

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



# University of Mysore

(Estd.1916)

**M.A. ANCIENT HISTORY AND ARCHAEOLOGY**

Choice Based  
Credit System  
(CBCS)



**UNIVERSITY OF MYSORE**

**Department of Studies in Ancient History and  
Archaeology**

**Manasagangotri, Mysuru-570006**


**Regulations and Syllabus**

**Master of Arts in Ancient History and Archaeology (M.A.)**

**(Two-year semester scheme)**

**Under**

**Choice Based Credit System (CBCS)**

  
**Dr. R. PRABHU**  
Assistant Professor and Chairman, BOS  
M.A.S. in Ancient History and Archaeology  
Manasagangotri, University of Mysore  
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**UNIVERSITY OF MYSORE**  
**GUIDELINES AND REGULATIONS**  
**LEADING TO**  
**MASTER OF ARTS IN ANCIENT HISTORY AND**  
**ARCHAEOLOGY**

**Programme Details**

<b>Name of the Department</b>	: Department of Studies in Ancient History and Archaeology
<b>Subject</b>	: Ancient History and Archaeology
<b>Faculty</b>	: Arts
<b>Name of the Programme</b>	: Master of Arts in Ancient History and Archaeology
<b>Duration of the Programme</b>	: 2 years- divided into 4 semesters

**Programme Outcome:**


Ancient history and Archaeology is the study of preservation of ancient monuments, antiquities, study of temple art and architecture, pre and proto history. To know about the development of knowledge in various field of Ancient History and Archaeology.

Archaeology is a discipline functioned in real interdisciplinary fashion to understand the historical development of Indian civilization by integrating the knowledge from cultural, archaeological and sub-disciplines like museology, epigraphy, numismatics, north and south art and architecture, Indian pre-proto history and tourism.

The curriculum in Ancient History and Archaeology at the post graduate level envisages imparting the holistic knowledge encompassing all its branches through the oretical, practical and field based work.

The postgraduate syllabus of Ancient History and Archaeology has been divided into two phases, namely, hard, soft Core course and specialization in open elective course. While the Core course, taught during the I Semester is common for all the students. Specialization in open elective course (Chalukyas of Badami/ History of Karnataka/Hoysala Art and Architecture), taught during II, III and IV Semesters. 4<sup>th</sup> semesters PROJECT WORK dissertation The specializations are designed to impart advanced knowledge in the respective areas.

**Programme Objectives (POs):**



1. Develop interest in ancient Indian culture and heritage
2. Impart knowledge regarding the archaeological of ancient aspects of history and culture of the world.
3. Inculcate interest in excavation and exploration of ancient archaeological sites.
4. Develop professionalism and academic activities among the learners to take up research in archaeology.
5. Strengthen the qualities of social responsibilities and academic excellence among the learners.

**Programme Specific Outcomes (PSOs):**

**On successful completion of this programme, each student will be able to:**

1. Provide historical knowledge of preserving the ancient monuments.
2. Promote quality education on archaeology and ancient history.
3. Evaluate the progress of archaeology as a discipline through the ages.
4. Orient the learners towards knowledge of culture and society as represented in ancient archaeological sites.
5. Take up enterprisingly explorative works on monuments.
6. Promote ancient history and archaeological heritage at local regional, national and international level.

**M.A. DEGREE COURSE STRUCTURE AND SYLLABUS**

Semester	Code	Course	Hard Core/Soft core	LTP	Credit Value	Remarks
<b>M.A. I SEMESTER</b>						
I	48601	A01	Cultural History of North India upto 1000 A.D. (HC)	3:1:0	4	-
I	48602	A02	Indian Epigraphy (HC)	3:1:0	4	-
I	48603	A03	Introduction to Archaeology (HC)	3:1:0	4	-
I	48604	A04	World Civilizations (SC)	3:1:0	4	-
I	48605	A09	Social Institutions of India (SC)	3:1:0	4	-
<b>M.A. II SEMESTER</b>						
II	48611	B01	Historical Method (HC)	3:1:0	4	-
II	48612	B02	Archaeology-Methods (HC)	3:1:0	4	-
II	48613	B05	Indian Numismatics (SC)	3:1:0	4	-
II	48614	B06	Indian Palaeography (SC)	3:1:0	4	--
II (OE)	48615	OE	Chalukyas of Badami (OE)	3:1:0	4	
<b>M.A. III SEMESTER</b>						
III	48621	C01	History of South India upto 1336 A.D. (With reference to Polity) (HC)	3:1:0	4	-
III	48622	C02	North Indian Art and Architecture (HC)	3:1:0	4	-
III	48623	C04	Tourism in India (SC)	3:1:0	4	-
III	48624	C05	Historical Archaeology of India (SC)	3:1:0	4	-
III (OE)	48625		History of Karnataka (From 975 to 1336 A.D.)	3:1:0	4	-
<b>M.A. IV SEMESTER</b>						
IV	48631	D01	Indian Pre and Proto History (HC)	3:1:0	4	-
IV	48632	D02	South Indian Art and Architecture (HC)	3:1:0	4	-
IV	48633	D03	PROJECT WORK (HC)	0:1:3	4	-
IV	48634	D04	Museology (SC)	3:1:0	4	-
IV (OE)	48635		Hoysala Art and Architecture (OE)	3:1:0	4	-

## FIRST SEMESTER

### HARD CORE

#### COURSE-I: CULTURAL HISTORY OF NORTH INDIA UP TO 1000 A.D.

##### Course outcomes:

This course Students of history will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of north India. They will learn about the origin of the Indian empire, trade and urbanizations of ancient civilization, like Harappan civilization, Vedic civilizations, later Vedic civilizations Mauryan Empire, Indo-Greeks, Guptas, Vardhana etc. They can achieve knowledge how to develop Indian evolution of the political structures of tenth century north India.

##### Pedagogy:

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### Learning outcomes:

This course helps to grow intellectual values among history students and to develop liberal values among them. To develop interest in ancient north Indian culture, they gathered knowledge about the socio-cultural heritage of North India.

#### COURSE CONTENT:

##### UNIT-I

Sources:

1. Archaeological
2. Literary

##### UNIT-II Early

India:

1. Harappan Civilization
2. Vedic Culture

##### UNIT-III

North India between 6<sup>th</sup> century B.C. and 3<sup>rd</sup> century A.D.:

1. Rise of Magadha and New Religious Thought
2. Mauryan Empire- Cultural History
3. Post Mauryan India, Sungas, Kanvas and Kushanas
4. Indo-Greeks

#### UNIT-IV

North India between 4<sup>th</sup> C.A.D. and 10<sup>th</sup> C.A.D.:

1. Guptas
2. Vardhanas

#### BOOKS FOR STUDY/REFERENCE:

1. R.C.Majumdar et.al. : Advanced History of India.
2. ±ÁgÀzÀ ¥Àæ, ÁzÀ (C£ÄÄªAzÀ) : ¨sÁgÀvÀzÀ ¥ÈæqsÀ Ew°Á,Á.
3. Neelakanta Sastry, K.A. : History of India, Vols.I & II.
4. Upender Takur : A History of Ancient and Medieval India.
5. Harle, J.C. : Art and Architecture of Indian sub-continent.
6. Romila Thapar : Ancient India.
7. Lal, B.B. : The First Civilization of South Asia.
8. Munshi K.M. (Ed) : History and Culture of the Indian People, Vol. I to IV  
Publication-Bharatiya Vidya Bhavan.
9. A.V.Narasimha Murthy  
(Translation) : - do -
10. Sir Martimar Wheeler : Indus Civilization (Revised Edition)
11. Altekar, A.S. : Gupta-Vakataka Age.

#### COURSE-II : INDIAN EPIGRAPHY

##### Course outcome:

It is a study of the origin and development of scripts in India. It deals with the various scripts from the Vedic period to medieval period. The paper discusses elaborately on the ancient scripts such as Brahmi, Kharoshti, Tamil-Brahmi, Grantha and Indian scripts –their origin and development of writing and their use as a primary source for understanding the ancient past.

##### Learning outcomes:

Students will be successfully able to decipher and read scripts; and date inscriptions with the help of paleographic features of the script. Students will also understand the different usages of language and interpret the inscription in its socio-politic-religious and economical context.

##### Pedagogy for Course Delivery:

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

## **COURSE CONTENT:**

### **UNIT-I**

1. Definition, Scope and importance of Epigraphy.
2. Types of Inscriptions.

### **UNIT-II**

1. Indus Script.
2. Brahmi Script.
3. Kharosti Script.

### **UNIT-III**

Selected Indian Inscriptions for study:

1. Edicts of Ashoka No.13 and Brahmagiri Edict.
2. Hathigumpa inscription of Kharavela.
3. Junaghad inscription of Rudradaman.
4. Allahabad Pillar inscription of Samudragupta.

### **UNIT-IV**

1. Halmidi Inscription.
2. Aihole inscription of Pulakesi-II.
3. Uttaramerur inscription of Parantka-I.
4. Belur inscription of Vishnuvardhana.

## **BOOKS FOR STUDY/REFERENCE:**

1. D.C.Sircar: Select Inscriptions (Revised 1962)
2. D.C.Sircar: Indian Epigraphy.
3. Mahalingam, T.V.: South Indian Paleography.
4. Pandey, R.B.: Indian Paleography.
5. Pandey, R.B.: Select Historical and Literary Inscriptions.
6. Narasimha Murthy, A.V.: PÅÉÀßqÀ °!AiÄÄ GUÄªÄÄªÄÄvÄÄÜ «PÄ,Ä.
7. Relevant volumes of Epigraphia Indica and Epigraphia Carnatica.
8. Rao, S.R.: Lothal and Indus Civilization.
9. Dani, A.H.: Indian Paleography.
10. Diringer, D.: The Alphabet.
11. Shivarmamurthy, C.: Indian Epigraphy and South Indian Script.
12. Buhler, G.: Indian Paleography.
13. Padigar, S.V.: "sÄgÄwÄAiÄÄ EwªÄ,ÄzÄ ±Ä,ÄÉÄ DPÄgÄUÄ¼ÄÄ, 2004.



### **COURSE-III: INTRODUCTION TO ARCHAEOLOGY**

#### **Course outcome:**

This course introduces the student's concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology are explained. The course also provides understanding cultural development and diversity from human origin to civilization development. Legislation related to archaeology and the role of archaeology in heritage management are also discussed in this course.

#### **Learning outcomes:**

On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline.

#### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

#### **UNIT-I**

1. Archaeology: Aims and Scope
2. Review of Development of Archaeology in Europe and India
3. Archaeological record-component elements, usefulness in the reconstruction of past

#### **UNIT-II**

1. Role of Natural Sciences in Archaeology-Geography, Palaeontology, Geology, Botany, Zoology, Chemistry
2. Role of Social Sciences in Archaeology-History, Anthropology, Sociology

#### **UNIT-III**

1. Traditional Archaeology, New Archaeology and Post-processual Archaeology
2. Industrial Archaeology, Ethno archaeology, Biomolecular Archaeology

#### **UNIT-IV**

1. Relative techniques of Dating-Stratigraphy, Typology, Fluorine Test, Dendrochronology
2. Absolute dating techniques-Carbon 14, Thermoluminescence, Potassium-Argon, Archaeo-magnetism

### **BOOK FOR STUDY/REFERENCE:**

1. Aitken, M.J.: Science based dating in Archaeology 1990.
2. Binford, L.R.A: A consideration of Hypothetical Research Design, American Antiquity.
3. Crawford, O.G.S.: Archaeology in the Field, 1953.
4. Wheeler, R.E.M.: Archaeology from the Earth, 1954.
5. Padigar, S.V.: Puratatva Sastra Parichaya (Kannada),2010
6. Kenyon, K.M.: Beginning in Archaeology.
7. Raman, K.V.: Principles and Methods of Archaeology, 1991
8. Renfrew and Bahu,P. : Archaeology; Theories, Methods and Practice, 1996.
9. Staeck John, P.: Back to Earth; An introduction to Archaeology, 2002.
10. Daniel Glyn: A Hundred and Fifty years of Archaeology, 1978.

### **COURSE-IV: WORLD CIVILIZATIONS**

#### **Course outcome:**

This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. Topics include the early civilizations of Mesopotamian, Egyptian, Chinese, and Cretan Greek Civilization. Analyze the impact of geographical features in the formation and evolution of early civilizations. Compare and contrast the Polity, Society, Economy, Religion, Literature, Art and Architecture.

#### **Learning outcomes:**

Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early world Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

#### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

#### **UNIT-I**

Background of Early Civilizations, character of Civilization and Factors contributing to rise of Civilization.

#### **UNIT-II**

Study of Civilizations with respect to Polity, Society, Economy, Religion, Literature, Art and Architecture.

1. Mesopotamian Civilizations
2. Egyptian Civilization

### **UNIT-III**

Study of Civilization with respect to Polity, Society, Economy, Religion, Literature, Art and Architecture.

1. Chinese Civilization
2. Cretan Civilization

### **UNIT-IV**

Study of Civilization with respect to Polity, Society, Economy, Religion, Literature, Art. Greek Civilization

#### **BOOKS FOR STUDY/REFERENCE:**

- |                  |   |
|------------------|---|
| 1. Swain, E.     | : History of World Civilizations.       |
| 2. Rene Sedillot | : A Bird's Eye view of World.           |
| 3. Childe, V.G.  | : New Light on the most Ancient East.   |
| 4. Glynn Daniel  | : The First Civilization.               |
| 5. Will Durant   | : Story of Civilization.                |
| 6. Toynbee, A.   | : A Study of History (Abridged Edition) |

#### **SOFT CORE**

### **COURSE-V : SOCIAL INSTITUTIONS OF**

#### **INDIA Course outcome:**

This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents. Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions like rig-vedic, Later Vedic Society, Four Varnas- Caste System, the Four Stages of Life-Variou Samskaras, Position of Women and Education in Ancient India about the changing institutions and Indian society.

#### **Learning outcomes:**

This subject is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically based profile of Indian society. It is hoped that the Ancient India about the changing institutions and Indian society. In this course will also enable students to gain a better understanding of their society.

### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

#### **UNIT-I**

1. Sources

#### **UNIT-II**

1. Rig-Vedic Society
2. Later Vedic Society

#### **UNIT-III**

1. The Four Varnas- Caste System-Untouchability-Gotra and Pravara
2. The Family-The Four Stages of Life-Various Samskaras
3. Marriage

#### **UNIT-IV**

1. Position of Women.
2. Education in Ancient India.

### **BOOKS FOR STUDY/REFERENCE:**

- |                      |   |
|----------------------|---|
| 1. Prabhu            | : Hindu Social Institutions.                  |
| 2. Ghurye, G.S.      | : Caste and Class in India.                   |
| 3. Kapadia, M.       | : Marriage and Family in India.               |
| 4. Panikkar, K.M.    | : Hindu Society at Cross Roads.               |
| 5. Nilakshi Sengupta | : Evolution of Hindu Marriage.                |
| 6. Radhakrishnan, S. | : Hindu View of Life.                         |
| 7. Kane, P.V.        | : History of Dharmasastra (Relevant Volumes). |
| 8. Altekar, A.S.     | : Position of Women in Ancient India.         |
| 9. Hutton            | : Caste in India.                             |

## SECOND SEMESTER

### HARD CORE

#### COURSE – I HISTORICAL METHOD

##### **Course outcome:**

Historiography refers to the history of history writing as well as the theoretical principles and methods underlying such narratives. While all societies have recorded the past, history makes the additional claim of presenting a true representation (of the past) that is supported by evidence and is, hence, verifiable. That said, history writing has changed significantly, both in its methods of inquiry as well as the themes/subjects it engages. This course provides an understanding of the core issues in the practice of history and how they have 'turned' and shifted over a period of time.

##### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### **Learning outcomes:**

Identify the core elements, dominant themes, shifts within history writing critically evaluate existing works & approaches Apply interdisciplinary insights to history Compose simple & coherent arguments about the theme study.

##### **UNIT-I:**

1. History-Definition-Nature and Scope
2. Use of History
3. Historians and Historiography-Greek and Roman

##### **UNIT-II:**

Historical Research: Fundamental concepts

1. On research
2. Objectivity and Subjectivity
3. Causation
4. Qualities of a Researcher

##### **UNIT-III:**

Research Methodology

1. Historical Methodology-Heuristics, Criticism (Internal and External), Synthesis and Exposition.
2. Preliminary, Analytical and Synthetical Operations and their components

#### **UNIT-IV:**

Preparing Research Report

1. Finalizing the draft of the Report
2. Method of Chapterization and Citation
3. Indexing and bibliographical nuances
4. A Model Research Report

#### **BOOKS FOR STUDY/REFERENCE:**

1. Langlois and Seignobos : Introduction to the Study of History.
2. Black, J.B. : The Art of History.
3. Colling Wood, R.G. : The Idea of History.
4. R.C.Majumdar & A.N.Srivasta : Historiography, 1988.
  
6. Sastry, K.A.N.& Ramanna, H.S. : Historical Method with Special reference to India.
7. Orump, C.G. : History and Historical Research.
8. Trevelyan : Present position of History.
9. Hulme : History and its Neighbors.
10. Gooch, G.P. : History and Historians of 19<sup>th</sup> century,  
2<sup>nd</sup> Edition, 1947.
11. Fling : The Writing of History (Yale University, 1923)
12. Thomson : History of Historical Writing.
13. Renier, G.T. : History, Its Purpose and Method.
14. Sheikh Ali : History its Theory and Method

#### **COURSE-II-ARCHAEOLOGY-METHODS**

##### **Course outcome:**

It is a course that involves practical work in the field. This course introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidence. This course includes training in field methods including excavation techniques. Students learn the practical methods of doing Archaeological work.

##### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### **Learning outcomes:**

Upon successful completion of the course, the student will be able to identify and classify archaeological materials; create scale maps of regions, archaeological sites, features, and/or excavation units using appropriate methodology; use archaeological field methods to discover and reveal information about archaeological sites; use archaeological recording methods to document site locations, features, and artifacts.

**UNIT-I: Exploration**

1. Nature of Archaeological Sites-Open Air, Caves, Mounds, Ash Mounds etc.
2. Site Discovery Methods: Use of Literary Sources, Folk traditions, Village to village Survey, Geophysical Methods.
3. Exploration Methods-Use of Maps, Aerial Photography, Under Water Archaeology, Remote Sensing.
4. Surveying technologies and surveying materials.

**UNIT-II: Excavation**

1. Methods of Excavation-Vertical and Horizontal Excavations, Excavation of burial sites.
2. Recording Methods-Stratigraphy, Three dimensional recording.
3. Excavation Staff, Excavation tool kit.
4. Pottery yard.

**UNIT-III: Documentation**

1. Trench book/Site book/Antiquity recording.
2. Trench drawing.
3. Photography.

**UNIT-IV: Publication**

1. Report writing-Types and components.
2. Historical and Archaeological Journalism.

**BOOKS FOR STUDY/REFERENCE:**

1. Atkinson, R.J.C. : Field Archaeology.
2. Wheeler, Sir Mortimer : Archaeology from the Earth.
3. Plenderleith, H.: Conservation of Antiquities and Works of Art.
4. Crawford, O.G.S. : Archaeology in the Field.
5. Glynn Daniel : The Origin and Growth of Archaeology.
6. Ancient India (Relevant Volumes).
7. Raman, K.V. : Principles and Methods of Archaeology, Madras.
8. Padigar, S.V. : Puratatva Sastra Sodhane, Dharwad.

**SOFT CORE****COURSE-III : INDIAN NUMISMATICS (UPTO 1336)****Course outcomes:**

In this course the vital importance of coins as a source for our history, it is really surprising how often Numismatics has been seen as a tiny element of Indian historical and archaeological studies. It cannot, however, be denied that the potential of Indian Numismatics

needs to be fully realized to further enrich our historical and archaeological studies. It was with this realization and to preserve valuable information about our historical and cultural heritage, that the Institute started functioning with the following aims and objectives. Coins also provide important chronological information in the archaeological excavations. Besides, they can also provide valuable information about economy - trade, monetary policy, currency system and so on and also about art and culture.

### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

### **Learning outcomes:**

Identify and decipher the coins. They will also be able to understand the socio-political background that accure through the coinage of that time thus getting holistic picture of that economic system prevalent in ancient India.

### **UNIT-I**

1. Antiquity of Coinage in India
2. Contributions to Political, Administrative, Economic and Religious History of Ancient India

### **UNIT-II**

1. Punch Marked Coins-Chronology, Significance of Symbols etc.
2. Coins of the Indo-Greeks and the Kushanas

### **UNIT-III**

1. Satavahana Coins, Roman Coins in India
2. Gupta Coins

### **UNIT-IV**

1. Coins of the Kadamba, Ganga and Chalukya
2. Coins of the Chola, Hoysala and Sevuna

### **BOOKS FOR STUDY:**

- |                          |  |
|--------------------------|--|
| 1.Narain, A.K.           | : Indo Greek Coins.                          |
| 2.Bhandarkar, D.R.       | : Carmichael Lectures on Indian Numismatics. |
| 3.Altekar, A.S.          | : The Bayana Hoard of Gupta Coins.           |
| 4.Rapson, E.G.           | : Coins of India.                            |
| 5.Allan, J.              | : Gupta Coins.                               |
| 6.Narasimha Murthy, A.V. | : Coins of Karnataka.                        |
| 7.Gupta, PL.             | : Coins.                                     |
| 8.Brown, C.J.            | : Coins of India.                            |



9. Allan, J. : Coins of Ancient India.  
10. Elliot, Walter : South Indian Coins.  
11. Sircar, D.C. : Indian Numismatics.

#### **COURSE-IV : INDIAN PALAEOGRAPHY**

##### **Course Objectives:**

In this course students will learn the importance of Paleography and Origin and antiquity of writing in India. The development of North Indian Brahmi and Kharoshthi scripts. Introduce the Evolution of Kannada Script and also study of Sathavahana, Hoysala, Vijayanagara and Mysore Wodeyars.

##### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### **Learning outcomes:**

Successfully able to decipher and read scripts; and date inscriptions with the help of paleographic features of the script. Students will also understand the different usages of language.

##### **UNIT-I**

1. Definition and importance of Paleography
2. Origin and antiquity of writing in India

##### **UNIT-II**

1. North Indian Scripts: Ashokan Brahmi and Gupta Brahmi
2. Evolution of Kannada Script: Satavahana to Hoysala and Vijayanagara to Wodeyar Period.

##### **UNIT-III**

1. Ancient Numerals
2. Dating and Eras

##### **UNIT-IV**

1. Writing Materials- Engraving-Forged records-Seals.

##### **BOOKS FOR STUDY/REFERENCE:**

1. Sircar, D.C. : Indian Epigraphy, Delhi, 1965
2. Pandey, R.B. : Indian Palaeography, Varanasi, 1957
3. Gokhale, S. : Indian Numerals
4. Diringer, D. : The Alphabet
5. Sivaramamurthi, C.: Indian Epigraphy and South Indian Scripts, Madras, 199

6. Narasimha Murthy, A.V. : Kannada Lipiya Ugama mattu Vikasa, Mysore, 1998
7. Rao, S.R. : Lothal and Indus Civilization, Bombay, 1973
8. Presidential Addresses and Prasastis (delivered to/at the annual congresses of Epigraphical Society of India, Dharwad, 1986)
9. Journals of the Epigraphical Society of India, Mysore
10. Richard Solomon : Indian Epigraphy, Delhi

### OPEN ELECTIVE

#### COURSE-V : CHALUKYAS OF BADAMI

##### Course outcomes:

In this course students learn about the Chalukyas of Badami, Sources of the History of Badami Chalukyas, Political History, Administrative, Social, economic, religious and literary conditions under the Chalukyas of Badami.

##### Pedagogy for Course Delivery:

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### Learning outcomes:

Acquire knowledge about Chalukyas of Badami. The achievements of Chalukyan ruler Pulakeshi-II and with Political, Administration, Social life, Art and Architecture of the Chalukyas.

#### UNIT-I:

1. Sources, Historiography.

#### UNIT-II:

1. Beginnings of the Dynasty-Origin-Jayasimha-Ranaranga-Pulakeshin-I-Kritivarma-I-Mangalesha.
2. Pulakeshi-II-His Military Exploits-Greatness.

#### UNIT-III:

1. Vikramaditya-II-Vinayaditya-Vijaditya-Vikramaditya-II-Kritivarman-II-The end of the Dynasty.
2. Administration.

#### UNIT-IV:

1. Social, Economic Literary and Religious Conditions.
2. Art, Architecture and Painting.

**BOOKS FOR STUDY/REFERENCE:**

1. Diwakar, R.R. (Ed.) : Karnataka through the Ages.
2. Epigraphia Indica relevant volumes.
3. Epigraphia Carnatica relevant volumes.
4. Desai, P.B.(Ed.) : A History of Karnataka.
5. Nilakanta Sastri, K.A. : A History of South India.
6. Gupta, R.S. : Chalukyan Art at Aihole.
7. Ramesh, K.V. : The Chalukays of Vatapi.
8. Dikshit, D.P. : A Political History of the Chalukyias of Badami.
9. Michell, G. : Early Western Chalukya.
10. Brown, P. : Indian Architecture, Vol.I.
11. Rajasekhara, S. : Art of Aihole.
12. Rajendra Prasad : Chalukyan Art of Andhradesa.

## THIRD SEMESTER

### HARD CORE

#### COURSE-I : HISTORY OF SOUTH INDIA UPTO 1336 A.D (With reference to Polity)

##### Course outcome:

This course Students of history will acquire knowledge regarding the primitive life and cultural status of the people of south India. They can gather knowledge about the society, culture, religion and political history of south India. They will learn about the sources, early historical south India like Sathavahana, Kadamba, Gangas, and Pallavas, Chalukyas of Badami, Rashtrakutas, The Cholas, The Chalukyas of Kalyana, Hoysalas. They can achieve knowledge how to develop Indian evolution of the political structures of 13<sup>th</sup> century in south India.

##### Pedagogy for Course Delivery:

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### Learning Outcomes:

Students will be able to On successful completion of the course the students should have understood politics, religion, social life and art and architecture of the south India.

##### UNIT-I

Sources:

1. Archaeological
2. Literary

##### UNIT-II

Early Historical South India:

1. The Satavahana
2. The Kadambas
3. Gangas

##### UNIT-III

South India between 6<sup>th</sup> and 10<sup>th</sup> Century:

1. Pallavas
2. Chalukyas of Badami
3. Rashtrakutas

##### UNIT-IV

South India from 10<sup>th</sup> to 14<sup>th</sup> Century:

1. The Cholas
2. The Chalukyas of Kalyana
3. Hoysalas

### **BOOKS FOR STUDY/REFERENCE:**

1. Sanstry, K.A.N. : A History of South India (Latest Ed.)
2. Sastry, K.A.N. : Comprehensive History of India, Vol.II.
3. Mahalingam, T.V. : Kanchipuram through the Ages.
4. Altekar, A.S.. : The Rashtrakutas.
5. Yazadani (Ed.) : Early History of Deccan, Vol.I, II.
6. Derrett, J.D.M. : Hoysalas.
7. Sastry, K.A.N. : The Cholas.
8. Narasimha Murthy, A.V. : The Sevunas of Devagiri.
9. Ritti, S.H. : The Sevunas.
10. Iyengar, S.K. : Some Contribution of South India to Indian Culture
11. Venkataramanayya, N. : Early Muslim Expansion in South India.
12. Divakar, R.R. (Ed.) : Karnataka through the Ages.
13. Desai, P.B. : A History of Karnataka.
14. Krishnappa, M.V. : Social and Economic conditions of Karnataka  
(from 4<sup>th</sup> century A.D. to 10<sup>th</sup> century A.D.)

### **COURSE-II : NORTH INDIAN ART AND ARCHITECTURE**

#### **Course outcome:**

In this course, the students learn to develop the skill to understand the details of architectural and sculptural art of North India. The understanding will enable them to inculcate an awareness as well as sense of belongingness and responsibility regarding the incredible architectural heritage of North India.

#### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

#### **Learning Outcomes:**

On successful completion of the course the students should have understood the skill to understand the details of architectural and sculptural art of North India.

### **UNIT-I:**

1. Special Features of Indian Art
2. Ancient Texts
3. Terminology

## **UNIT-II:**

Early Indian Art:

1. Indus Valley
2. Maurya
3. Kushana -Mathura and Gandhara Schools

## **UNIT-III:**

Rock-cut Architecture in Western India:

1. Hinayana
2. Mahayana phases
3. Gupta Art

## **UNIT-IV:**

1. Orissa
2. Khajuraho
3. Indo-Islamic Architecture

## **BOOKS FOR STUDY/REFERENCE:**

- |                       |   |
|-----------------------|---|
| 1. Dasgupta, S.N.     | : Fundamentals of Indian Art.               |
| 2. Percy Brown        | : Indian Architecture, Vols.I & II.         |
| 3. Ray, N.R.          | : Maurya and Sunga Art.                     |
| 4. Smith, V.A.        | : History of Fine Arts in India and Ceylon. |
| 5. Desai, Z.A.        | : Indo Islamic Architecture.                |
| 6. Benjamin Rowland   | : Art and Architecture of India.            |
| 7. Havell, E.B.       | : Ideals of Indian Art.                     |
| 8. Coomaraswamy, A.K. | : History of Indian and Indonesian Art.     |
| 9. Zimmer, H.         | : Art of Indian Asia.                       |
| 10. Saraswathi, S.L.  | : A Survey of Indian Sculpture.             |

## **SOFT CORE**

### **COURSE-III : TOURISM IN INDIA**

#### **Course outcome:**

Describe the major tourist attractions and cultural destinations of India, Demonstrate the knowledge by preparing itinerary as per the interest of tourist, Explain the geographical locations of tourist destinations, Demonstrate the knowledge of information about the key elements of a destination. The course has a great potential in finding the jobs in tourism and heritage management. To learn modern and early tourism, to understand the different tourism terminologies will gets an overview of basic understanding in tourism and its education.

**Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

**Learning Outcomes:**

On successful completion of the course the students should have understood major tourist attractions and cultural destinations of India.

**UNIT-I:**

Introduction-Tourism and guidance-Motives of Tourism-Transport-Techniques-Role of Tourism-Terminology.

**UNIT-II:**

Art of handling Tourists-Etiquette-Manners-Security-Facilities-Formalities-Guidance in General Tourist guides, Special Problems of Foreign Tourists.

**UNIT-III:**

Important Tourist Monuments in India, Ajanta, Ellora, Bhubaneswar, Jaipur, Agra, Badami, Belur and Hampi.

**UNIT-IV:**

Economic Tourism-Tourism as an Industry-Communications-Tourist Literature-Langauge-Problems-Advertisements-Publicity-Propaganda.

**BOOKS FOR STUDY/REFERENCE:**

1. Kaul, S.N. : Tourist Inida.
2. Feroder : Feroder's guide to India.
3. Norwal,A.J. : The Touist Industry.
4. Ogilries, F.B. : The Tourist Movement.
5. Gupta, S.P. : Tourist Monuments of India.
6. Casson : Art of Handling People.
7. Eric Partride : Polite Conversation.
8. Basha, A.L. : Wonder that was India.
9. Garratt : Legacy of India.
10. Srinivasan, K.R. : Temples of South India.
11. Krishnadeva : Temples of North India.

## **COURSE-IV : HISTORICAL ARCHAEOLOGY OF INDIA (SC)**

### **Course outcome:**

In this course, the students will learn the early important Historical Archaeological sites in India and also learn Second Urbanization Period sites like Rajagriha, Mauryan Period of Pataliputra and Taxila. 2<sup>nd</sup> century A.D. of the Satavahana Period of Amaravati, Sannati, Arikamedu, Gupta Period of Nalanda, Saranath, Ganga Period of Talakad and Medieval Period of Hampi.

### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

### **Learning outcomes:**

On successful completion of the course the students should have understood and develop the skill about Historical Archaeology.

#### **UNIT-I:**

1. Aims and Scope of Historical Archaeology.

#### **UNIT-II:**

1. Archaeology of the Second Urbanization Period: Rajagriha.
2. Archaeology of the Mauryan Period: Pataliputra, Taxila

#### **UNIT-III:**

1. Archaeology of the Satavahana Period: Amaravati, Sannati, Arikamedu.
2. Archaeology of the Gupta Period: Nalanda, Saranath.

#### **UNIT-IV:**

1. Archaeology of Ganga Period: Talakad.
2. Archaeology of Medieval Period-Hampi.

### **BOOKS FOR STUDY/REFERENCE:**

1. Ancient India No.2, 4 and relevant numbers.
2. Excavation Reports of the sites referred to above.
4. Relevant volumes of the Archaeological Survey of India and Memories.
5. Majumdar : A Guide to Saranath.
6. Longhurst, A.H. : Hampi Ruins.
7. Ghosh, A. : The city in Early Historical India.
8. Devaraj, D.V.(Ed.) : Archaeological Excavations at Talakad.
9. Narasimha Murthy, A.V. (Ed.) : Banavasi Excavations, DAM, Mysore, 1997.



10. State Archaeology: Progress of Researches, Vijayanagara volumes.
11. PÅËÅÛqÀ «±Åé«zÁâ¤@AiÄÄ, °ÄÄ! : PÅËÁðIPÀ ZÄjvÉæ, ÄÄ¥ÄÄi-1 ªÄÄvÄÄÜ 2.
12. Takur, V.K. : Urbanization in Ancient India.
13. Margabandhu, C : Archaeology of Kshatrapa-Satavahana Sites.
14. Archaeological Survey of India: All Guide Books.
15. Talakad Excavations.

### OPEN ELECTIVE

#### COURSE-V : HISTORY OF KARNATAKA (From 975 A.D. to 1336 A.D.)

##### Course outcome:

To promote quality education on archaeology and ancient history. To evaluate the progress of archaeology as a discipline through the ages. To orient the learners towards knowledge of culture and society as represented in ancient archaeological sites. To take up enterprisingly explorative works on monuments, to promote Ancient History and Archaeological heritage at local regional, national and international level.

##### Pedagogy for Course Delivery:

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### Learning outcomes:

On successful completion of the course the students should have understood archaeological and literary sources. They will know about the political history of Chalukyas of Kalyani, Hoysalas and Sevunas and also social, religious and economic conditions.

#### UNIT-I

##### Sources

1. Archeological
2. Literary

#### UNIT-II

##### Chalukyas of Kalyana-Political History

1. Tailapa-II to Someshwara-II
2. Vikramaditya-VI
3. Social and Economic conditions
4. Religious conditions

### UNIT-III

Hoysalas-Political History

1. Ballala-I
2. Vishnuvardhana
3. Ballala-II and Ballala-III
4. Administration.
5. Social and Economic conditions
6. Religious conditions
7. Art and Architecture

### UNIT-IV

1. Sevunas-Political History -Bhillama-V-Singhana-II and Ramachandra
2. Social and Economic conditions
3. Religious conditions

### BOOKS FOR STUDY/REFERENCE:

1. G.Yazdani (Ed.) : Early History of the Deccan.
2. K.A.Nilakanta Sastry : A History of South India.
3. R.R.Diwakar (Ed.) : Karnataka through the Ages.
4. Epigraphia Indica - relevant volumes.
5. H.Cousens : Chalukyan Architecture.
6. J.D.M.Derrett : The Hoysalas, O.U.P.1957.
7. Coelbo : Hoysala Vamsa.
8. Sheik Ali (Ed.) : The.Hoysala Dynasty, Mysore.
9. P.B.Desai., et.al. : A History of Karnataka, Dharwar.
10. R.Narasimhachar : Monographs on Belur,  
Somanathapur and Doddagaddavalli Temples.
11. Mackenzie, T.S.F. : Descriptions of the Halebid temple (1873).

## FOURTH SEMESTER

### HARD CORE

#### COURSE-I : INDIAN PRE AND PROTO HISTORY

##### Course outcomes:

Indian Pre and Proto-History refers to a period between palaeolithic to megalithic history. This course introduces the beginning of agriculture, domestication of animals and development of Bronze and Iron Age cultures in India. It intends to provide an extensive survey of early Indian history to the students and familiarize them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students appoint of beginning from where they can build an understanding of the discipline of Indian pre history.

##### Learning Outcomes:

Students able to learn the revolution in human history, beginning of stone tool using cultures and related pre historic sites in India.

##### Pedagogy for Course Delivery:

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### UNIT-I:

1. Quaternary Period, Evolution of Man.
2. Lower Paleolithic Cultures: Typo-Technology, Sites-Attirampakkam, Potwar Plateau, Hunsgi-Baichabal Valley.
3. Middle Palaeolithic Cultures: Typo-technology, Sites-16 R, Samnapur, Jwalapuram.
4. Upper Palaeolithic Cultures: Typo-Technology, Sites-Kurnool Caves, Baghor, Patne.

##### UNIT-II:

1. Mesolithic Culture-Typo-technology, rock art, Sites-Bhimbetka, Bagor, Langhnaj, Sarai Nahar Rai, Damdama, Mahadaha, Teri Sites.

##### UNIT-III:

1. Neolithic Culture of Kashmir Valley-Burzahom.
2. Neolithic Culture of North and East India-Characteristics, Ceramics, Sites-Lahuradewa, Chirand, Mahagara.
3. Neolithic Culture of South India-Characteristics, Ceramics, Sites-T.Narasipur, Sanganakallu, Ramapuram, Ashmounds.
4. Chalcolithic Cultures of Rajasthan and Maharashtra-Characteristics, Ceramics, Balathal and Inamgaon.

##### UNIT-IV:

1. Iron Age-Megalithic Cultures-Vidarbha and South India-Burial typology, Ceramics-Bhagimohri, Kodumanal.

## **BOOKS FOR STUDY/REFERENCE:**

1. D.P.Agarwal : Archaeology in India.
2. H.D.Sankalia : Pre-history and proto history of India and Pakistan.
3. H.D.Sankalia : Stoneage tools, their techniques, names and functions.
4. Allchin and Bridget Allchin: Rise of Civilization in India and Pakistan.
5. M.Wheeler : Early India and Pakistan.
6. Misra, V.N. (ed.) : Indian Prehistory (1964).
7. Diliph, K.CHakrabarti : Indian Archeological History 'Paleolithic beginnings to Early Historic foundations (2009).

## **COURSE-II : SOUTH INDIAN ART AND ARCHITECTURE**

### **Course outcomes:**

Students will be introduced to emergence and development of art traditions up to 6<sup>th</sup> century C.E. Monuments will be studied in their cultural context. This course will appeal to students studying south Indian art and architecture with an interest in Three Schools of style like Dravida, Vesara and Nagara. And the students will learn the southern important rulers in south India.

### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

### **Learning outcomes:**

At the end of the course, a student will be able to learn Critically analyze sculpture, art and architecture and landscapes of South India temples .

### **UNIT-I:**

1. Fundamentals-Three Schools-Dravida-Vesara-Nagara
2. Amaravati and Nagarjunakonda-Schools of Art

### **UNIT-II:**

1. Badami Chalukya
2. Pallava
3. Rashtrakuta

### **UNIT-III:**

1. Chola
2. Kalyana Chalukya
3. Hoysala

#### UNIT-IV:

1. Vijayanagara
2. Islamic Art in Karnataka

#### BOOKS FOR STUDY/REFERENCE:

1. Soundararajan, K.V. : Indian Temple Styles.
2. Percy Brown : Indian Architecture, 2 Vols.
3. Mahalingam, T.V. : South Indian Temple Complex.
4. Stella Kumarisch : Hindu Temples.
5. Sarkar, H. : Buddhist Art of Nagarjunakona.
6. Ferguson. J. : Indian and Eastern Architecture.
7. Gupta, R.S. : Art and Architecture of Aihole.
8. Cousens : Chalukyan Architecture of Banarese Districts.
9. Rea, A. : Pallava Architecture.
10. Srinivasan, K.R. : Pallava Cave Temples.
11. Balasubramanyam, S.R. : Early Chola Art.
12. Balasubramnyam, S.R. : Middle Chola Art.
13. Zimmer : Art of Indian Asia.
14. Padigar, S.V. : "AzÁ«Ä ZÁ@ÁPÀägÄ ±Ä,Ä£ÄUÄ¼ÄÄ, \*Ä,ÄÄÜ \*ÄÄvÄÄÜ \*@äPÄÉ.

#### COURSE-III : PROJECT WORK

##### Course outcome:

Students will be trained to do project work/dissertation based on practical/field study of temple art and architecture, monuments, Museum, Coins, inscriptions and other allied source material. The students were trained to do field work in the concerned area. The concerned teacher will guide the students by taking them to field study.

##### Learning outcomes:

Students learn to collect primary and secondary sources connected to their research topic. And they will be trained to write the dissertation/project in the concerned subject.

##### Pedagogy for Course Delivery:

Course activities consist of tutorials, student presentation, group discussions, seminar Presentation, assignment writing and field work.

A dissertation based on practical/field study of monuments Museum, Coins, inscriptions and other allied source material prepared under the guidance of a teacher in the P.G. Department of Ancient History and Archeology about 60 pages typed in A4 size paper, Marks 100. (For Dissertation: 50 Marks, IA:30 Marks and for Viva-voce: 20 Marks=100 Marks)

The Dissertation will be valued as per rules. The viva-voce will be conducted by Chairperson of the Department of Studies (DOS) and Board of Studies (BOS), concerned guides and one external examiner.

### **SOFT CORE**

#### **COURSE-IV : MUSEOLOGY**

##### **Course outcome:**

The objective of this course is to introduce students to the purpose and functioning of museums. The importance of museums in linking archaeology with public education is stressed.

##### **Learning outcomes:**

Students learn the basic functions of museums and their activities. Conservation, education, exhibition collection, documentation and research and legislation relating to museum are the major topics students learn about.

##### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

#### **UNIT-I:**

Aim and Scope of Museology

1. Kinds of Museums-Archaeological, Natural History, Industrial, Technological.
2. Indian Legislative Measures relating to Museum Objects-Treasure trove act, ancient monuments and sites preservation act, Antiquities export control act, Antiquities registration act.

#### **UNIT-II:**

1. Acquisition and display of objects.
2. Preparation of Cards, Registers and other documents.

#### **UNIT-III:**

1. Museum Organization and Management.
2. Security Measures and Upkeeps.

#### **UNIT-IV:**

1. Preservation and Conservation of Museum Objects.

#### **BOOKS FOR STUDY/REFERENCE:**

- |                                 |   |   |
|---------------------------------|---|---|
| 1. Basu, J.N.                   | : | Indian Museums Movement.                  |
| 2. Gilman, B.I.                 | : | Museum Ideals, Purpose and Method.        |
| 3. Markham, S.F. and Hargreaves | : | Museums of India.                         |
| 4. Murray, D.                   | : | Museums, Their History and Use (3 Vols.). |
| 5. Satya Prakash                | : | Museum and Society.                       |

- |  |   |   |
|--|---|---|
| 6. Grace Morley  | : | Museum To-day.  |
| 7. Sircar, H.  | : | Museums in India..                                    |
| 8. Zahir, M.   | : | Museum Management.                                    |
| 9. Journal of Indian Museum-Vol.71 and relevant volumes. |   |   |
| 10. Anil Roy Choudhry                                    | : | Art, Museum Documentation and Practical Training.     |
| 11. Bowers, J. and Daifuker                              | : | Museums Techniques and Fundamental Education.         |
| 12. Burns, N.J.  | : | Field Manual for Museums.                             |
| 13. Dorothy, H. (et.al.)                                 | : | Museum Registration Methods.                          |
| 14. Howard Foster  | : | Museum Security.                                      |
| 15. Muscutt  | : | Display Techniques.                                   |
| 16. Satya Murthy & Ayyappan                              | : | Hand Book of Museum Techniques.                       |
| 17. Winstanley Barbara                                   | : | Hand Book of Museum Curators.                         |
| 18. Gairola, T.R.  | : | Hand Book of Chemical Conservation of Museum Objects. |
| 19. Plenderleith, H.J.                                   | : | Conservation of Antiquities and Works of Art.         |
| 20. Archaeological Survey of India                       | : | Conservation Manual.                                  |
| 21. UNESCO Publication                                   | : | The Care of Paintings.                                |
| 22. Sugden, Robert                                       | : | Care and Handling of Art Objects.                     |
| 23. Sathya Murthy  | : | Preservation of Biological Specimen.                  |
| 24. Moss, A.A.   | : | Hand Book of Museum Curators.                         |

### OPEN ELECTIVE

#### **COURSE-V : HOYSALA ART AND ARCHITECTURE**

##### **Course outcomes**

This course is one of the important subjects in southern Karnataka especially the study of Hoysala Genesis of Hoysala Architecture in relation with Chalukyan Art, three styles of art and architecture and especially hoysala iconography like Shaiva, Vaishnava and Jaina. Students will study about Chronology and Geographical distribution of Hoysala Monuments, Special study of the temples at Belur, Halebid and Somanathapur.

##### **Pedagogy for Course Delivery:**

Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

##### **Learning outcomes:**

Students are able to know the knowledge about Hoysala Iconography, art and architecture.

##### **UNIT-I:**

1. Genesis of Hoysala Architecture-Temple Forms-Dravida, Nagara, Bhumija, Vesara.
2. Relationship of Hoysala Art with Chalukya Art.

##### **UNIT-II:**

1. Principle features of Hoysala Style-Technique-Raw-Materials
2. Difference between the Later Chalukya and Hoysala Schools.

**UNIT-III:**

1. Chronology and Geographical distribution of Hoysala Monuments.
2. Special study of the temples at Belur, Halebid and Somanathapur.

**UNIT-IV:**

1. Hoysala Sculpture
2. Merits and Demerits of the Hoysala School of Art.

**BOOKS FOR STUDY/REFERENCE:**

1. Narasimhachar, R. : The Temples of Kesava at Somanathapur.
2. Cousens : Chalukyan Architecture (Relevant portions only)
3. Narasimhachar, R. : The Chennakesava Temple at Belur.
4. Annual Reports of the Department of Archaeology, Mysore, 1939-46.
5. Narasimhachar, R. : Lakshmidivi Temple at Doddagadavalli.
6. Settar, S. : Hoysala Temples.
7. Marg : In Praise of Hoysala Art.
8. Kelleson Collyer : Hoysala Artists-Their Identity Style.