



**KANNUR UNIVERSITY**  
കണ്ണൂർ സർവകലാശാല

**(Abstract)**

FYIMP in Historical Studies -offered by Dept.of History ,Mangattuparamba Campus - Scheme & Syllabus ( First Semester Only) - Approved and Implemented w.e.f. 2025 Admission -Orders-issued

---

**ACADEMIC C SECTION**

ACAD C/ACAD C1/18162/2025

Dated: 08.01.2026

---

Read:-1. U O No ACAD D/ACAD D5/23315/2023 (I) dated 22.02.2025  
2. Circular No. ACAD C/ACAD C3/12564/2023 dated 05.03.2025  
3. E mail dated 17.05.2025 from the Head, Dept. of History  
4. E mail dated 18.08.2025 from the Dean , Faculty of Humanities.  
5. E mail dated 08.10.2025 from the Head, Dept. of History  
6. E. mail dated 02.12.2025 from the Dean , Faculty of Humanities  
7. E mail dated 03.12.2025 from the Head, Dept. of History  
8. Orders of Vice Chancellor in file of even no, dated 11.11.2025  
9. Minutes of the meeting of Standing Committee of Academic Council held on 05.12.2025

**ORDER**

1. The proposal to start a Five Year Integrated Master's Programme in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, with effect from the 2025 admission, was approved, vide paper read as (1) above.
2. Subsequently, directions were issued to the Heads of the concerned Departments, vide paper read as (2) above, to submit the complete syllabus (all semesters) of the FYIMP to be offered by their respective Departments with effect from the academic year 2025–26, along with the minutes of the Department Council.
3. Accordingly, the Head, Department of History, vide paper read as (3) above, submitted the Scheme and Syllabus of the FYIMP in Historical Studies, along with the minutes of the meeting of the Department Council, for approval and implementation with effect from the academic year 2025–26.
4. The Scheme and Syllabus of the above programme were forwarded to the Dean, Faculty of Humanities, for verification, and the Dean, vide paper read as (4) above, provided his observations/remarks on the same.
5. Subsequently, the observations/remarks of the Dean, Faculty of Humanities, were forwarded to the Head, Department of History, and the Head, Department of History, vide paper read as (5) above, submitted the revised Scheme and Syllabus of the FYIM Programme in Historical Studies, after incorporating some comments and suggestions of the Dean, along with the minutes of the Department Council, for approval and implementation with effect from



the 2025 admission.

6. The revised Scheme and Syllabus of the FYIM Programme in Historical Studies, along with the minutes of the Department Council, were thereafter forwarded to the Dean, Faculty of Humanities, as highlighted. The Dean pointed out that the observations in the minutes were not very convincing and remarked that further efforts could be made to modify the relevant parts, vide paper read as (6) above.
7. Subsequently, the Head, Department of History, vide paper read as item (7) above, submitted the revised minutes of the Department Council of the FYIMP in Historical Studies, based on the observations of the Dean, Faculty of Humanities.
8. Considering the matter, the Vice-Chancellor ordered to place the Scheme and syllabus before the Standing Committee of the Academic Council for consideration.
9. The Standing Committee of the Academic Council, vide paper read as item (9) above, considered the Scheme and Syllabus of the FYIMP in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, to be implemented with effect from the 2025 admission, and recommended to approve the Scheme and Syllabus of the first Semester and also recommended to direct the Department to modify the Syllabus of the subsequent Semesters, in accordance with the observations of the Dean.
10. The Vice-Chancellor, after considering the recommendations of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and all other enabling provisions read together, approved the Scheme and Syllabus (First Semester only) of the Five Year Integrated Programme in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, for implementation with effect from the 2025 admission.
11. The Scheme and Syllabus (First Semester only) of the Five Year Integrated Programme in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, implemented with effect from the 2025 admission, are attached to this University Order and uploaded on the University website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

Orders are issued accordingly.



Sd/-

**Jisha K P**  
**Assistant Registrar II**  
For REGISTRAR

To: 1. Head, Dept.of History, Mangattuparamba Campus  
2.The Controller of Examinations (Through the PA)  
3. Nodal Officer, FYIMP

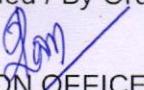
Copy To: 1. PS to VC, PA to R, PA to CE  
2. JR II (Exam)  
3. EP IV/EG I/EXC I Sections (Exam)  
4. IT Cell (to publish on the website)



5. Computer Programmer

6. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER



**KANNUR UNIVERSITY**

**DEPARTMENT OF HISTORY**



**FIVE-YEAR INTEGRATED MASTERS PROGRAMME**

**IN**

**HISTORICAL STUDIES**

**CHOICE-BASED CREDIT AND SEMESTER SYSTEM (CBCSS) CURRICULUM**

**(EFFECTIVE FROM ACADEMIC YEAR 2025-26)**

## CONTENTS

I.	Department Profile	3
II.	FYIMP in Historical Studies	3
III.	Programme Outcomes (PCOS)	4
IV.	Course Outcomes (COS)	4
V.	Programme-Specific Outcomes (PSOS)	5-6
VI.	Teaching /Learning Process	6
VII.	FYIMP Options	6-7
VIII.	Course Details	7
IX.	Options	7
X.	Course Mapping - BA History	8-9
XI.	Course Mapping MA History (With Research)	10-11
XII.	Programme Structure	12-16
XIII.	Course Credit Scheme	17
XIV.	Career Pathways	17
XV.	Course-wise Content Details for FYIMP Programme In Historical Studies	18-280

## **I. Department Profile**

The Department of History of Kannur University was established in 2007 as Department of History & Heritage Studies. When the Department was re-designated as the Department of History in 2018, the programme structure was reorganized, emphasizing the role of theory and method in imparting historical knowledge and ensuring employability. The Department has an outstanding postgraduate syllabus, and its PG program is one of the most in-demand degrees at the university. The FYIMP syllabus will also be set on par with world-class universities and premier higher education institutes in India. It will equip students with critical thinking skills, a firm grasp of historical knowledge, and analytical as well as practical skills. It seeks to instill among students a deep passion for learning, cultural and social awareness, as well as an interest in intellectual pursuits. Students will also develop research and problem-solving skills, which will enable them to find employment in professions requiring analytical skills, communication, and qualitative research. The syllabus is designed to facilitate students in achieving not only an in-depth understanding of historical processes but also to cater to competitive examinations for professions in civil service, state public services, and higher education. The Department has been organizing several academic programs since its beginning, which included, among others, two sessions of the Indian History Congress organized in 2008 and 2019.

## **II. FYIMP in Historical Studies**

The Five-Year Integrated Program (B.A, M.A) in History is intended to equip students with knowledge, critical thinking, and research acumen, thus enabling them to be career-ready while also providing the possibility of pursuing higher education in India and abroad. This unique program offers an accelerated pathway that combines both undergraduate and postgraduate study, allowing students to earn both a Bachelor's and a Master's degree in History in just five years. Through the program, the students will develop a deep understanding of historical processes, critical thinking skills, and advanced research methodologies. The curriculum is structured to provide a broad foundation in historical knowledge while also offering specialized courses in various fields, such as ancient, modern, social, cultural, and global history. On the completion of the program, the graduates will have a comprehensive understanding of the past and be equipped with the analytical and research skills needed to contribute to academic and professional fields such as education, public history, heritage management, and beyond. With a combination of rigorous academic coursework, opportunities for hands-on research, and guidance from expert faculty, this integrated program ensures that students are prepared for a variety of career paths or advanced scholarly pursuits.

### **III. Programme Outcomes**

PSO 1	To understand the historical events, processes, and contexts
PSO 2	Enable students to analyse historical texts, contexts, and events.
PSO 3	Equips students in applying the skill of interpreting historical sources
PSO 4	To contextualise historical debates and arguments.
PSO 5	To create original research projects, papers, and reports
PSO 6	Enable the students for field and archival research.
PSO 7	Enhance the knowledge of new methods in historical research

### **IV. Course Outcomes**

CO 1	Students will acquire essential research skills, including the ability to conduct independent investigations using both traditional and digital archival resources. They will learn to formulate research questions, organize findings, and present their analysis in written and oral formats.
CO 2	Students will be able to critically analyze historical events, sources, and narratives, evaluating different perspectives and their implications. They will develop the ability to identify bias, assess the reliability of primary and secondary sources, and construct well-supported historical arguments.
CO 3	Students will improve their ability to communicate complex historical concepts clearly and effectively, both in written essays and oral presentations. They will learn how to structure historical arguments, use appropriate citations, and engage in scholarly debates coherently and persuasively.

### **V. Programme-Specific Outcomes**

<b>a</b>	<b>Disciplinary</b>	Develop comprehensive knowledge and understanding of the
----------	---------------------	--

	<b>Knowledge</b>	subject, such as an understanding of material culture in different ecological and chronological 'spaces and major perspectives and debates in history, and learn the techniques and skills to apply knowledge, especially to carry out quantitative and qualitative research.
<b>b</b>	<b>Communication Skills</b>	Develop communication skills through arguments, analysis, seminar/project presentations, interact with society through co-curricular activities, and learn to convey ideas and information effectively in a collaborative manner to achieve common goals.
<b>c</b>	<b>Critical Thinking</b>	Acquire capacity for critical thinking by evaluating scholarly arguments and debates, which help to develop fresh insight into the subject.
<b>d</b>	<b>Problem Solving</b>	Develop practical skills in problem-solving and apply critical and creative thinking to perceive innovative responses.
<b>e</b>	<b>Analytical Reasoning</b>	Develop the ability for analytical reasoning in the subject and learn the importance of objectivity and subjectivity in historical analysis.
<b>f</b>	<b>Research-related skills</b>	Develop the skill to prepare a research proposal and the ability to execute research projects.
<b>g</b>	<b>Self and Time Management</b>	Acquire the ability to work independently, choose a research area/specialization, and complete research within a time frame
<b>h</b>	<b>Team Work</b>	Develop and achieve group goals and evaluate one's strengths and weaknesses as a leader or team member.
<b>i</b>	<b>Scientific Reasoning</b>	Attain capacity to explore the discipline with a scientific attitude and settle problems and debates.
<b>j</b>	<b>Multi-Culture Competence</b>	Develop understanding of, and admiration for, multi- cultural values and knowledge of cultures across the world.
<b>k</b>	<b>Leadership Readiness</b>	Develop leadership qualities in select areas, careers, and in their community.
<b>l</b>	<b>Lifelong</b>	Develop the ability to identify and address the needs of a changing

	<b>Learning</b>	world and to maintain competency in respective areas.
<b>m</b>	<b>Global Competency</b>	Develop the capacity to grow as a global citizen whose personal values and practices are consistent with their roles as responsible members of society.

## **VI. Teaching /Learning Process**

The teaching/learning process is designed to attain the specified programme/course/module outcome for which various methods are followed such as classroom instruction through lecture as well as audio/video/PPT presentation, assignment preparation/seminar presentation, continuous evaluation through class/unit tests and semester-end examinations, library/archival reference, project/dissertation work and fieldwork/study tour. All these are devised to invest among students basic knowledge/skills to undertake research confidently or pursue suitable job opportunities.

## **VII. FYIMP Options**

The FYIMP in Historical Studies offers three options and three pathways to provide maximum choice and benefit to the students. The students will have the choice to take up to two minors in any discipline of their choice along with a Major in History. The students will have the following choices: on successful completion of three years in the program with 133 credits, a student will be awarded BA in History with a minor(s) in a discipline of their choice.

On successful completion of four years in the program, the student will be awarded:

- (a) BA Honours with Research – if the student chooses to take up a project/dissertation of 12 credits
- (b) BA Honours – if the student prefers to take taught courses of 12 credits

**In the fourth year, the student will have the choice of two pathways. The student will be able to choose between pursuing a project or a dissertation of 12 credits, which involves textual study, fieldwork, archival study, or other means of research under the supervision of a mentor allotted by the department. Instead of taking a project/dissertation, students can also choose to take three courses (which could be discipline-specific core courses (DSC) or discipline-specific elective (DSE) of 4 credits each, totalling 12 credits.**

(iii) On successful completion of five years of the program, the students will be awarded a degree that is equivalent to an MA + BA combined degree. The student should have finished 217 credits worth of courses, including an internship and/or project/dissertation.

### **VIII. Course Details**

A student must register for the required number of courses at the beginning of each semester. No student shall register for more than 24 credits and less than 20 credits per semester. This program offers three exit options to the students to obtain their degree in History.

### **IX. Options**

- A total of 133 credits over three years shall be the minimum for successful completion of the BA History Degree (For Exit with only **UG = 133 credits**)
- A total of **177 credits with four years** shall be the minimum for successful completion of the BA History Honours Degree with a Major in History/Research (For Exit with UG Honours/Honours with Research the **total credits =177**)
- A total of **217 credits over five years** shall be the minimum for successful completion of the FYIMP (BA+ MA).

### **X. Course Mapping - BA History**

**TOTAL CREDITS: 133**

Semester	DSC Credit	DSE Credit	AEC Credit	SEC Credit	MDC Credit	VAC Credit	Internship Credit	Total Courses	Total Credits
	4	4	3	3	3	3	4		
<b>I</b>	A-1  B1  C 1		AEC-1  AEC-2		MDC-1			<b>6</b>	<b>21</b>
<b>II</b>	A-2  A- 3  B-2  C-2		AEC-3		MDC-2			<b>6</b>	<b>22</b>
<b>III</b>	A-4  A-5  A-6  A-7				MDC-3	VAC-1		<b>6</b>	<b>22</b>
<b>IV</b>	A-8  A-9  A-  10  A-  11			SEC-1		VAC-2		<b>6</b>	<b>22</b>
<b>V</b>	A-12  A-13  A-14  A-15	DSE-1		SEC-2				<b>6</b>	<b>23</b>
<b>VI</b>	A-16  A-17  A-18	DSE-2		SEC-3			Internship 4 Credits*	<b>6</b>	<b>23</b>

Total		2	3	3	3	2	1	36	133
-------	--	---	---	---	---	---	---	----	-----

**DSC:** Discipline Specific Course

**DSE:** Discipline Specific Elective

**AEC:** Ability Enhancement Course

**SEC:** Skill Enhancement Course

**MDC:** Multi-Disciplinary Course

**VAC:** Value Added Course

**A-** Major

**B-** Minor

**C-** Minor

\* **A four-credit Internship can be completed as a two-credit internship twice or four credits at a single stretch between semesters 3 and 6.**

**Course Mapping - BA History Honours (Total Credits = 177)**

## **XI. Course Mapping - MA History (with Research)**

**TOTAL CREDITS = 217**

Semester	DSC Credit	DSE Credit		MOOC Credit	Internship Credit	Total Courses	Total Credits
	4	4		4	4		
<b>VII</b>	A-19	DSE-3		MOOC/Online - 1 (4C)		<b>6</b>	<b>24</b>
	A-20	DSE-4					
	A/B/C-21	DSE-5					
	A/B/C-22						
<b>VIII</b>	A/B/C-23	DSE-6	I DSC or DSE	MOOC /Online - 2	Project /Dissertation - 12 Credits (Honours with Research)ForHonours additional 3 4C Courses in DSC or DSE		<b>20</b>

**Student exits 4-year Degree (Honours/Honours with Research) with Major in Historical Studies**

IX	A-24 A-25 A-26 A-27 A-28	-	-	One 4-credit internship instead of one DSC and/or one 4-credit MOOC/ Online/blended course in place of one DSC			<b>20</b>
X	<b>Research Or 5 DSC</b> A-29 A-30 A-31 A-32 A-33			<b>Dissertation 20 credits or 5 DSC (4 Credits for each Course)</b>			<b>20 or 20</b>

**Student exits with 5-year Integrated MA in Historical Studies.**

\*For FYIMP, the 40 credits in the 5<sup>th</sup> year can also be obtained with coursework alone or research alone

## **XII. Programme Structure**

**COURSE- CONTENT**  
**FIRST SEMESTER FYIMP PROGRAMME**  
**IN**  
**HISTORICAL STUDIES**  
**SEMESTER-I**

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total	Credits
				CA	ESA			
<b>I</b>	DSC-A1	KU01DSCHIS101	Towards History: Key concepts and perspectives	50	50	100	<b>6</b>	4
	MINOR-B1			50	50	100		4
	MINOR-C1			50	50	100		4
	AEC-1			50	50	100		3
	AEC-2			50	50	100		3
	MDC-1	KU01MDCHIS101	Art and Architecture in Kerala	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		<b>21</b>

## KU01DSCHIS101-TOWARDS HISTORY: KEY CONCEPTS AND PERSPECTIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	<b>DSC-A1</b>	100	<b>KU01DSCHIS101</b>	4	60
Learning Approach (Hours/Week)			Marks Distribution		
Lecture	Practical	Tutorial	CE	ESE	TOTAL
4	0	0	50	50	100
<b>Course Description</b>					

The course is a beginner's level course designed to introduce students to the discipline of History. It aims to help students understand the objectives, scope, and prospects of the discipline. While the course is intended to make the student aware of challenges and possibilities of learning the discipline, it will also engage with a brief overview of the growth and significance of the disciplines as well as their potential applications. **Course Prerequisite: NIL**

### Course Outcome

CO No.	Expected Outcome	Learning Domains
1.	The student will be able to understand the range and purview of the discipline of History.	U
2.	The student will learn about the specific features of History and its use as a tool of analysis.	U
3.	The student will learn how History has grown as a discipline	R
4.	The student will learn about basic concepts in History, such as sense of the past, chronology, and anachronism.	An

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### MAPPING OF COURSE OUTCOME TO PSOs

	PO1	PO2	PO3	PO4	PO5	PO6

CO1	✓					
CO2		✓	✓			✓
CO3	✓	✓		✓		
CO4	✓	✓	✓	✓		

## COURSE CONTENTS

### **Module I**

**Credits: 4**

A brief introduction to the idea of history - Concept(s) of time - periodization of the past - Landscape and the people -Definitions of history

#### **Suggested readings**

Carr, E. H (1961). *What is History?* New York; Vintage.

Collingwood, R G (1946), Oxford: Clarendon.

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Thapar, Romila (2023). *The Future in the Past: Essays and Reflections*. New Delhi; Aleph.

Thapar, Romila (2002). *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin.

### **Module II**

The significance of history -The uses of history- Distortions of the past-.Colonialism and the past-.History and Nationalism

#### **Suggested Readings**

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Chandra, Bipan, Mukhia, Harbans and Thapar, Romila (1969), *Communalism and the writing of Indian History*, Bombay: People's Publishing House.

Mukhia, Harbans, 'Communalism and the Writing of Medieval Indian History: A Reappraisal', *Social Scientist*, Aug 1983, Vol.11: 8, pp. 58-65.

Thapar, Romila (2002). *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin.

### **Module III**

The significance of sources-.Types of sources-.Questions of objectivity-.Scientific and Professional History Writing

#### **Suggested Readings**

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Marwick, Arthur. (2001) *New Nature of History*. London: Palgrave.

Bloch, Marc. (1992) *Historian's Craft*. Manchester: Manchester University Press.

Thapar, Romila. (1975). *The Past and Prejudice*, New Delhi: National Book Trust

Tosh, John. (2005). *Pursuit of History*. London: Routledge.

Weber, Max. (1949) Objectivity in Social Science and Social Policy in *The Methodology of Social Sciences*. Illinois: Free Press. pp. 49 – 112.

### **Module IV**

The field of the Historian-.Technology and the Historian- AI and History- Digital Humanities and History- History in the time of social media

#### **Suggested Readings**

Harari, Yuval Noah (2011) *Homo Deus: A Brief History of Tomorrow*, London: Vintage.

Panikkar, K.N. (2021), *Kalushithamaya Kalam: Oru Charithrakaarante Ormakurippukkal* (Malayalam). Trivandrum: Chintham Publishers.

Thompson, Paul (2017) *Voice of the Past*. New York: Oxford University Press.

Salmi, Hannu (2020) *What is Digital History?*, Polity Press.

Gildea, Robert (2024) 'Where do we go from here?' in *What is History For?*, Bristol University Press.

Woolridge, Micheal, (2021) *A Brief History of Artificial Intelligence*, New York: Flatiron Books.

### **Module V - Teacher specific module**

Choose any 3 historians and facilitate a discussion regarding their works

### **Recommended Reading**

Carr, E. H (1961). *What is History?* New York; Vintage.

Collingwood, R G (1946), Oxford: Clarendon.

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Thapar, Romila (2023). *The Future in the Past: Essays and Reflections*. New Delhi; Aleph.

Thapar, Romila (2002). *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, and Lectures with Multimedia Content, Field Visits, Book Reviews, and Group Discussions.

### **Mode of Transaction**

Offline Classes and tutorials

### **Assessment Rubrics:**

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### **Sample Questions to test Outcomes**

1. Evaluate the key concepts in History
2. Describe the major definitions in history.
3. Outline the major types of sources in history
4. What is objectivity in history?
5. Examine the nature of Digital Humanities and its relation with history

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	<b>MDC-1</b>	100	<b>KU01MDCHIS101</b>	3	45
Learning Approach (Hours/Week)			Marks Distribution		
Lecture	Practical	Tutorial	CE	ESE	TOTAL
3	0	0	50	50	100
<b>Course Description</b>					

The course aims to familiarize the students with the art and architecture of Kerala and to create awareness among them to document and conserve them

**Course Prerequisite: NIL**

#### Course Outcome

CO No.	Expected Outcome	Learning Domains
1.	The student identifies important type of the historical monuments of Kerala	U
2.	The student will learn about the cultural legacies of the past	U
3.	The student will learn how to protect them as heritage monuments	R
4.	They realize how cultural heritage can be utilized as cultural capital	An

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

#### MAPPING OF COURSE OUTCOME TO PSOs

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	✓					
<b>CO2</b>		✓	✓			✓
<b>CO3</b>	✓	✓		✓		
<b>CO4</b>	✓	✓	✓	✓		

--	--	--	--	--	--	--

## COURSE CONTENTS

### **Module I**

**Credits: 3**

A brief introduction to the idea of art and architecture-Pre-Historic Artifacts and Art-Rock Art Sites of Kerala

#### **Suggested readings**

Barlingay, S.S., *A Modern Introduction to Indian Aesthetic Theory: The development from Bharata to Jagannatha*, D.K. Printworld, New Delhi, 2007

Gurukkal, Rajan and R. Varier, *Cultural History of Kerala, Vol. I*, Dept of Cultural Publications, Kerala, Thiruvananthapuram, 1999.

Manmathan, M.R (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.

Mathpal, Y, *Rock Art in Kerala*, Indira Gandhi National Centre for the Arts, New Delhi 1998. Menon, A. Sreedhara, *Cultural Heritage of Kerala*, DC Books, Kottayam, 2019.

Narayanan, M.G.S, *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum, 1972.

### **Module II**

Early Rock Cut Temples-Structural Temples-Domestic –Military and Religious Architecture

#### **Suggested Readings**

Desai, Miki, *Wooden Architecture of Kerala*, Mapin Pub, Ahmedabad, 2019.

George, Fr. Thomas, *Theology in the Architecture of Ancient Churches in Kerala*, Christian World Imprints, New Delhi, 2018.

Sarkar, H, *Monuments of Kerala, Archaeological Survey of India*, New Delhi, 1978. Kumar, Ajit, *Forts of Kerala*, New Bharatheeya Book Corporation, Bombay, 2016.

Jayashankar, S., *Temples of Kerala*, Directorate of Census Operations, Kerala, 2017

### **Module III**

Kerala Style of Architecture- Domestic Architecture-Courtyard System

Cherian, P.J. (ed.), *Essays on the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, GazetteersDept., Trivandrum, 1999.

#### **Module IV**

Kerala Iconography--Mural Paintings-External Influence in Kerala Style

#### **Suggested Readings**

Cherian, P.J. (ed.), *Essays on the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, GazetteersDept., Trivandrum, 1999.

Nambirajan and, Suresh.S., *Kerala Murals*, Archaeological Survey of India, New Delhi, 2015.

#### **Module V - Teacher specific module**

Field Visit and identification of Architecture in Kannur District

#### **Recommended Reading**

Sreelekha, K.G, *Studies in South Indian Architecture (With Special reference to Kerala and Tamil Nadu)*, Dev Publishers, New Delhi, 2015.

Schildt, Henri, *The Traditional Kerala Manor: Architecture of a South Indian CatuhsalaHouse*, Institute Francais De Pondicherry, 2012.

Sharma, Preeti, *Rock -Cut Temples of South India: Architectural Dimensions*, Aryan BookInternational, New Delhi, 2015 .

Shokoohy, Mehardad, *Muslim Architecture of South India*, Routledge, London, 2003. Kramrich, Stella, *The Hindu Temple*, Vol.1& 2, Motilal Banarasidass, Delhi, 2015.

#### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, and Lectures with Multimedia Content, Field Visits, Book Reviews, and Group Discussions.

#### **Mode of Transaction**

Offline Classes and tutorials

**Assessment Rubrics:****Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

**Mode of Transaction**

Offline Classes

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

**Sample Questions to test Outcomes**

1. Evaluate the features of Kerala Art and Architecture
2. Describe the major rock art sites in Kerala
3. Outline the features of Structural temples in Kerala
4. What is Nalukettu Architecture?
5. Examine the nature of the architecture of Forts in Kerala