status and role of the Mughal nobility in the countryside with special reference to the Zamindari | 8hrs |
| b) The state and the Economy: Agrarian relations and the Mughal revenue and Monetary System and prices. | |
| c) Internal and Foreign Trade with special reference to the nature, extent and commodity. | |

European Trade during the Mughals	
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|-------------------------------------|------|
| a) European Trading Companies | 8hrs |
| b) Monetization of the Economy | |
| c) Material Condition of the people | |

Tapan Ray Chowdhary; <i>The Cambridge Economic History of India – Vol- I and II</i> , Delhi, 1982- 1984

Morland; <i>Agrarian System of Muslim India, Akbar to Aurangajeb</i>
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Irfan Habib; <i>Agrarian System of Mughal India, 1556-1707</i> , Asia, Bombay, 1963. Revised edition, Oxford, Delhi, 1999.
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Irfan Habib; <i>An Atlas of the Mughal Empire</i> , Oxford, New Delhi, 1982; 2 nd ed., 1983.	
Irfan Habib; <i>The Agrarian System of Mughal India 1556-1707</i> Third edition OUP India Paperback, 2013	
Narasimha Reddy D. and Srijit Mishra (Ed.), <i>Agrarian Crisis in India</i> OUP India, 2010.	
PG42T106B- Archaeology of Karnataka: Prehistoric	
The study of this course helps to understand the geographical features, phases of human evolution during pre-historic Karnataka.	
It helps students to discern developmental patterns of man from primitive to proto-modern stages during stone and metallic ages.	
Further it helps and to identify the industrial and dwelling sites discovered and excavated in Karnataka.	
Particulars	Teaching Hours
Introduction to Karnataka Archaeology	8hrs
a) Nature	
b) Scope	
c) Importance	
Development of Archaeology in Karnataka- Pre-historic	8hrs
a) Paleolithic	
b) Mesolithic	
c) Neolithic	
Development of Archaeology in Karnataka: Early Historic	8hrs
a) Epigraphy,	
b) Numismatics,	
c) Art and Architecture	
The Palaeolithic Cultures of Karnataka	8hrs
a) Lower Paleolithic	

b) Middle Paleolithic	
c) Upper Paleolithic.	
The Neolithic-Chalcolithic Cultures of Karnataka	
a) Sanganakallu,	8hrs
b) Tekkalakota	
c) Maski	
Joshi, R.V., Pleistocene Studies in the Malaprabha Basin, Poona-Dharwad, 1956.	
Pappu, R.S., Pleistocene Studies in the Upper Krishna Basin, Poona, 1974	
Paddayya, K., <i>The Lower Palaeolithic Cultures of the Hunsgi Valley: A Settlement system Perspective</i> , Pune, 1982.	
Allchin, B. and Allchin F.R., <i>The Rise of Civilization in India and Pakistan</i> .	
Sheik Ali B. (Ed.), <i>Karnataka Charitre</i> , Vol.I (Hampi, 1997).	
II SEMESTER	
History of South India 757 to 1336 A.D.	
Understand the useful archaeological and literary sources available for the study of South Indian History	
Understand the process of consolidation of power in the Deccan by the Rashtrakutas and their Northern Policy.	
This course also provides an insight into the Chalukya - Chola Conflicts as well as Shri Basaveshwara's Veerashaivism.	
It enables students to appreciate overseas expeditions of Cholas and their cultural contributions.	
This course also helps students to understand the Hoysala role in Southern Karnataka and their contribution to Art and Architecture	
Particulars	Teaching Hours
Sources	8hrs
a) Archaeological Sources	
b) Literary Sources	
c) Foreigners' Accounts	

Rashtrakutas	
a) The Emergence of the Rastrakutas	8hrs
b) Political history- Northern Policy	
c) Administration.	
Development of Archaeology in Karnataka: Early Historic	
a) Career and achievements of Somesvara-I- Vikramaditya-VI and the Kalachuri Bijjala	8hrs
b) Conflict with the Cholas	
c) Sri. Basaveshwara,- Virasaivism	
Imperial Cholas	
a) Career and achievements of Rajaraja-I and Rajendra-I.	8hrs
b) Administration, Agriculture, Trade and Commerce.	
c) Art and Architecture.	
Hoysalas	
a) Career and achievements of Vishnuvardhana and Ballala-III	8hrs
b) Causes for The Decline of the Hoysalas	
c) Art and Architecture	
Yazdani G. - The Early History of Deccan, Vol. I & II New Delhi, 1982.	
Sastri K.A.N. - A History of South India from Prehistoric Times to the Fall on the Vijayanagara, Oxford, 1996.	
Basavaraja, K.R. - History and Culture of Karnataka, Dharwad, 1984.	
Desai, P.B. - A History of Karnataka, Dharwad, 1970.	
Gopal, B.R. - The Rashtrakutas of Malkhed (Studies in their History and Culture), Bangalore, 1996.	
Rajashekhara, S. - Karnataka Architecture, Dharwad, 1986.	
Sheik Ali B. (Ed) - Hoysala Dynasty, Mysore, 1972	
Ancient Indian Political Institutions	
This course helps students to understand the nature of Vedic Polity and the role of Sabha and Samiti.	
Further, it enables students to appreciate the emergence of the republican states and the democratic nature of their administration	
It also enriches the students with knowledge on earliest forms of taxation and the ethical constraints of the same.	
Students will be enlightened on the nature of recruitments and organization of the army.	

Overall, students will be able to evaluate political institutions and laws of the ancient period.

Particulars	Teaching Hours
Vedic Polity	8hrs
a) Vidatha,	
b) Gana,	
c) Sabha and Samiti	
Republican States	8hrs
a) The Emergence of the Rastrakutas	
b) Political history- Northern Policy	
c) Administration.	
Revenue	8hrs
a) Principles of Taxation	
b) Sources of State Income	
c) Items of Expenditure	
Military	8hrs
a) Recruitment and Training	
b) Organization	
c) Administration	
Law in Ancient India	8hrs
a) Sources of Law-Manu, Yajnavalkya, Narada Smritis	
b) Kantaka Shodana and Vyavaharapada	
c) Administration of Justice.	
Saletore, B.A.- <i>Ancient Indian Political Thought and Institution</i> , Bombay, 1968.	
Kane, P.V. <i>The History of Dharmasastras (Vol.3)</i> Poona, 1962	
Ghoshal, U.N.- <i>A History of Indian Political Ideas</i> 1959.	
Derrett, J.D.M.- <i>Religion, Law and State in Ancient India</i> , London, 1968.	
Sharma, R.S.- <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi, 1959.	
Altekar, A.S.- <i>State and Government in Ancient India</i> , Delhi, 1958.	
Shastri, K.A.N.- <i>Early History of South Indian from Prehistoric Time to the fall of Vijayanagar</i> , Oxford, 1966.	
History of Constitutional Development in India	

This course enables students to grasp the introduction and evolution of democratic principles and institutions in India.	
In addition enables them to understand the curtailment of company powers and extension of parliamentary control over company administration.	
Further this helps them to understand the process of implementation and impact of British Constitutional reform Acts. Especially the Policy of Association, Policy Self and Responsible Government, Provincial Autonomy, Federal Principles and etc.	
Moreover make student to realize the nature and importance of Communal and Class electorates, reservation policy and representation in the administrative machinery and governance.	
In addition this enables them to make a critical analysis of the reports of British Commissions and their proposals and plans. This also makes them to assess the work of the Constituent Assemble and salient features of the Indian Constitution.	
Particulars	Teaching Hours
Early Acts	8hrs
a) Regulating Act, 1773.	
b) The Charter Act of 1833.	
c) Act of 1858 and Queen's Proclamation	
The Acts of 1909 and 1919	8hrs
a) The Minto – Morley Reforms (1909)	
b) The Montague-Chelmsford Reforms (1919) – the Dyarchy	
c) Swarajistis Attitude	
Constitutional Developments (1927 to 1930)	8hrs
a) The Simon Commission (1927)	
b) The Nehru Report	
c) The Fourteen Points of M.A. Jinnah	
Constitutional Deadlock and 1935 Act	8hrs
a) The Round Table Conferences (1930-32) – Poona Pact.	
b) Government of India Act of 1935-Features and Provincial Autonomy.	
c) Cripps Mission	
The Making of the New Constitution	8hrs
a) Cabinet Mission Plan (1946).	
b) The Constituent Assembly-Important Committees:	
c) Salient Features of Constitution (1950)	
Banerjee, A.C.; <i>Constitutional History of India (1919-1977)</i> , Vol.3 Delhi, 1978.	

Desikachar, S.V.(Ed.); <i>Readings in the Constitutional History of India (1757-1947)</i> , Delhi, 1983.	
Shree Govind Mishra; <i>Constitutional Development and National Movement in India</i> , Patna, 1978.	
Hasan Mushiral ; <i>Nationalism and Communal Politics in India (1916-1928)</i> ,New Delhi, 1979.	
Ahir D.C. ; Dr.Ambedkar and the Indian Constitution, Lucknow, 1973.	
Sigh S.P and Sigh A.K.; <i>Ambedkar's Vision of the Indian Constitution</i> , Swarna publication, Patna, 1987.	
Chhabra G.S.; <i>Advanced Study in the Constitutional History of India (1773-1947)</i> New Academic Pub. Co.Jullundar 1973.	
Singh G.N.; <i>Landmarks in Indian Constitutional and National Development Vol-I (1600-1919)</i> Delhi, 1952.	
A.B.Keith - <i>Constitutional History of India</i> .	
Society and Religion in Ancient India: Part-II	
This course helps students to realize the heterodox pre-Buddhist Philosophies such as Ajivaka, Lokayata and so on	
The students learn and inculcate the humanitarian values of Ahimsa and Aparigraha propagated in Jainism.	
Similarly, it also fosters the values of realism and morality preached by the Buddha in the students.	
Students are enabled to identify the influence of Buddhism outside India.	
Evaluate the post-Buddhist Hindu sects namely Shaivism and Vaishnavism.	
Particulars	Teaching Hours
Ajivikas and Lokayats	
a) Sources	8hrs
b) Philosophy	
c) Carvaka	
Jainism	8hrs

a) Origin and growth of Jainism	
b) Mahaveer and his Teachings	
c) Sects in Jainism and its decline	
Buddhism	
a) Background	8hrs
b) Origin and Growth of Buddhism	
c) Buddha and his Teachings	
Influence of Buddhism	
a) Buddhist Rulers of India	8hrs
b) Buddhist Monks and Nuns	
c) Buddhism Outside India	
Shaiva and Vaisnava Sects	
a) Origin, growth and expansion of Shaivism and Vaisnavism	8hrs
b) Important Sects of Shaivism	
c) Vaisnavism – Its Philosophy	
C.J.Shah- Jainism in North India	
A. Warder- Indian Buddhism	
P.V. Kane- History of Dharmasastras	
R. Shamashastry: Koutilya, Mysore 1905	
R.S. Sharma- Advent of the Aryans in India, Motilal Banarasidass Delhi-1992.	
Chattopadhyaya Debiprasad: Lokayata- a study in Ancient Indian Materialism- New Delhi, 1992	
Basham A.L.: The Wonder that was India, London, 1954	
Moon Vasant: Dr.B.R. Ambedkar Writings and Speeches Vol.I, III, IV, V, VII Govt. of Maharashtra Bombay-1991	
Open Elective Course-I: History of Karnataka Up to 1336 AD (Select Themes)	

Realize the importance of sources in the reconstruction of history of Karnataka	
Appreciate the cultural contributions of Maurya to Kadambas.	
Further, the students will be able to visualize the features of Chalukyan and Rashtrakuta Art and Architecture.	
They will be able to analyze the socio-religious factors for the emergence of Veerashaiva Movement.	
Appreciate the salient features of Hoysalas temples and secular structures.	
Particulars	Teaching Hours
Sources of Karnataka History	8hrs
a) Importance	
b) Literary sources	
c) Archaeological sources	
Early Historical Karnataka: Cultural Aspects	8hrs
a) Maurya, Satavahana,	
b) Gangas of Talakadu	
c) Kadambas of Banavasi	
Early Medieval Karnataka	8hrs
a) Chalukyas of Badami- Art and Architecture.	
b) Rastrakutas- art.	
c) Development of Literature during the Rastrakutas	
Medieval Karnataka: Chalukyas of Kalyan	8hrs
a) Society	
b) Religious conditions	
c) Veerashaiva Movement	
Hoysalas of Dorsamudra.	8hrs
a) Art and Architecture, Centers and Salient features;	
b) Religious conditions	
c) Srivaishnavism	
K.A.Nilakanta Shastri - A History of South India from Prehistoric Times to the Fall of the Vijayanagara (Oxford, 1966)	
G. Yazdani - The Early History of the Deccan (OUP, New Delhi, 1982)	
K.V. Ramesh - <i>Chalukyas of Vatapi</i> (Delhi, 1984)	

S. Rajashekara - Early Chalukyan Art at Aihole (NewDelhi, 1985)	
S. Rajashekara - Karnataka Architecture (Dharwad, 1985)	
K.R.Basavaraja - <i>History and Culture of Karnataka</i> (Dharwad, 1984)	
A.S.Altekar - <i>The Rastrakutas and Their Times</i> (Poona, 1967)	
S.Settar - <i>Hoysala Temples</i> , (Two Volumes) (Bangalore, 1991)	
S.Settar - <i>Hoysala Sculptures in the National Museum</i> Copenhagen (Copenhagen, 1975)	
B.Sheik Ali (Ed.) - <i>Karnataka Charitre</i> vols. I and II (Hampi, 1997)	
B.Sheik Ali (Ed.) - <i>The Hoysala Dynasty</i> (Mysore, 1972)	
Socio-Religious Movements in Medieval North India (1200 to 1707)	
Understand the background to the socio-religious movements that prevailed during medieval period.	
Further they will be inspired to inculcate the religious harmony and humanitarian features of Sufi and Bhakti Sects	
It helps students to understand the Hindu Social order, Muslim Society and position of women of that period.	
This course helps student to understand the salient features of medieval education system and the centers of learning.	
Finally, the students will notice the influence of Bhakti and Sufi Movements.	
Particulars	Teaching Hours
Social condition	
a) Hindu Society – Caste system – Position of Women.	8hrs
b) State attitude towards Hindus – Imposition of Jazia.	
c) Religious discrimination against Hindus – Jainism – Buddhism	
Muslim society	8hrs

a) Privileged classes	
b) Attitude towards shias	
c) Position of Muslim women	
Education and Learning	
a) Salient features of Hindu education	8hrs
b) Salient features of Islamic education	
c) Hindu and Muslim learning centers	
Sufi Movement	
a) Sufi saints – Their teaching and practices.	8hrs
b) Schools of Sufism – Suhrawardi order – The Chisti order – Firdausia order – Qadri order – Nakshbandi order – Shattari order.	
c) Impact of sufism on Indian Society	
The Bhakti movement	
a) Bhakti saints – Their teaching and practices	8hrs
b) Ramananda – Chaitanya – Guru Nanak – Kabir	
c) Contribution of the bhakti movement	
Chitnis K N Socio-economic History Of Medieval India	
S. Nurul Hasan <i>Religion, state, and society in medieval India: collected works of Saiyid Nurul Hasan</i> , Satish Chandra, Oxford University Press, 2005	
Sharma B.N. <i>Social and Cultural History of Northern India</i> , Abhinav Publication, New Delhi, 1972	
Luniya B.N. <i>Life and Culture in Medieval India</i> , Kamal Prakashan, Indore, 1978	
Jaffar, S.M. <i>Education in Muslim India</i> , Peshawar, 1936	
Rashid, A, <i>Society and Culture in Medieval India</i> , New Delhi, 1980.	
Shrivastava M.P. <i>Culture Society and Culture in Medieval India, 1206 to 1707</i> , Chugh Publication, 1975, New Delhi.	
Subhan, J. <i>Sufism, Its Saints and Shrines</i> Lucknow 1930.	
Majumdar R.C.(ed) <i>History and Culture of the Indian People</i> Vol. IV and Vol. V	
Yadava, B.N.S. <i>Society & Culture in North India in the 12th Century</i> .	

Archaeology of Karnataka: Early Historic	
Differentiate between prehistoric and protohistoric phases of settlements in Karnataka	
Get inspired by the moral messages propagated in rock edicts of Ashoka discovered in Karnataka	
The case study of Satavahana sites such as Vadgaon Madhavpur, Banavasi and so on provide students with field knowledge of Archaeology	
Students will be able to identify the features of early historic settlements such as Banavasi, Brahmagiri and others.	
Appreciate the contributions of stalwart archaeologists to the development of archaeology.	
Particulars	Teaching Hours
Early Historical Phase	8hrs
a) Transition from Later Prehistory to Early History	
b) The Megalithic Phase in Karnataka	
c) Megalithic sites	
The Mauryan Phase:	8hrs
a) Its Socio-Political Importance	
b) Ashokan Edicts.	
c) Mauryan Rule in Karnataka	
The Satavahana Phase	8hrs
a) Satavahana Sites,	
b) Inscriptions and Coinage	
c) Art	
Early Historic Sites in Karnataka	8hrs
a) Banavasi and Brahmagiri	
b) Sannati	
c) Vadgaon-Madhavpur	
Archaeologists and Their work in Karnataka	8hrs
a) B. Subbarao	
b) R.E.M.Wheeler, R. Narasimhachar,	
c) M.H. Krishna, M.Sheshadri	

Sundara, A. <i>The Early Chamber Tombs of South India</i> , Delhi, 1975	
Sheikh Ali B. (Ed.), <i>Karnataka Charitre Vol.1</i> Hampi, 1997	
Allchin B.& Allchin, F.R., <i>The Rise of Civilization in India and Pakistan</i> , New Delhi, 1982	
Moorti, U.S., <i>Megalithic Culture of South India: Socio-economic Perspectives</i> , Varanasi, 1994	
Thapar, R., <i>Asoka and the Decline of the Mauryas</i> , London, 1960.	
III SEMESTER	
History of South India (1336-1686) (Political)	
Students will be able to distinguish between primary and Secondary sources available for the study of south India	
Realize the importance of Epigraphical sources and Chronicles in the study of history of Vijayanagara and Deccan Sultanate	
The study of this paper helps students to sketch the political history of South India from 1336 to 1686.	
Further, they learn the political aspects of successive royal families of Vijayanagara, their emergence, administration, and their declines.	
This course also makes the students aware of the role of Adil Shahis in the Deccan Politics.	
Particulars	Teaching Hours
Sources	
a) Archaeological Sources with Special Reference	8hrs
b) Literary – <i>Madhuravijayam</i> and <i>Achyutarayabhyudayam</i> and Portuguese Accounts – <i>Paes and Nuniz</i>	
c) Muslim Chronicles -Basatin - Salatin and Burhan-i-Maasir	
The Establishment of the Vijayanagara Rule	
a) Circumstances Leading to the Emergence of the Vijayanagara	8hrs
b) The Sangamas: Bukka I, Harihara II, Devaraya-I, Devaraya II, Sangama-Hoysala Relations, Sangama-Reddi Relations	
c)The Saluvas – Saluva Narasimha	

The Tuluvas	8hrs
a) Krishnadevaraya:- His Campigns and Conquests – Ummathur and Kalinga- His Relations with: Bahmanis and Portuguese	
b) Achyutaraya – Battle of Tambraparni	
c) Ramaraya – i) Foreign Policy - Battle of 1565 and Its Consequences	
The Aravidus and the Disintegration of the Vijayanagara Empire	8hrs
a) The Causes for the disintegration of the Vijayanagara Empire	
b) Rise of the Bahmani Kingdom: Early rulers & their achievements Sihabuddin Ahmad-I- Muhammad – III, Shihabuddin Ahmad-II.	
c) Allauddin and Disintegration of the Bahmani Kingdom.	
Rise of the Adil Shahis of Bijapur	8hrs
a) Early rulers-Ibrahim-II, and his achievements	
b) Adil Shahi - Mughal Relations	
c) Decline and Fall of the Adil Shahi Rule.	
Nilakanta Sastri K.A.(Ed.) - Further Sources of Vijayanagara History, Madras, 1946.	
Saletore, B.A., Social and Political Life in the Vijayanagara Empire, 2 Vols. Madras, 1934.	
Krishnaswami Aiyangar; The Tamil country under Vijayanagara, Annamalai, 1964.	
Mahalingam, T.V., Administration and Social Life under Vijayanagara, Parts I & II, Madras, 1975.	
Sherwani, H.K., Bahamanis of the Deccan, Hyderabad, 1970	
. Rajasekhara, S., Masterpieces of Vijayanagara Art, Bombay, 1983.	
Sivaramamurti, C. Vijayanagara Paintings, New Delhi, 1987.	
Desai, P.B. (Ed.), A History of Karnataka, Dharwad, 1970.	
Verma D.C., History of Bijapur, New Delhi, 1974.	
Verma D.C., Social, Economic and Cultural History of Bijapur, New Delhi,1990.	
Eaton Richard., Sufis of Bijapur, New Delhi, 1996. Maxwell	
Cousen Henry., Bijapur and its Architectural Remains, New Delhi,1977.	
Sherwani H.K ., History of Medieval Deccan Vols.I & II, Hyderabad, 1973-74. & Joshi P.M	

Shaik Ali (Ed.), Karnataka Charitre (Kannada), Vol.3, Hampi, 1997.	
Social Reform Movements in India: Indian Renaissance	
This study enables students to trace the deep rooted causes of the social evils and practices viz; Sati system, Female infanticide, Widowhood, Kulinism, etc.	
Further, this course enables them to understand the impact of western education and culture on Indian Society.	
The study of this course enables them to assess the contributions of social reform movements with reference Brahma Samaj, Arya Samaj and Theosophical Society.	
In addition, the socio-religious views of Swami Vivekananda will inspire the youth and make them enterprising.	
The Study of Aligarh Movement will also inspire modernization and advancement in Muslim Society.	
Particulars	Teaching Hours
Indian Society & Religion- an Interface	8hrs
a) Society :Varna System, Women & Patriarchy	
b) Religious practices and Blind beliefs	
c) British Administration: Educational & Cultural Impacts	
Rajaram Mohan Roy's Brahma Samaj	8hrs
a) Socio- religious views of Rajaram Mohan Roy	
b) Brahma Samaj- Aims and Achievements	
c) British Social Legislations	
Dayanand Saraswati and the Theosophical Society	8hrs
a) Social Ideas of Dayanand Saraswati	
b) Arya Samaj Movement- Mode of Reforms	
c) Theosophical Society and its work	
Ramakrishna Mission	8hrs
a) Swami Vivekananda as a Social Reformer	
b) His Vision of Hinduism	
c) Ramakrishna Mission: Aims and Objectives	
Social Reforms among Indian Muslims	8hrs

a) Socio-Economic conditions	
b) Aligarh Movement	
c) Sir-Syed Ahmad Khan	
Mitter D.N.; Position of Women in Hindu Law	
Mujumadar R.; Vivekanand Centenary Memorial Volume. Calcutta	
A.Biswas & J.C.Aggarwal; Seven Indian Educationist, New Delhi, 1968	
Heimsath Charles (Ed); Indian Nationalism and Hindu Social Reforms, Princeton, 1964	
Datta Kalikinkar; <i>Education and Social Amelioration of Women in Pre-Mutiny India</i> , Patna, 1936	
Chakravarti S.C. (Ed.); The Father of Modern India (Commemoration Volume of Rajaram Mohan Roy), 1933	
Sophia Dobson Collet; Life & Letters of Rammohan Roy, Calcutta, 1913	
Shan Mohammad (Ed); Writing and Speeches of Sir Syed Ahmed Khan, Meerut, 1972.	
Bose N.S.; The Indian Awakening and Bengal, Calcutta, 1969	
R.S.Sharma (Ed); Indian Society: Historical Probings, PPH, New Delhi, 1974.	
P.N. Chopra and Others; A Social, Cultural and Economic History of India, Vol.III, Macmillan, Delhi, 1974.	
12. V.P. Varma; Modern Indian Political Thought, L.N. Agarwal, Agra, 2002	
Method and Theory in History	
After the completion of the course, students will be able to understand the basic concepts and practices of method and theory of history.	
Further, it helps them in the preparation outline of study, development of research tools, etc.	

The paper also helps students to inculcate research ethics and publication morality.	
This enriches them with a sound knowledge of research process and general theories of history.	
Overall, this course helps them in the synthesis and exposition of their research work convincingly.	
Particulars	Teaching Hours
Introduction to History	8hrs
a) Meaning and scope of history	
b) Ancillary and Auxiliary Sciences	
c) Sources – Their Nature and Classification	
Nature of History	8hrs
a) History as a Science or an Art	
b) Objectivity and Causation in History	
c) Value Judgment in History	
Analytical Operation	8hrs
a) Meaning and Importance of Criticism	
b) External Criticism	
c) Internal Criticism	
Synthetic Operation	8hrs
a) Determining Particular Facts	
b) Grouping of the Facts	
c) Constructive Reasoning	
Concluding Operation	8hrs
a) Generalization and Exposition	
b) Foot notes and Bibliography	
c) Use of Computer in Historical Research	
Khurana K.L. <i>Concepts and Methods of Historiography</i> , LNA Agra, 2006.	
Collingwood, R.G.- <i>The Idea of History</i> , Oxford University Press, Oxford, 1946.	
Carr E.H.- <i>What is History?</i> Macmillan, London, 1983.	
Elton G.R.- <i>The Practice of History</i> , London, 1967.	
Garraghan G.J.- <i>A Guide to Historical Method</i> , New York, 1957.	

Sheik Ali B.- <i>History-Its Theory and Method</i> , Mac Millan, Madras, 1978.	
Renier G.J.- <i>History: its Purpose and Method</i> , George Allen and Unwin Ltd., London, 1961.	
Sankalia, H.D.- <i>Prehistory and Protohistory of India and Pakistan</i> Pune Deccan College 1974	
History of Modern World (1900-1939)	
This course enables the students to analyze the foreign policy of European countries before and after First World War.	
This also enables them to critically assess the work and failure of the League of Nations and the significance of collective security.	
Moreover, students will be able to analyze the impact of Internal and External Policies of Theodore Roosevelt and the establishment of American hegemony in Central America.	
This further enables them to understand the features of socio-economic transformation in Russian under Lenin.	
Further, it helps to critically assess the consequences of Great Depression as well as emergence of fascism in Italy and Nazism in Germany.	
Particulars	Teaching Hours
Europe on the Eve of the First World War	8hrs
a) Background conditions	
b) Alliances and Counter-Alliances	
c) Division of the world into two camps	
American Imperialism-Theodore Roosevelt:	8hrs
a) The Big Stick Policy	
b) The Open Door Policy – American Interests in the Pacific	
c) Central American Policy	
The First World War and League of Nations	8hrs
a) Causes, Course and Results of the War	
b) Fourteen Points of Woodrow Wilson	
c) Structure, Work and Failure of the League of Nations	
Russian Revolution (1917) and Communist Rule	8hrs
a) The October Revolution of 1917	

b) Emergence of Communist Rule	
c) The New Economic Policy of Lenin	
The Great Depression (1929) and the Rise of Fascism in Europe	8hrs
a) Causes and Impacts of Economic Crisis (1929)	
b) Fascism in Italy and Germany	
c) Policy of Appeasement and its Impact	
W.S. Churchill: <i>The World Crisis</i> 1911-1928	
E.H. Carr; <i>International Relations – The Two World Wars</i>	
David Thompson; <i>Europe since Napoleon-</i> Penguin Harmondsworth, 1978.	
Lipson E.; <i>The League of Nations</i>	
M.G. Gupta: <i>International Relations since 1919</i> , Allahabad, 1957	
Graham Stephenson: <i>A History of Russia (1812-1945)</i> , 1989.	
Hazen C.R. & V.D. Mahajan: <i>Modern Europe, since 1789 (sixth edition)</i> New Delhi, 2000.	
Allan Nevin & Henry Steele Commager: <i>A Short History of the United States</i> , 1976.	
Mowat (Ed.): <i>The New Cambridge Modern History: Vol.XII</i> Cambridge, 1968.	
William Bermford Parkes: <i>The United States of America</i> , 1975.	
OEC-II: Socio-Political Movements of Modern Karnataka (Select Themes)	
The study of history of Non-Brahmin movements in Bombay Karnataka, enables the students to understand the impact and contributions of Mahatma Phule, Shahu Maharaj and Nalwadi Krishanaraj Wodeyar.	
It also enables to understand the impact of Dr. Ambedkar and the emergence of Dalit Movements in Karnataka	
In addition, this course enables students to analyze the inter-state disputes especially border disputes, inter-river disputes and pro-Kannada movements	

Further, it helps to understand the course and impacts of Socialist and Peasant Movements in Karnataka.	
Lastly, students will grasp the essence of progressive and rebellious literature of Karnataka.	
Particulars	Teaching Hours
Non-Brahmin Movement in Karnataka:	8hrs
a) Satya Shodhak Movement of Mahatma Phule and Shahu Maharaj and its Impact on Karnataka.	
b) Non-Brahmin Movement in Bombay Karnataka	
c) Nalwadi Krishnaraj Wodeyar-Miller Commission	
Dalit Movement in Karnataka	8hrs
a) Dr.Ambedkar's Movement in Karnataka	
b) Devaray Ingale and Shamasundar	
c) Boosa Episode – B.Basavalingappa and Emergence of Dalit Sangharsh Samiti	
Inter-State Disputes Pro-Kannada Movements	8hrs
a) Border Disputes – Belagavi and Kasaragodu	
b) Water Disputes – Krishna and Kaveri	
c) Gokak Movement for Primacy of Kannada	
Socialist and Peasant Movements in Karnataka	8hrs
a) Socialist Movements in Karnataka	
b) Emergence of Peasant Movement- the Role of Gopal Gouda and Prof.Nanjundaswamy	
c) Peasant Uprisings in Naragund and Nipani	
Modern Progressive & rebellious literary movements	8hrs
a) Influence of Dr.Ambedkar, Marx & Lohia	
b) Bandaya Tradition – its Icons	
c) Dalit Tradition – Poetry and Novels.	
Patil, P.G.; <i>Collected Works of Mahatma Jotirao Phule Vol-1 & II</i> , Govt. of Maharashtra Publication, Bombay, 1991.	
Keer Dhanajay ; <i>Mahatma Phule- Social Revolutionary</i> , Popular Prakashan, Bombay, 1991.	
Lathe A.B. ; <i>Memories of His Highness Shri Shahu Chhatrapati Maharaj of Kolhapur</i> , Vol-I & II, The Times Press, Bombay, 1924.	
Salunkhe, P.B.; <i>Chhatrapati Shahu the Pillar of Social Democracy</i> , Govt. of Maharashtra, Bombay, 1994.	
Vijay Mankar ; <i>Poona Pact: Historical Harms by Gandhi, Gandhism and Congress-An Inquiry</i> , Blue world Series, Nagapur, 2010.	

Patil Puttappa; <i>Sir Sahebaru, Life and Work of Sir Siddapa Kambli</i> , Sahitya Prakashana, Hubli, 1998
Halappa.G.S.; <i>History of Freedom Movement in Karnataka</i> , Vol-II, Govt of mysore, 1964.
Vasant Moon; <i>Dr. Babasaheb Ambedkar Writings and Speeches, (Vol.1-18)</i> Maharashtra Govt, Bombay, 2002.
Zellot Eleanor; <i>Ambedkar and the Mahar Movement</i> , University of Pennsylvania, 1969.
S.K. Kallollikar & Y.B. Himmadi (Eds.); <i>B. Basavalingappa Commemoration Volume</i> , HDMC, Hubli, 2009.
V.T. Rajasekhar; <i>History of Dalit Movement in Karnataka</i> , Bangalore
ವಿಜಯ ಪೂಣಚ್ಚ ತಂಬಂಡ (ಪ್ರ.ಸಂ) ಮತ್ತು ಚಿನ್ನಸ್ವಾಮಿ ಸೋಸಲೆ (ಸಂ); <i>ಸಮಕಾಲೀನ ಕರ್ನಾಟಕ-ಚರಿತ್ರೆಯ ವಿವಿಧ ಆಯಾಮಗಳು</i> , ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2010.
Raghavendara Rao H.S.(Ed); <i>Shatamaanada Saahitya Vimarshe</i> , Karnataka Sahitya Academy Bangalore, 2009.
Purushottama Bilimale ; <i>Bandaya- Dalita Sahitya</i> , Karnataka Sahitya Academy Bangalore, 1995.
Baraguru Ramchandrappa : <i>Bandaya Sahitya Mimamse</i> , Anveshane Publication Bangalore
Ashok Shettar; <i>Charitre,Samaaja, Saahitya</i> . (CVG Publications,Bangalore, 2004)
Ashok Shettar; “Progressive Literary Movement in Karnataka: An Overview”, <i>Aniketana</i>
Ashok Shettar; <i>Journal of Karnataka Sahitya Academy</i> , Vol.3 No.3 (Bangalore-1992).
ಗಣೇಶ ಕದಂ ಹಾಗೂ ಶೀಲಾಧರ ಮುಗಳಿ (ಅನು): <i>ಮೂಕ ನಾಯಕ, ದರ್ಶನ ಪ್ರಕಾಶನ, ಧಾರವಾಡ</i> , 2012
ಶೀಲಾಧರ ಮುಗಳಿ; “ಧಾರವಾಡ ಜಿಲ್ಲೆಯಲ್ಲಿ ಬ್ರಾಹ್ಮಣೇತರ ಚಳುವಳಿ”, ಬಿ.ಆರ್. ಗೋಪಾಲ (ಸಂ) <i>ಧಾರವಾಡ ಜಿಲ್ಲೆಯ ಇತಿಹಾಸ ಹಾಗೂ ಪುರಾತತ್ವ, ಮೈಸೂರು</i> , 2008
Architects of Modern India (Life and thoughts of M.G. Ranade and Mahatma Gandhi)
Students will understand the the prevailing socio-political conditions that influenced the life and thoughts of M. G. Ranade

This course will help the students to understand the philosophical basis to and strategy of Ranade's Social Reforms.	
Further, it enriches the students with the socio-economic ideas of M G Ranade	
Students also understand the Gandhian strategy and strategy of social-reformation	
Moreover, it enables students to analyze the economic thoughts of Gandhi and their relevance.	
Particulars	Teaching Hours
Introduction	
a) Socio-Political Conditions	8hrs
b) Influence on Ranade - Career and Works	
c) Influence on Gandhi- Early Career and Works	
Ranade: Political Ideas and Struggle	
a) The Philosophical Basis of his thought	8hrs
b) Strategies of his struggle.	
c) Ranade's views on Nationalism, Liberalism and Civil society	
Ranade: Socio-Economic Ideas	
a) His views on Caste and Social Reforms	8hrs
b) His Religious and Economic Ideas –Poverty	
c) Ranade's views on Agricultural Economy and Industrization	
Gandhi's views on select issues	
a) National Movement- Gandhian strategy	8hrs
b) Gandhi on Hindu- Muslim Relations.	
c) His views on Women and Education	
Gandhi: Upliftment of Untouchables and Economic Development	
a) His views on Chaturvarna and upliftment of Untouchables.	8hrs
b) Harijan Sevak Sangha	
c) Gandhiji on Economic Development.	
D.G. Karve 1942; Ranade: <i>The Prophet of Liberated India</i> , Poona.	
G.A. Mankar, 1902; <i>A Sketch of the Life and Works of the Late Mr. Justice M.G. Ranade</i> , Bombay.	
Ramabai Ranade (Ed.) 1992; (Reprint of the Original 1915 edition) <i>Miscellaneous Writings of Late Mr. Justice M.G. Ranade</i> , New Delhi, Sahitya Academy.	
P.G. Jagirdar, 1971; <i>Mahadeo Govind Ranade</i> , New Delhi, Publications Division, Government of India.	

Richard P. Tucker, 1972; <i>Ranade and the Roots of Indian Nationalism</i> , Bombay, Popular Prakashan.	
Bipan Chandra (ed.), <i>Ranade's Economic Writings</i> , Gian Publishing House, New Delhi, 1990.	
Vasant Moon (ed.), <i>Dr. Babasaheb Ambedkar-Writings and Speeches</i> , Vol-1, Govt. of Maharashtra, Bombay, 1987.	
Nanda B.R; <i>Mahatma Gandhi- A Biography</i> , London, 1958.	
Nanda B.R.; <i>Gandhi and His Critics</i> , Delhi, 1985.	
Bakshi, S.R.; <i>Gandhi and Concepts of Swaraj</i> , New Delhi, 1988.	
Gargi Chakravarthi; <i>Gandhi; A Challenge to Communalism</i> , New Delhi, 1987.	
Urbanization in Ancient India (From Early Times to the End of the Guptas)	
The study of literary and Archaeological sources equips students in the process of reconstruction of history of urban settlements.	
This course helps students to understand the natural history of Urbanization and Urban Revolution.	
Students will appreciate the scientific town-planning and civil amenities of Harappan Urbanization	
Further, students will be able to trace the urban trends in the Post-Vedic periodn and their features.	
Students will be able to visualize the towns and cities that flourished under the rule of Mauryas and Guptas.	
Particulars	Teachin g Hours
Sources of Study	
a) Importance	8hrs
b) Literary Sources and Foreigners' accounts	
c) Archaeological sources	
Urbanization and Urban Revolution	
a) Natural history of Urbanization	8hrs
b) Urban revolution	

c) Importance	
Harappan Urbanism	
a) Town Planning,	8hrs
b) Arts and Crafts,	
c) Trade and Commerce	
Second Urbanization	
a) Urban Trends in the Post-Vedic Period	8hrs
b) Causative factors	
c) Main features	
Urbanization in the Mauryan Period	
a) Towns and Cities,	8hrs
b) Arts, Crafts, Industries,	
c) Trade and Commerce	
Urbanization in the Gupta Period	
a) Arts, Crafts and Industries	8hrs
b) Trade and Commerce	
c) Guilds	
V.Gordon Childe- Man Makes Himself (London 1936)	
R.E.M.Wheeler- The Indus Civilization (Cambridge, 1982)	
B and R Allchin - Birth of Indian Civilization (Cambridge-NewDelhi, 1983)	
G.Possehl - Ancient Cities of the Indus (New Delhi, 1989)	
V.K.Thakur- Urbanization in Ancient India (NewDelhi,2003)	
R.C.Majumdar - Corporate Life in Ancient India (Calcutta, 1969)	
Himanshu Prabha Ray- Monastery and Guild	
D.P.Datta-Town Planning in Ancient India (Delhi, 1977)	
History of South India (Cultural) (1336-1686)	

After studying this paper, the students are able to understand the administrative system, Socio-economic conditions of the Vijayanagara empire	
Further, students understand the society, economy and administration of the Bahamanis and Adil Shahis.	
In addition to this, students will understand Educational and literary developments in Kannada, Telugu and Persian languages of the period.	
Students will understand and inculcate the values propagated by Bhakti and Sufi Saints in Karnataka	
This study will help students to analyze the features of Art and Architecture of Vijayanagara and Deccan Sultans	
Particulars	Teaching Hours
Administration	
a) Administration under the Vijayanagara- Central- Provincial and Nayankara System	8hrs
b) Administration under the Bahamanis	
c) Administration under the Adilshahis of Bijapur	
Social and Economic conditions	
a) Social and Economic conditions under the Vijayanagar	8hrs
b) Hindu and Muslim Society under the Bahamanis and Adil Shahis	
c) Industries under the Bahamanis and Adil Shahis	
Education and Literature	
a) Education System under the Vijayanagar	8hrs
b) Kannada, Telugu, Parsian and Sanskrit literature	
c) Educational Centers	
Sufi and Bhakti Movements	
a) Sufi saints and their Philosophy	8hrs
b) Bhakti saints and their Philosophy	
c) Impact on Society	
Art and Architecture	
a) Vijayanagar Art and Architecture	8hrs
b) Bahamani Architecture at Gulbarga and Bidar	
c) Adil Shahi Architecture at Bijapur	
Nilakanta Sastri K.A.(Ed.)- <i>Further Sources of Vijayanagara History</i> , Madras, 1946	
Saletore, B.A. - <i>Social and Political Life in the Vijayanagara Empire</i> , 2 Vols. Madras, 1934.	

Krishnaswami - <i>The Tamil country under Vijayanagara</i> , Annamalai,1964.	
Mahalingam, T.V. - <i>Administration and Social Life under Vijayanagara</i> , Parts I & II, Madras, 1975.	
Sherwani, H.K. - <i>Bahamanis of the Deccan</i> , Hyderabad, 1970.	
Rajasekhara, S. - <i>Masterpieces of Vijayanagara Art</i> , Bombay, 1983.	
Desai, P.B. (Ed.) - <i>A History of Karnataka</i> , Dharwad, 1970.	
Verma D.C. - <i>History of Bijapur</i> , New Delhi, 1974.	
Verma D.C. - <i>Social Economic and Cultural History of Bijapur</i> , New Delhi, 1990.	
Eaton Richard - <i>Sufis of Bijapur</i> , New Delhi, 1996. Maxwell	
Cousens Henry - <i>Bijapur and its Architectural Remains</i> , New Delhi, 1977.	
Sherwani H.K. - <i>History of Medieval Deccan Vols.I & II</i> , Hyderabad, & Joshi P.M, 1973-74.	
Sheik Ali (Ed.) - <i>Karnataka Charitre (Kannada)</i> , Vol.3, Hampi, 1997	
Karashima, N. <i>South Indian History and Society : Studies from inscriptions</i>	
Social Movements for the Uplitment of the Oppressed	
The course enables the students to critically analyze the graded inequality of caste system and its effects on Shudras, Depressed classes and women.	
It enables them to realize the significance of Satya Shodhak and Social reforms and reservation policy of Shahu Maharaj.	
Further it enlightens the students on the unique contributions of Shri Narayan Guru and Ezva Movement	
It also helps to understand the influence of Self-Respect Movement and Justice Party Movement in South India	

Lastly, it enables students to understand multi-faceted work and contributions of Dr. Ambedkar towards upliftment of Dalit and Backward Classes and to entire India, thus, to assess him as an architect of modern society.

Particulars	Teaching Hours
Indian Society: Theoretical Concepts	8hrs
a) Chaturvarna System	
b) Caste-System- Shudra Castes	
c) Untouchability and Gender Discrimination	8hrs
Satya Shodhak Samaja Movement	
a) Mahatma Phule : The Upliftment of Women, Shudras and Untouchables.	
b) Satya Shodhak Samaj: Its Work and Achievements	8hrs
c) The Social Reforms of Chh. Shahu Maharaj	
Ezva Movement of Narayan Guru	8hrs
a) Socio- Religious Conditions of Ezvas	
b) Narayan Guru's views on Social Reforms.	
c) Nature and work of the Ezva Movement- SNDP	8hrs
Self-Respect Movement in South India	
a) Sufi saints and their Philosophy	
b) Bhakti saints and their Philosophy	8hrs
c) Impact on Society	
Dr.Ambedkar's Movement	8hrs
a) His views on Social Issues & 'Broken Men Theory'	
b) Constitutional Remedies and the Mission of Dr.Ambedkar.	
c) His Strategies for the Emancipation of Dalits, OBC's and Women	
Keer Dhananjay: <i>Mahatma Jyotirao Phule – Father of Indian Social Revolution, Bombay, 1974.</i>	
Patil, P.G. (Transd.); <i>Collected works of Mahatma Jotirao Phule Vol-I, and II, Government of Maharashtra Publication, Bombay, 1991.</i>	
Mundale Asha (Translated); <i>Collected works of Mahatma Phule Vol.III, Cultivator's Whip cord.</i>	
Raikar Sitaram (Tran.): <i>Collected works of Mahatma Phule Vol.IV The Universal Religion of Truth.</i>	
Madhavan Ayyappath (Translated): <i>Narayan Guru: Bharatiya Vidya Bhavan, Mumbai, 1978.</i>	
Padmanabhana Natarajan: <i>The World of Guru, Gurukul House New Delhi, 1977.</i>	

Mukottu Kumgyanpan : <i>Sri.Narayan Guru</i> , National Book Trust, New Delhi, 1982.
Sundara Raju & R Hardgrave Jr: <i>Religion and Society-selections from Periyar's speeches and writings</i> , (Translated) Emerald Publishers, Madras, 1994.
E.Sa. Vishwanathan; <i>The Political career of E.V.Ramaswami Naiker</i> , Madras, 1983.
Devanandan P.D.; <i>The Dravid Kazalgam- A Revolt against Brahmanism</i> , Bangalore, 1959
Keer Dhananjaya- <i>Dr.Ambedkar Life and Mission</i> , Popular Prakashan Mumbai (10 th Reprint-2002)
Vasanta Moon (Ed) <i>Dr.Babasaheb Ambedkar Writing and speeches</i> , Vol.1.18 & Government of Maharashtra Publication, Mumbai.
Bhagwan Das, <i>Revival of Buddhism in India and Role of Dr.Babasaheb Ambedkar</i> , Dalit Prakashan, Lucknow, 2000.
Zelliot Elenor, <i>Dr.Ambedkar and the Untouchables Movement</i> , Blue Moon Books, New Delhi, 2004.
Jatava D.R.; <i>Social Philosophy of Dr.B.R.Ambedkar</i> , Rawat Publications, New Delhi.
Chandra Bharill: <i>Social and Political Ideas of Dr.B.R.Ambedkar</i> , Aalekh Publishers, Jaipur, 1977.
Jahannes Beltz: <i>Mahar, Buddhist and Dalit: Religious Conversion and Socio-Political Emancipation</i> Manohar Publishers, New Delhi, 2005.
Historiography
After studying Greek and Roman historiographies, students understand the style of historical narrations in ancient times.
The study of Medieval Historiography makes students to realize the impact of Divine Interpretations in
By studying modern historiography students will be able to understand the trends in the historical writings.
Further, students get a view of elitist and sub-altern representations of the various schools of thoughts.
The select study of Indian Historiographers enriches the students on various aspects of history.

Particulars	Teaching Hours
Ancient	8hrs
a) Greek Historiography- background	
b) Herodotus and Thucydides	
c) Roman Historiography- Livy & Tacitus	
Medieval Historiography	8hrs
a) St. Augustine	
b) Ibn Khaldun	
c) Kalhana	
Modern Historiography	8hrs
a) Gibbon and Ranke	
b) Spangler and Arnold Toynbee	
c) Karl Marx	
Indian Historiography	8hrs
a) Imperialist and Nationalist	
b) Marxist and Subaltern	
c) Dalit Historiography	
Some Indian Historiographers	8hrs
a) R.G. Bhandarkar, K.P. Jayswal and Jadunath Sircar	
b) D.D. Kosambi, Romila Thapar and Irfan Habib	
c) KAN Shastry S.K. Aiyangar, and S. Settar	
Kitson Clark G.; <i>The Creational Historians</i> , London, 1967	
Philips C.H. (Ed.); <i>Historians of India, Pakistan and Cylon</i> , OUP, 1961.	
Correa – Afonso, John (Ed.); <i>Historical Research in India</i> , New Delhi, 1979.	
Sheik Ali B.; <i>History – Its Theory and Method</i> , Madras, 1978	
Collingwood R.G.; <i>Idea of History</i> , OUP, 1966	
Gardiner Patrick; <i>Theories of History</i> , Free Press, 1959.	
Iranna K.P& Others ; <i>Itihasa Chintakaru</i> , (Kannada), Manu Sahitya Prakashan, Dharwad, 2003.	
Sreedharan, E ; <i>A Textbook of Historiography 500 BC to AD 2000</i> .	

Shettar Ashok, "S. Settar", in Sadanand Kanavalli and Others (Ed.); <i>Maha Marga</i> , M.M.Kalburgi Felicitation Volume, Gadag-Belgaum 1998.	
Khurana K.L. and Others: Concepts and Methods of Historiography L.N.A. Agra, 2006.	
History of Modern World (1939-1991)	
The course enables the students to critically assess the work and achievements of Mao-Tse-Tung and Communist China.	
The Study of this course will enable the student to assess the impacts of World War-II on human life and international peace and order.	
In addition this enables them to realize the importance of international morality and law in view of the commendable work and role of the UNO.	
This course enables them to perceive the tangle of ideological conflict and effects of Cold war on the world.	
Students will be able to critically assess as well as understand the significance of Non Aligned Movement led by Third World Countries.	
Particulars	Teaching Hours
Communism in China	
a) Growth of Communism in China	8hrs
b) People's Republic of China	
c) Role of Mao-Tse-Tung	
The Second World War (1939-45)	
Nature, Causes and Course of War	8hrs
Results of the Second World War	
Paris Peace Treaty(1945) and Subsequent Treaties	
United Nations Organization	
a) The Aims and Purpose,	8hrs
b) Its Structure	
c) Work and Evaluation	
The New World Order	
a) Cold War-Ideological and Political Basis of Cold War	8hrs
b) Pacts and Treaties – Its Impact	
c) Disintegration of Soviet Bloc – Uni-Polar World System	

Non-Aligned Movement	8hrs
a) Aims and Purpose	
b) Its work and Achievement	
c) Third World Countries and Their Role	
Taylor, A.J.P.; <i>Origin of the Second World War</i> , London, 1962.	
Churchill, W.S.; <i>History of the Second War</i> , New York, 1960.	
Dutta, R.P.; <i>Fascism and Social Revolution</i>	
Coyle David (Cushman); <i>The U.N. and Law it works.</i>	
Micheal H.G. ; <i>The U.N. as a political Institution.</i>	
Knapp Wilfred; <i>A History of War and Peace, (1939-1965)</i>	
Pannikar, K.M.; <i>Regionalism and Security</i> , New Delhi, 1948.	
Kingh Hall Sir Stephen; <i>Defence in the Nuclear Age</i>	
Clyde P.H. and Beers B.F.; <i>A History of the Far East</i> , New Delhi, 1968.	
Pannikar K.M.; <i>Asia and Western Dominance</i> , London, 1959.	
Willetts Peter ; <i>Non-Aligned Movement-Origin of Third World Alliance, 1978.</i>	
Dromnjak Milos; <i>Policy and Movement-Non- Aligned Movement</i>	
Grant A. J.; <i>Europe in the 19th and 20th Centuries(1789-1950).</i>	
Project Work	
This course aims to familiarize the students with the method and theory of historical research	

This course creates ecological awareness in the students as well as hygiene.	
The students are enabled to identify the heritage remains around them and create public awareness about the same.	
It nurtures budding researchers and prepares them to take up research on higher scales.	
Lastly, students gain field experience and first-hand knowledge in handling historical sources.	
Particulars	Teaching Hours
Compulsory for all students Project Work (Based on Field Work, Field Survey, reference work, (Library/Archives) depending on the topic, as Compulsory Sixth Course for the MA IV Semester (CBCS) programme in History and Archaeology from the academic year 2011-12.	16hrs
Architects of Modern India (Life and thoughts of Dr. Babasaheb Ambedkar and Pt. Jawaharlal Nehru)	
Analyze the Socio-political influences on the life and thoughts of Dr. Ambedkar and Pt. Nehru.	
This course enlightens students on the socio-economic and political ideas and struggles of Dr. Ambedkar.	
Appreciate the farsightedness of Dr. Ambedkar as an architect of Modern Indian Society and Economy.	
Assess the relevance of Nehru's socialist and liberal political views.	
This course enables students to critically analyze the economic and foreign policy of Pandit Nehru.	
Particulars	Teaching Hours
Introduction	8hrs
a) Socio-Economic Situations	
b) Influence on Dr. Ambedkar- Early Career and Works	
c) Influence on Pt. Nehru – Career and Works	
Dr. Ambedkar: Social Ideas and Movements	8hrs

a) His views on Chaturvarna, Caste system and Untouchability.	
b) Social Movements: Mahad Satyagraha	
c) Hindu Code Bill and The Emancipation of Dalits and Backward Classes	
Dr. Ambedkar: Economic and Political ideas and Contributions	
a) His views on State Socialism and Labour Reforms	8hrs
b) His Contribution to Economic Planning and Development	
c) His views on Parliamentary Democracy and Revival of Buddhism	
Nehru: Political and Socialist Ideas and activities	
a) Nehru's Political Ideas: Nationalism, Freedom and Democracy.	8hrs
b) His Approach to Minorities- Muslims and Depressed Classes and Peasants.	
c) Home Policy of Nehru; Socialism and Socialist Society.	
Nehru: Industrial Growth and Foreign Policy	
a) Nehru on Capitalism and Industrialization	8hrs
b) His concept of 'Panchaseela' and views on Kashmir Issue	
c) India's Foreign Policy during Nehru regime	
Keer Dhanjaya- <i>Life and Mission of Dr. Ambedkar</i> , Popular Publication, Bombay, 1961.	
Chandra Bharil- <i>Social and Political Ideas of B.R. Ambedkar</i> Aalekh Publishers, Jaipur, 1977.	
Lokhande, G.S.- <i>Bhimrao Ramji Ambedkar</i> New Delhi, 1982.	
Vasant Moon (Ed)- <i>Dr. Babasaheb Ambedkar, Writings and Speeches</i> , Vol.1 to 18, Government of Maharashtra Publication, Bombay.	
P. Abraham- <i>Ambedkar's Contribution for Economic Planning Developments – Its Relevance</i> , New Delhi, 2002.	
Naranaware R.V.: <i>Dr. Babasaheb Ambedkar An Emancipator of Indian Working Class</i> , S.K. Publication, Nagapur, 2005.	
Patil, V.T.(Ed.)- <i>Studies on Nehru</i> , New Delhi, 1987.	
Gopal, S. – <i>Jawaharlal Nehru</i> London, 1975.	
Nehru, J.- <i>The Unity of India</i> London, 1941.	
Nehru, Jawaharlal- <i>India's Foreign Policy (1946-1961)</i> Govt. of India, New Delhi, 1961.	
Smith, Donald Eugene- <i>Nehru & Democracy</i> , Orient Longman, Calcutta, 1958.	

History of Indian Painting (Select Styles)	
This course introduces students to the development of different styles of painting in India.	
Students will learn to appreciate the intricacy of Miniature traditions of paintings.	
Trace the popularization of Portrait painting during the reign of Mughals.	
This course familiarizes the students with rare and unique styles of paintings developed in Kangra valley and Basohli.	
Appreciate the treasure of Murals and other styles of paintings that flourished during Vijayanagara and Deccan Sultanate.	
Particulars	Teaching Hours
Buddhist Paintings at Ajanta	8hrs
a) Stages of Development	
b) Themes	
c) Stylistic features	
Miniature Paintings of India	8hrs
a) Beginning of miniature tradition	
b) Eastern Indian Miniatures	
c) Western Indian Miniatures	
The Mughal Paintings	8hrs
a) Painters of Mughal Court	
b) Development of Painting- Akbar's period	
c) Development of painting- Jahagir's period	
Kangra Valley and Basohli Paintings	8hrs
a) Importance	
b) Style and Characteristic features	
c) Themes and centers	
The Vijayanagara Paintings	8hrs

a) Phases of Development	
b) Style	
c) Themes	
Deccani Paintings	8hrs
a) Features	
b) Bahamani paintings	
c) Adilshahi Paintings	
R.S.Gupte-Ajanta, Ellora and Aurangabad Caves (Bombay, 1962)	
Motichandra- Studies in Early Indian Painting (Bombay,1974)	
C.Sivaram Murti.-South Indian Paintings (New Delhi,1978)	
C.Sivaram Murti-Vijayanagara Paintings (New Delhi, 1968)	
A.G.Rao-Lepakshi (New Delhi,1968)	
Percy Brown-Indian Paintings Under the Mughals	
Ashok Kumar Das-Paintings Under the Mughals	
M.S.Randhawa-Kangra Valley Painting (New Delhi, 1966)	
M.S.Randhawa-Basohli Paintings (New Delhi, 1981)	
S.K.Aruni-Dakhani Chittrakale (Bangalore, 2002)	
: PAPER. I. (COMPULSORY): RESEARCH METHODOLOGY	

The Course helps researcher to develop heuristic technique in establishing the authenticity of the historical data.	
Further it helps them to develop the writing skills, presentation and interpretation of the historical work.	
The understanding of ancient historiographies and Marxian view of history helps them to grasp the features and trends of historical narrations.	
The understanding of the cyclical and progressive philosophy of history helps researcher to develop the logical reasoning and analytical skill.	
Further this enables them to understand the trends and nature of South Indian Historiography.	
PARTICULARS	Teaching Hours (Max. 64)
A) Heuristics - Criticism (External and Internal) Synthesis and- Exposition	10 hrs
B) View of History; Greek, Roman and Hindu	10 hrs
C) Marxian View of History and Its impact on Writing History	10 hrs
D) Philosophy of History ; Cyclical and Progressive	10 hrs
E) South Indian Historiography ; Trends in South Indian Historiography	10 hrs
F) Review of Sources of South Indian History	10 hrs
Barzom and Graff – <i>The Modern Researcher</i>	
Renier G.J – <i>History ; The Purpose and Method</i>	
Collingwood.R.G – <i>The Idea of History</i>	
Hocket – <i>Critical Method in Historical Research and Writing</i>	
Kitson – <i>The Critical Historian</i>	
Gopal M. R – <i>Research Reporting in Social Sciences</i>	
Kosambi .D.D – <i>Introduction to the Study of Indian History</i>	

Marx and Engles – <i>Historical Materialism</i>	
Narain A.K – <i>Problems of Historical Writing in India</i>	
Proceedings of Indian History Congress	
Proceedings of south Indian History Congress	
Proceeding of Karnataka History Congress	
: PAPER II (A) (SPECIALIZATION) : HISTORY OF MODERN KARNATAKA	
The study of history of Palegars, of post Vijayanagara period helps the researcher to realize an importance and contributions of local chief.	
This course enables them to assess the progressive and developmental works of modern Mysore.	
This course help them to understand the nature and course of Freedom Movement in the various regions of Karnataka	
The study of Unification Movement in various regions will enrich their understanding of linguistic problems and contribution of various associations.	
Over all course enable the researcher to grasp scope and possibility of new areas of research especially regional and local studies.	
PARTICULARS	Teaching Hours
Palegars of Karnataka	16 hrs
1) Nayakas of Keladi	
2) Nayak of Chitradurga	
3) Nayak of Yalahanka	
Princely Mysore	16 hrs
1) Role of Commissioners in Mysore	
2) Mysore under the Diwans- Mirzalsamail – M Vishewarayya	
Freedom movement	16 hrs
1) In Bombay Karnataka	
2) In Hydrebad Karnataka	
3) In Princely Mysore	
Unification of Karnataka	16 hrs

1) Movement in Bombay Karnataka	
2) Movement in Hyderabad Karnataka	
3) Movement in the Princely state of Mysore	
HayavadanaRao – <i>History of Mysore Volume 1 and 3</i>	
ShamaRao H - <i>Modern Mysore</i> , Bangalore , 1936.	
Halappa. G. S , - <i>History of Freedom movement in Karnataka</i> , Volume I and II , Bangalore , 1964.	
Swaminatahan. K. D. – <i>The Nayakas of Keladi</i> ,Madras, 1957.	
Divakar R.R. <i>Karnataka Through the Ages</i> ,Banglore , 1968.	
Krishna Rao and KeshavBhat- <i>KarantakaIthihasDarshan</i> ,Banglore, 1970.	
Basavaraj, K.H – <i>Histroy and Culture of Karnataka</i> , Dharawad, 1984.	
: PAPER II (B) (SPECIALIZATION) HISTORICAL ARCHAEOLOGY AND ART OF KARNATAKA	
The course helps to assess the contributions of Art Historians.	
The course helps student to acquire the practical knowledge regarding Fieldwork and sites study.	
This course enables the students to understand the main features and styles of temple architecture in Karnataka.	
This course helps them to understand the features of paintings of before and during Vijayanagar period.	
Over all the course help the student to undertake research on historical archaeology.	
PARTICULARS	Teachin g Hours
Contribution of R Narasimhacharya , H Cousens and M.H. Krishna.	16 hrs
Study of Select Sites	16 hrs
A) Brahmagiri	
B) Sannati	

C) Hampi	
Main trends in Temple Architecture	16 hrs
A) Early Chalukyas	
B) Hoyasala	
C) Vijayanagara	
Painting	16 hrs
A) Pre –Vijayanagar	
B) Vijaynagar	
Cousens. H – <i>The Chalukyan Architecture of the Canarese District</i> , Calcutta,1926.	
<i>Ancient India No- 4</i> 1947-48	
Sivarammurthy a) <i>South Indian Painting</i> , New delhi, 1968.	
<i>VijayanagarPainting</i> , New delhi, 1985.	