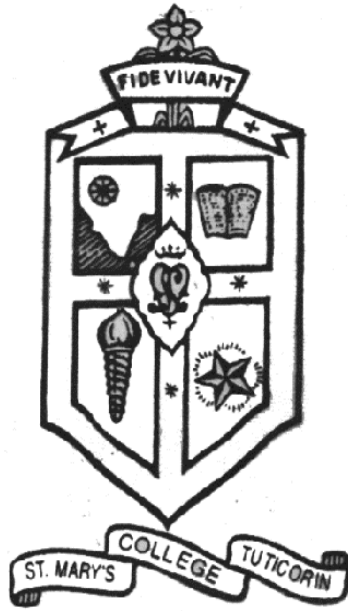


**ST. MARY'S COLLEGE (AUTONOMOUS)**  
*(Re-accredited with 'A+' Grade by NAAC)*  
Thoothukudi-628001, Tamil Nadu  
(Affiliated to Manonmaniam Sundaranar University)



**Lesson Plan for PG 2021 - 2024**  
**Department of History**

**Course Structure  
Semester I**

Subject	Course Code	Course Title	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core I	21PHIC11	History of India upto 1206 C.E	6	4	40	60	100
Core II	21PHIC12	Ancient World Civilisations (Excluding India)	6	4	40	60	100
Core III	21PHIC13	History of Tamil Nadu up to 1336 C.E	6	4	40	60	100
Core IV	21PHIC14	Principles and Methods of Archaeology	6	4	40	60	100
Core V	21PHIC15	Intellectual History of India	6	4	40	60	100
		Total	<b>30</b>	<b>20</b>			

**Semester II**

Subject	Course Code	Course Title	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core VI	21PHIC21	History of India from 1206 to 1707 C.E	5	4	40	60	100
Core VII	21PHIC22	History of Tamil Nadu from 1336 to 1806 C.E	5	4	40	60	100
Core VIII	21PHIC23	Contemporary World Since 1945	5	4	40	60	100
Core IX	21PHIC24	Intellectual History of Tamil Nadu	5	4	40	60	100
Core X	21PHIC25	Indian Art	5	4	40	60	100
Core Elective I	21PHIE21	A Archives Keeping B Age of Revolutions	5	4	40	60	100
		Total	<b>30</b>	<b>24+2</b>			

It is mandatory for all I PG students to attend the course through Swayam Portal. Students who pass in MOOC through portals will get extra credit. Students who fail in MOOC can appear for supplementary exam and the institution will provide the certificate. No extra credits will be given.

### Semester III

Subject	Course Code	Course Title	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core XI	21PHIC31	History of India from 1707 to 1858 C.E	5	4	40	60	100
Core XII	21PHIC32	History of Tamil Nadu from 1806 to 2001 C.E	5	4	40	60	100
Core XIII	21PHIC33	History of U.S.A upto 1865 C.E	5	4	40	60	100
Core XIV	21PHIC34	Epigraphy	5	4	40	60	100
Core XV	21PHIC35	Historical Methods-Theory and Practice	5	4	40	60	100
Core Elective II	21PHIE31/	A. History of Modern West	5	4	40	60	100
	21PHIE32	B. History of South East Asia – The 20 <sup>th</sup> Century					
Self Study Course / MOOC	21PHISS1	Understanding Popular Culture/MOOC		+2			
		Total	30	24+2			

### Semester IV

Subject	Course Code	Course Title	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core XVI	21PHIC41	History of India from 1858 to 1950 C.E	6	4	40	60	100
Core XVII	21PHIC42	Contemporary History of India from 1947 to 2014 C.E	6	4	40	60	100
Core XVIII	21PHIC43	Dravidian Movement upto 1969 C.E	6	4	40	60	100
Core XIX	21PHIC44	History of U.S.A from 1865 to 2020 C.E	6	4	40	60	100
Core XX/Project	21PHIC45/ 21PHIP41	Human Rights/Project	6	6	40	60	100
		Total	30	22			

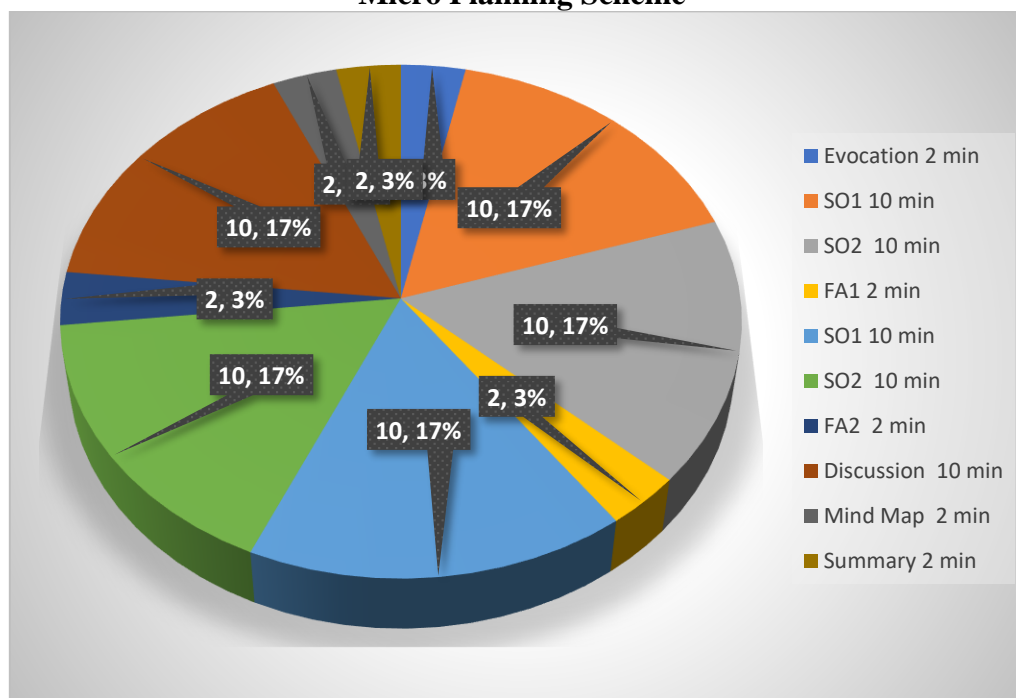
## Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	I
<b>Course Title</b>	History of India upto 1206 C.E
<b>Course Code</b>	21PHIC11
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit II - Buddhism
<b>Name of the Faculty</b>	Dr. F. Maria Jenifer Thaya
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic knowledge of World Religions. Know the life story of Buddha

Micro – Planning : 60 Minutes

### Micro Planning Scheme



### 1. Topics for learning through Evocation:

Briefly introduce the Indian origin of religion and early life of Buddha. Ask the students to share the information they learned about Buddha and his teachings.

### 2. Topic Introduction

#### 2.1 General Objectives:

- Understand the origin and historical development of Buddhism.

- Identify key beliefs and practices in Buddhism.
- Explore the significance of the Four Noble Truths and the Eightfold Path.
- Recognize the cultural and global influence of Buddhism.

## 2.2 Specific Outcomes:

- To know about the teachings of Buddha, importance of Ahimsa policy.
- To emphasise how the religion attracts the foreign travellers of India.

### First Phase

SO1 (10 minutes): Explain the early Life Buddha, and the story behind his conversion to a monk.

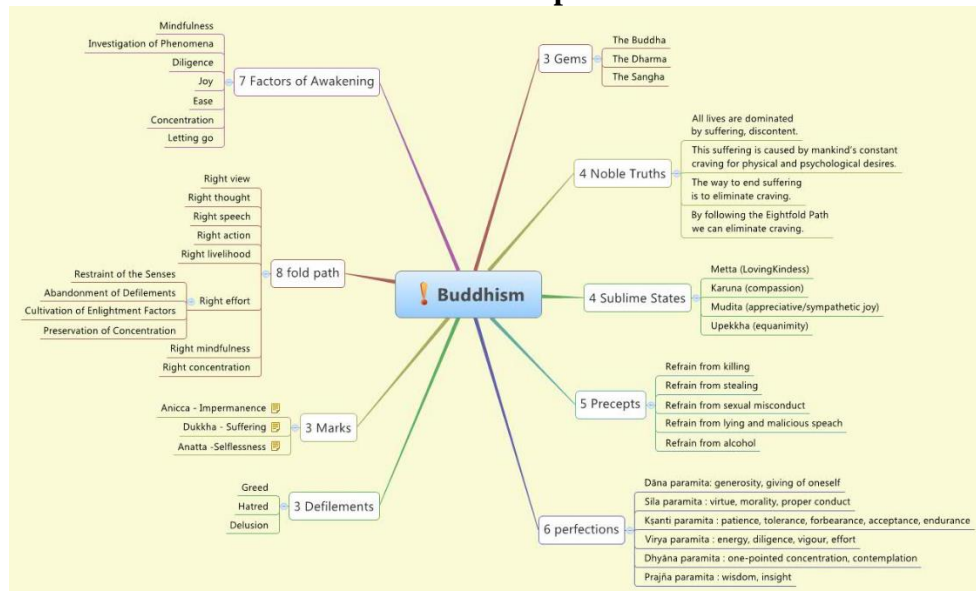
SO2 (10 minutes): Explain the teachings of Buddha, and Buddhist Councils.

### Second Phase

SO1 (10 minutes): Analyse the principles of Buddhism into other religions. Highlights the key symbols and Buddhist monasteries in India.

SO2 (10 minutes): Explore the Ancient kings who supported and helped to spread Buddhism.

### Mind Map



Create a simple mind map that illustrate teachings of Buddha.

Summary (2 minutes)

Summarize the topic emphasizing the Teachings of Buddha and Councils of Buddhism. .

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual knowledge		2		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

## 2.4 Key Words:

- Eight Fold Path
- Sangha
- Dhamma
- Pittakas

## 2.5 Key Diagrams (if any)

### Flow Chat (Buddhist Councils)

BUDDHIST COUNCILS				
Buddhist Council	Patron	Venue	Chairman	Year
First	Ajatashatru	Rajgriha	Mahakashyapa	483 BC
Second	Kalashoka	Vaishali	Sabbakami	383 BC
Third	Ashoka	Patliputra	Mogaliputra	250 BC
Fourth	Kanishka	Kundalban (Kashmir)	Vasumitra	72 AD

### PowerPoint Presentation

[https://docs.google.com/presentation/d/1sWDd24IGdFksPzQe3VHR9M\\_uVJaTAqKQ/edit?usp=drive\\_link&ouid=104408535894195909185&rtpof=true&sd=true](https://docs.google.com/presentation/d/1sWDd24IGdFksPzQe3VHR9M_uVJaTAqKQ/edit?usp=drive_link&ouid=104408535894195909185&rtpof=true&sd=true)

### Picture book Sample

[https://drive.google.com/file/d/1GpRg6ynPiadSB3YsmZOsu4YGqmtzSjWB/view?usp=drive\\_link](https://drive.google.com/file/d/1GpRg6ynPiadSB3YsmZOsu4YGqmtzSjWB/view?usp=drive_link)

### Video Sample

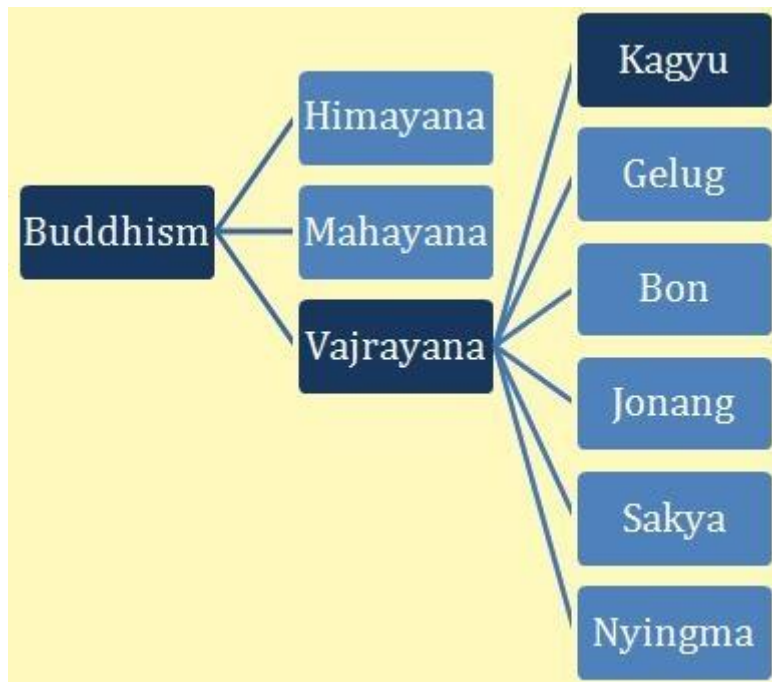
<https://youtu.be/fXHE-SjGmz0>

## 3. Discussion:

Ask students to complete a 'Cube of Knowledge.' Students choose six important facts/concepts from the lesson and create a square for each. Decorate as time allows.

Ask the students What prompted Siddhartha Gautama to leave home? What was he searching for?

## 4. Mind Map



### 5. Summary :

Buddhists believe that human life is a cycle of suffering and rebirth, but that if one achieves a state of enlightenment (nirvana), it is possible to escape this cycle forever.

### 6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the Teachings of Buddha.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Art & Architecture of Buddhism

### 7. FAQ's: MCQ's/ Descriptive questions.

1. How do Buddhist teachings relate to modern life?.
2. Examine a modern application of Buddhist ethics in politics or environmental activism..

### 8. References

1. Banerjee. Anil Chandra. A New History of Ancient History. New Delhi: S. Chand & Company Ltd, 1983.
2. Majumdar. R.C. History and Culture of the Indian People. Vol. VII. London: Macmillan Company Ltd, 1958.
3. Rajkumar. Social and Cultural History of Ancient India. New Delhi: Sumit Enterprises, 2004.

### 9. Verified by Subject Expert:



**Course In-charge**



**Approved by HoD.**



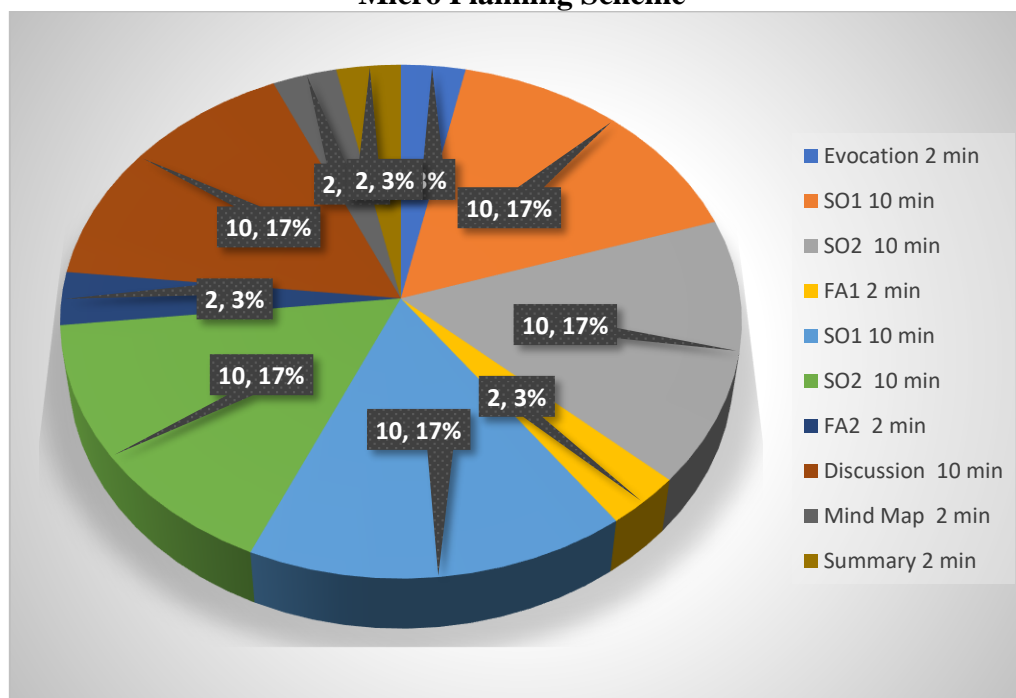
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	I
<b>Course Title</b>	Ancient World Civilisation(Excluding India)
<b>Course Code</b>	21PHIC12
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit I & Ancient World Civilisation
<b>Name of the Faculty</b>	Dr. F. Maria Jenifer Thaya
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of Ancient World Civilisations, Explain why do civilisation often develop near rivers.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 8. Topics for learning through Evocation:

Identify the key characteristics of a civilisation. Brief over view the importance of civilisations.

#### 9. Topic Introduction

##### 2.1 General Objectives:

- To update the progress Civilization through the ages.

- Describe the major achievements of each civilisations.

## 2.2 Specific Outcomes:

- Identify the key aspects of Civilisation and Culture.
- Evaluate the significance of rivers for the birth and development of Civilisations.

First Phase

SO1 (10 minutes): Explain the Concept of Culture and Civilization and definitions of both.

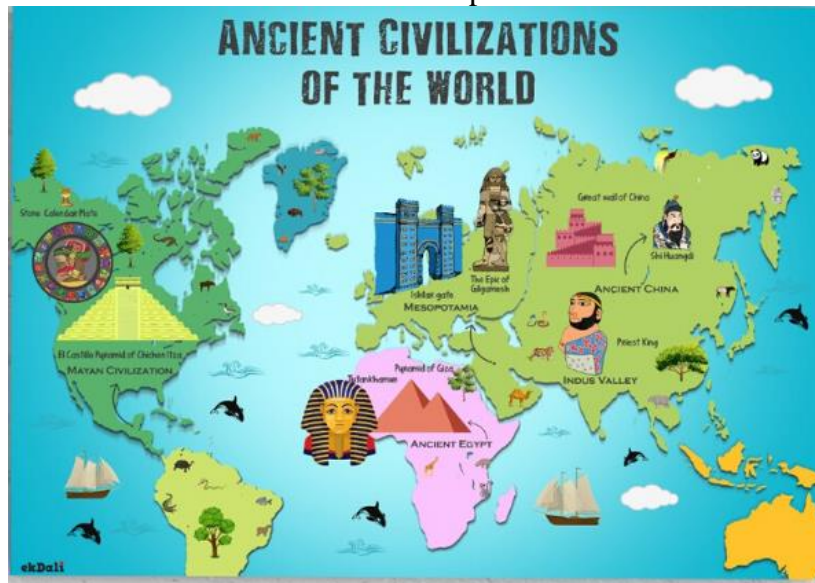
SO2 (10 minutes): Introduce the basic knowledge of ancient world civilizations and their origin and periodical timeline.

Second Phase

SO1 (10 minutes): Analyse the difference between the word Culture and Civilization.

SO2 (10 minutes): Explore the Contributions of Major Civilization to the World.

Mind Map



Create a simple mind map that illustrate the Ancient World Civilisations with world map.

Summary (2 minutes)

Summarize the definitions of the word Civilization and culture, difference between them and briefly explain the pre-history and proto history in general and the origin of homo sapiens.

2.3: Taxonomy

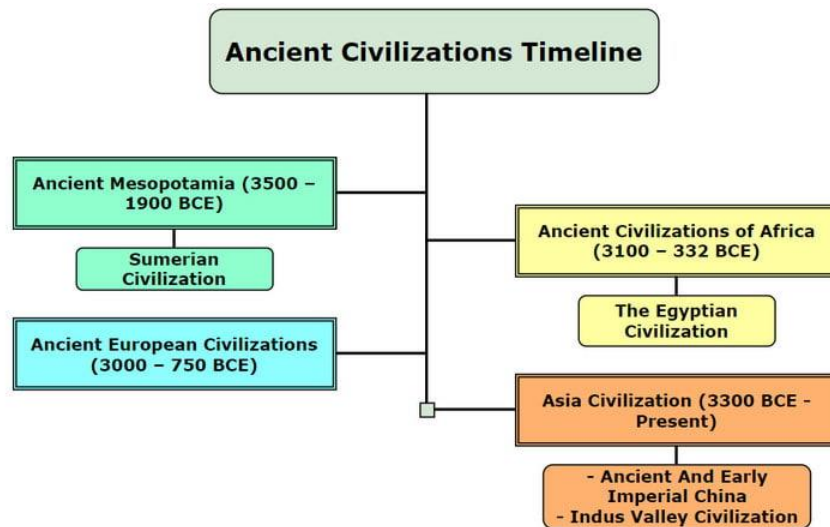
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
E. Factual Knowledge		1				
F. Conceptual knowledge		2		4		
G. Procedural Knowledge						
H. Meta Cognitive Knowledge						

## 2.6 Key Words:

Civis  
Civlization  
Culture  
River  
Pre Hisory  
Proto History

## 2.7 Key Diagrams (if any)

Flow Chat



### PowerPoint Presentation

[https://docs.google.com/presentation/d/1Zs\\_WkDf-Uw6DeqbfPwgFDk-A87-XMEf4/edit?usp=drive\\_link&ouid=104408535894195909185&rtpof=true&sd=true](https://docs.google.com/presentation/d/1Zs_WkDf-Uw6DeqbfPwgFDk-A87-XMEf4/edit?usp=drive_link&ouid=104408535894195909185&rtpof=true&sd=true)

### Picture book Sample

[https://drive.google.com/file/d/1HrH2npMIrtVT1p8DjcyPwLr9aZDBFAyZ/view?usp=drive\\_link](https://drive.google.com/file/d/1HrH2npMIrtVT1p8DjcyPwLr9aZDBFAyZ/view?usp=drive_link)

### Video Sample

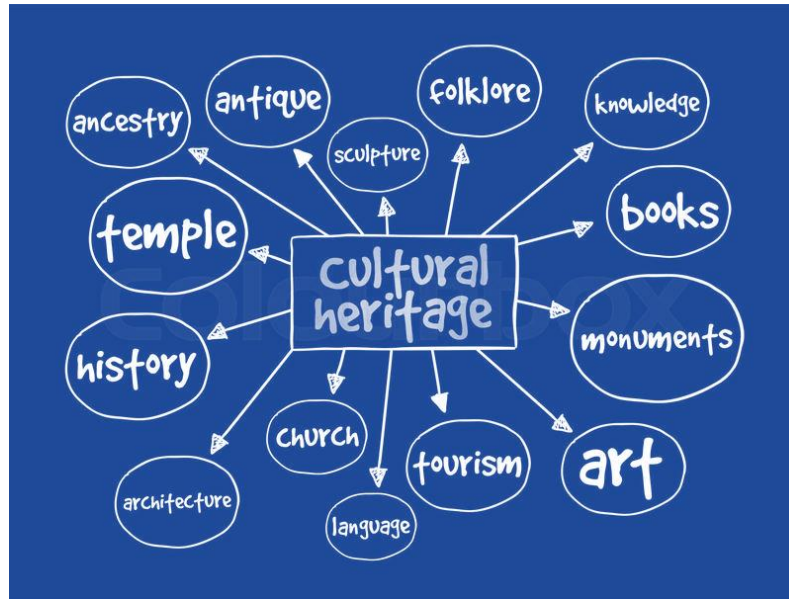
[https://drive.google.com/file/d/15Zs3dyXcnQdmgXHTm-fvyRraZfcuoSoo/view?usp=drive\\_link](https://drive.google.com/file/d/15Zs3dyXcnQdmgXHTm-fvyRraZfcuoSoo/view?usp=drive_link)

### Discussion:

Engage the students with a timeline chat of the Civilizations.

Engage the students with world map and ask them to mark the rivers and civilizations of the World.

## 3 Mind Map



#### 4 Summary :

#### 5 Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the difference between Culture and Civilizations

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions on river Valley Civilizations of the World.

#### 6 FAQ's: MCQ's/ Descriptive questions.

3. Explain the definitions of the word culture.
4. Analyse the transition period of pre-history and proto-history.

#### 8. References

1. Swain. J. E. A History of World Civilisation. New Delhi: S. Chand & Company Pvt. Ltd, 1997.
2. Davies. H. A. An Outline History of the World. New Delhi: Oxford University Press, 1968.
3. Felipe Fernandez. Civilisation. London: 2000.
4. Hermann Schneider. The History of World Civilisation from pre-historic times to the Middle Ages. 1931.
5. Manoj Sharma. History of World Civilisation. New Delhi: Anmol Publications Pvt. Limited, 2005.

**Verified by Subject Expert:**

*[Signature]*

**Course In-charge**

*[Signature]*

**Approved by HoD.**

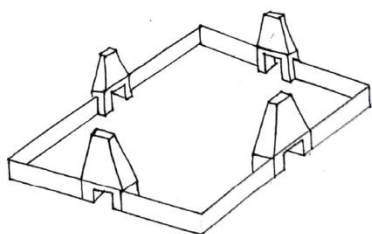
## Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	I
<b>Course Title</b>	History of Tamil Nadu up to 1336
<b>Course Code</b>	21PHIC13
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit V & Madurai Sulthanate
<b>Name of the Faculty</b>	Dr. D. Vinoba Gladis
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

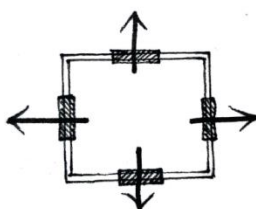
**Pre-requisite Knowledge:** Basic understanding of Muslim Conquest in South India.

Micro – Planning : 60 Minutes

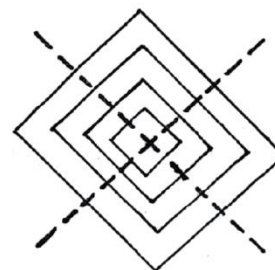
### Micro Planning Scheme



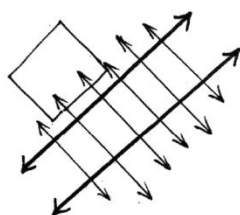
Meenakshi amman temple towers acts as cardinal points and visual landmarks



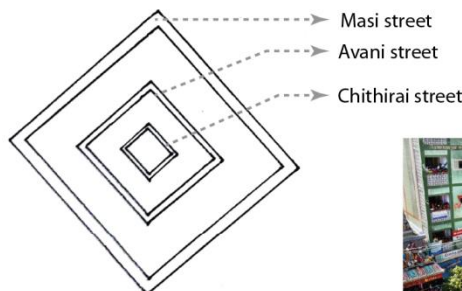
The four temple towers - act as cardinal points



The temple towers - leading to axial planning



The inner streets form a perpendicular link to the concentric planning



The streets gets wider towards the periphery.  
Masi street's width is based on the temple car dimensions.



Chithirai festival

## 10. Topics for learning through Evocation:

Briefly introduce the invasions of Malikkafur in South India. Ask the students to share their known events during Pandya administration in Tamil Nadu.

## 11. Topic Introduction

### 2.1 General Objectives:

- To make the students understand the historical dynasties of Tamil Nadu and their legacy.
- To develop a better understanding of regional History of Tamil Nadu.

## 2.2 Specific Outcomes:

- To understand the important features of the Tamil Kingdoms.
- To highlight the fertility of Tamil soil.
- To understand the administrations of Tamil rulers.

### First Phase

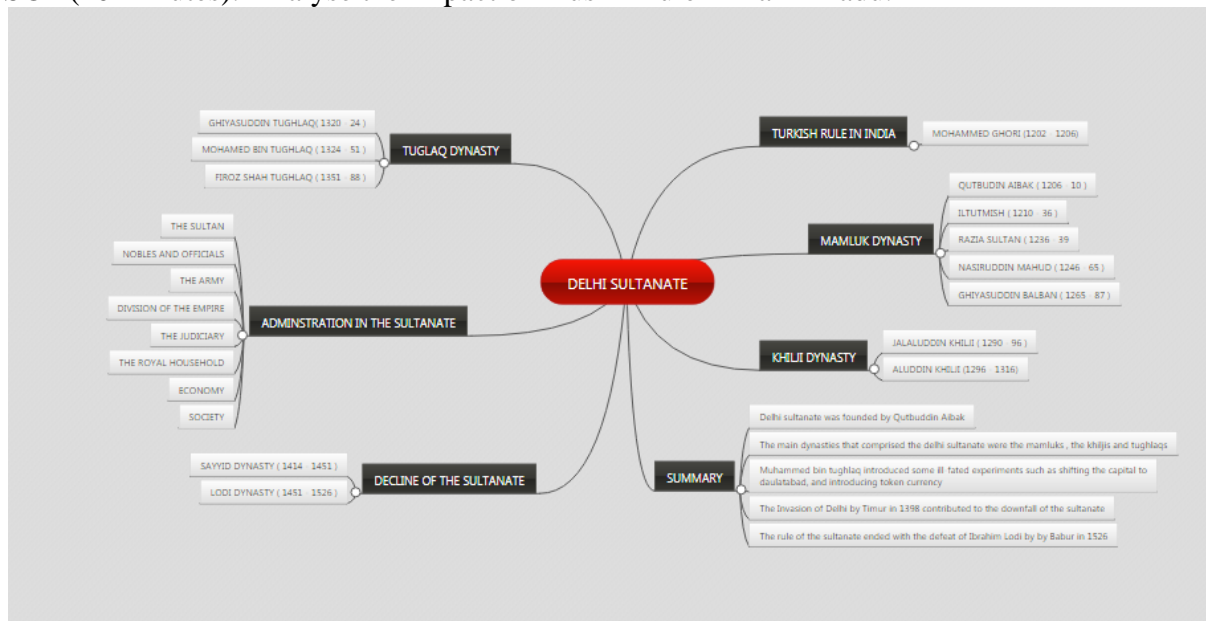
SO1 (10 minutes): Explain the administrative system of Pandyas.

SO2 (10 minutes): Introduce the arrival of Muslims in Tamil nadu.

### Second Phase

SO1 (10minutes): Analyse the Muslim invasion in South India.

SO2 (10 minutes): Analyse the Impact of Muslim rule in Tamil nadu.



Create a simple mind map that illustrates the Muslim Invasion.

### Summary (2 minutes)

Summarize the topic emphasizing the developments of Art and Architecture.

### 2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
I. Factual Knowledge		1				
J. Conceptual knowledge		2				
K. Procedural Knowledge				1		
L. Meta Cognitive Knowledge						



## 2.8 Key Words:

Invasion  
Succession  
Rebellion

## 2.9 Key Diagrams (if any)

Flow Chat (borrowed features of Indian Constitution)



### PowerPoint Presentation

[https://docs.google.com/presentation/d/1JzRUhKhtEVRTsa7JUF6kY-z\\_ZBa7rTtP/edit?usp=drive link&oid=114815243662028513171&rtpof=true&sd=true](https://docs.google.com/presentation/d/1JzRUhKhtEVRTsa7JUF6kY-z_ZBa7rTtP/edit?usp=drive_link&oid=114815243662028513171&rtpof=true&sd=true)

### Picture book Sample

<https://www.scribd.com/doc/264705673/A-Brief-History-of-the-Madurai-Sultanate>

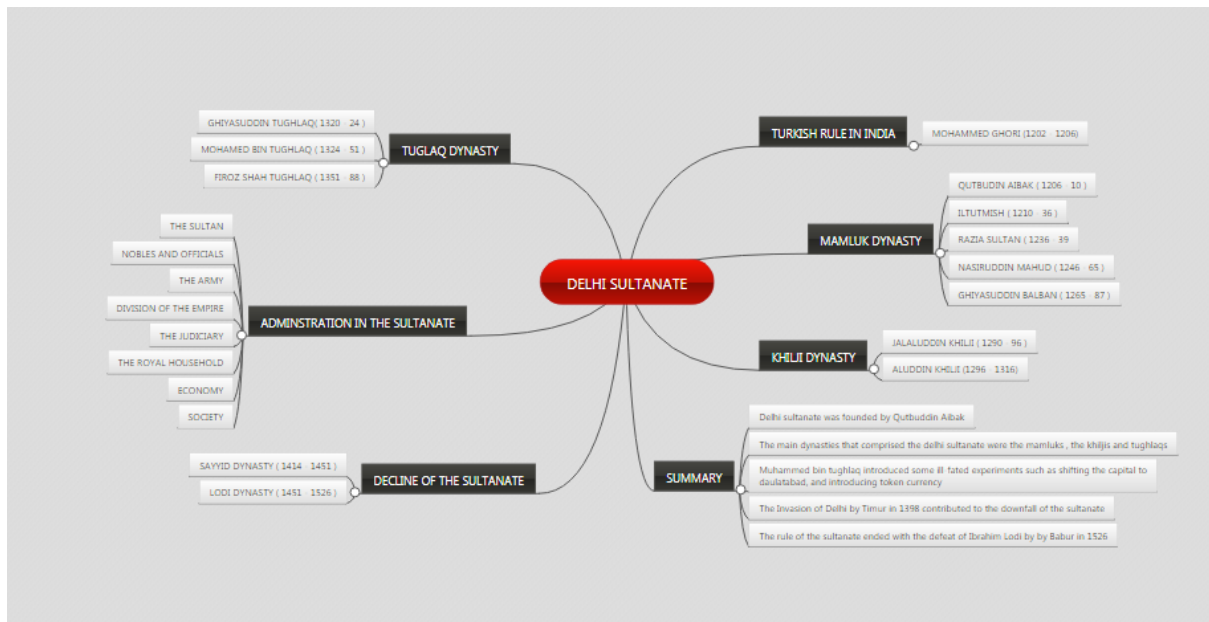
### Video Sample

<https://www.youtube.com/watch?v=iNqjPtT0U6Q>

## 12. Discussion:

Engage the students in a discussion about Muslim conquest.  
What is the impact of the arrival Muslims in South India?  
What can we learn from conditions of Madurai Sulthanate?

## 13. Mind Map



#### 14. Summary :

The civil war among the Pandyan princess gave an excellent opportunity to Malik Kafur to enter Pandya country for looting. Malik Kafur marched against Birdhul the capital of Vira Pandya. Vira Pandya left his capital before it fell into Muslim hands. The first stage of the Muslim invasion of South India was mainly aimed at looting the Hindu temples and plundered the cities.

#### 15. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the position of Pandyas.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions on the invasion of Malik Kafur.

#### 16. FAQ's: MCQ's/ Descriptive questions.

5. Examine the significance of Pandyas in Tamil Nadu.
6. Discuss about the impact of Muslim conquest.

#### 8. References

1. Aiyar. Sathyanatha R. History of the Nayaks of Madura. Madras: Oxford University Press, 1924.
2. Irschick. Eugene. Politics and Social Conflicts in South India. Berkeley and Los Angeles: University of California Press, 1969.
3. Nambi. Arora. Tamil Renaissance and Dravidian Nationalism (1905 -1944). Madurai: Koodal Publishers, 1980.
4. Yesudhasan .V. and Issac Jaya Dhas. R. History of Tamil Society and Culture since 1336. Villukuri: MCL Roy Publications, 2002.



**9. Verified by Subject Expert:**



**Course In-charge**



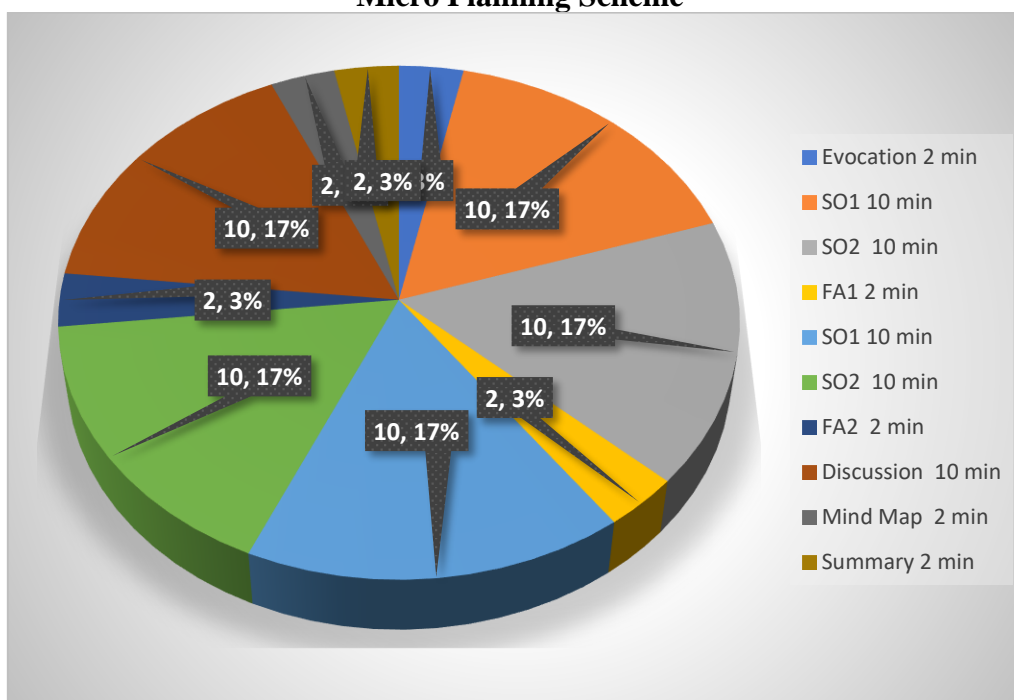
**Approved by HoD.**

### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	I
<b>Course Title</b>	Principles and Methods of Archaeology
<b>Course Code</b>	21PHIC14
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit II& Methods of Exploration
<b>Name of the Faculty</b>	S.M.Rojapoo
<b>T-L tools</b>	Mind Maps, Flow chat Video,

**Pre-requisite Knowledge:** Basic concepts of archaeology and the beginnings in archaeology.  
 Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 17. Topics for learning through Evocation:

Briefly introduce the Antiquarianism and the evolution of archaeology in India. Ask the students to share their known archaeological sites in India .

#### 18. Topic Introduction

##### 2.1 General Objectives:

- To update the recent trends in archaeology.
- To highlight the evolution in the field of archaeology.

##### 2.2 Specific Outcomes:

- To appreciate the different methods of exploration.
- Develop the basic archaeological skills in the reconstruction of history

First Phase

SO1 (10 minutes): Explain the characteristic features of Antiquarianism.

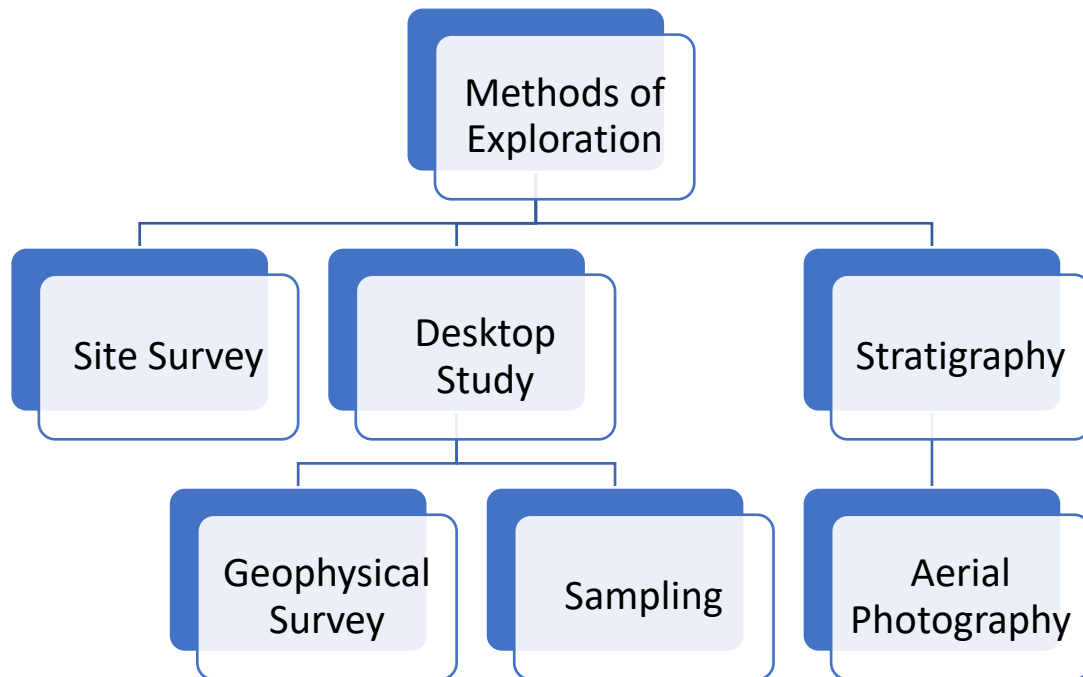
SO2 (10 minutes): Introduce the evolution of Archaeology in India

Second Phase

SO1 (10minutes): Analyse the aims and objectives of Exploration.

SO2 (10 minutes): Explore the various methods of Exploration.

Flow Chart



Create a simple Flow chart that illustrate the methods of Exploration.

Summary (2 minutes)

Summarize the topic emphasizing the various modes of exploration.

2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
M. Factual Knowledge	1					
N. Conceptual knowledge		2		4		
O. Procedural Knowledge						
P. Meta Cognitive Knowledge						

**2.10 Key Words:**

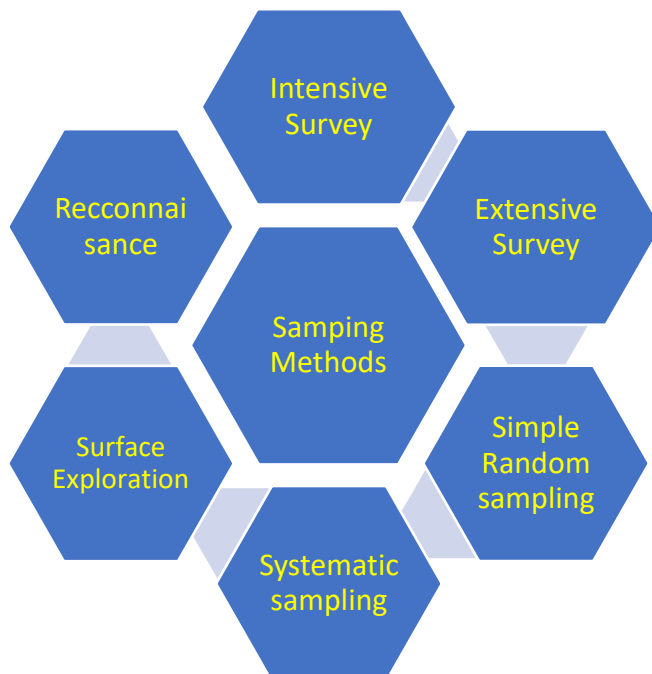
Archaeology

Exploration

Survey  
Sites

## 2.11 Key Diagrams (if any)

Mind Map (unique features of sampling methods)



### PowerPoint Presentation

<https://docs.google.com/presentation/d/1KEGsIkquW-geh3JzA4qV98SgeL9RCISU/edit?usp=drivesdk&oid=117997344071310347428&rt=pof=true&sd=true>

### Video Sample

<https://youtu.be/q6PyoPzz1zg?si=cIPFhE4b2IWVOZ-Q>

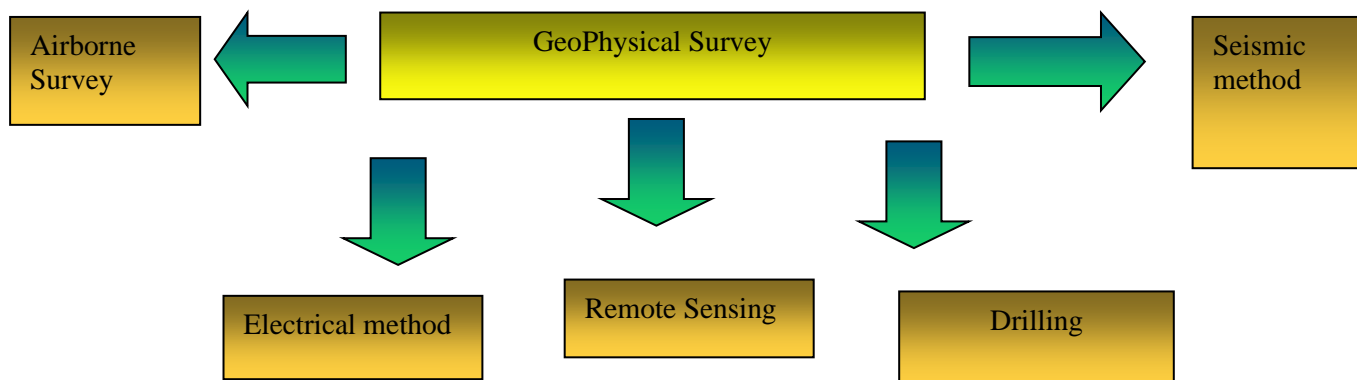
## 19. Discussion:

Engage the students in a discussion about the exploration.

How does the archaeologists choose the method of exploration?

What can we learn from the Reconnaissance

## 20. Mind Map



### **5.Summary:**

Archaeological exploration means the non- destructive scientific survey and documentation of sites Archaeological excavation is often referred to as a documented destruction.The archaeological excavations can be undertaken on land, underwater and marshy environments, and the methods and techniques would vary according to the context of the excavation

### **21. Assessment through questions/analogy/new ideas**

Formative Assessment 1 (FA1) (2 minutes)

Ask students to define exploration and excavation.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on archaeological explorations

### **22. FAQ's: MCQ's/ Descriptive questions.**

7. Examine the importance of sampling techniques.

8. Analyse the significance of methods of exploration.

### **8. References**

### **9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

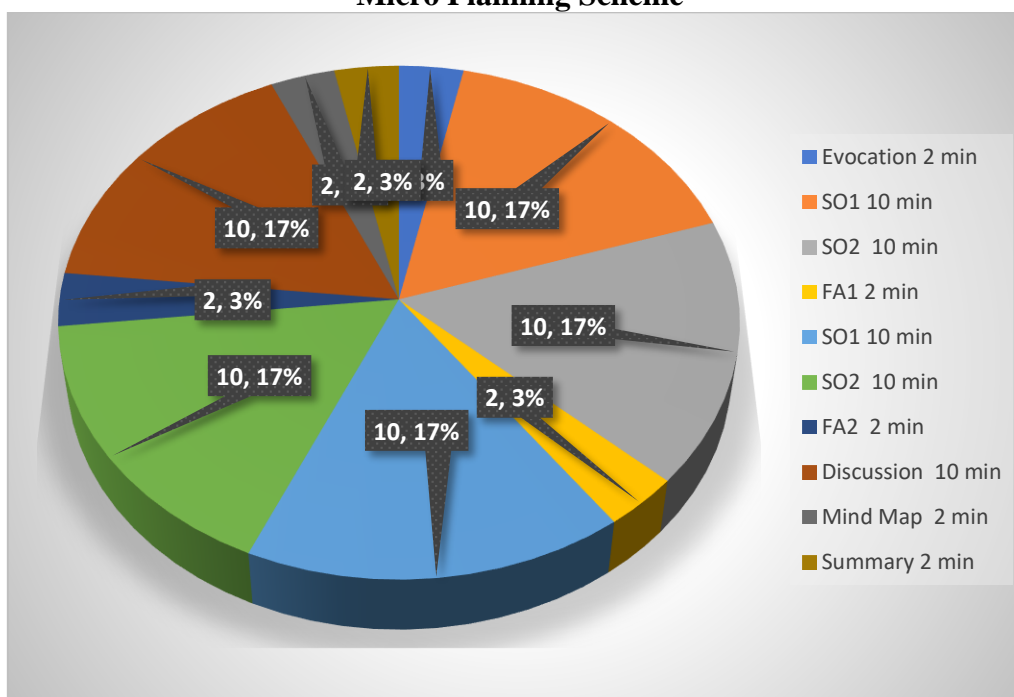
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	I
<b>Course Title</b>	Intellectual History of India
<b>Course Code</b>	21PHIC15
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit I & Intellectual History
<b>Name of the Faculty</b>	Dr. S.M.Rojapoo
<b>T-L tools</b>	Mind Maps, Flow chart Video,

**Pre-requisite Knowledge:** Basic concepts of Intellectual History in India.

Micro – Planning : 60 Minutes

### Micro Planning Scheme



### 23. Topics for learning through Evocation:

Briefly introduce the concept of Intellectual History in India. Ask the students to share their known intellectuals of various fields in India .

### 24. Topic Introduction

#### 2.1 General Objectives:

- To update the recent trends in Intellectual History.
- To highlight the evolution of Intellectual History.

#### 2.2 Specific Outcomes:

- To appreciate the different categories of Intellectual History.

- Understand the role of intellectuals in the reconstruction of history

First Phase

SO1 (10 minutes): Explain the characteristic features of Great chain of Being.

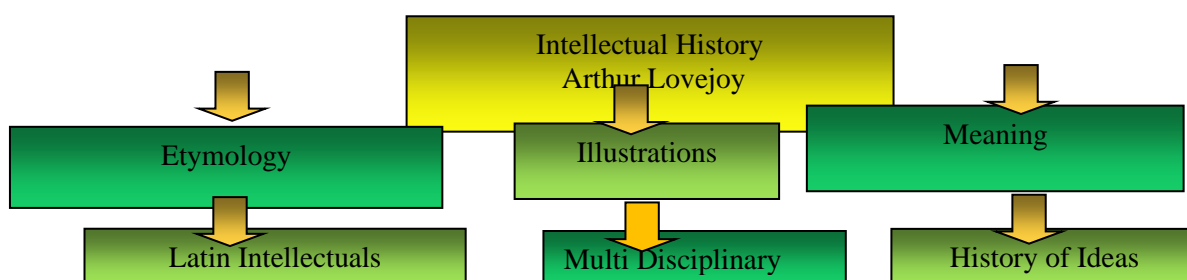
SO2 (10 minutes): Introduce the role of Intellectuals in India

Second Phase

SO1 (10 minutes): Analyse the meaning of Intellectual Revolution.

SO2 (10 minutes): Explore the multi disciplinary aspect of Intellectual History.

Flow Chart



Create a simple Flow chart that illustrate the basics of Intellectual History.

Summary (2 minutes)

Summarize the topic emphasizing the various categories of Intellectual History.

2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Q. Factual Knowledge	1					
R. Conceptual knowledge		2		4		
S. Procedural Knowledge						
T. Meta Cognitive Knowledge						

## 2.12 Key Words:

Intellectual History

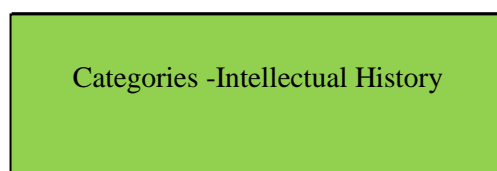
Arthur Lovejoy

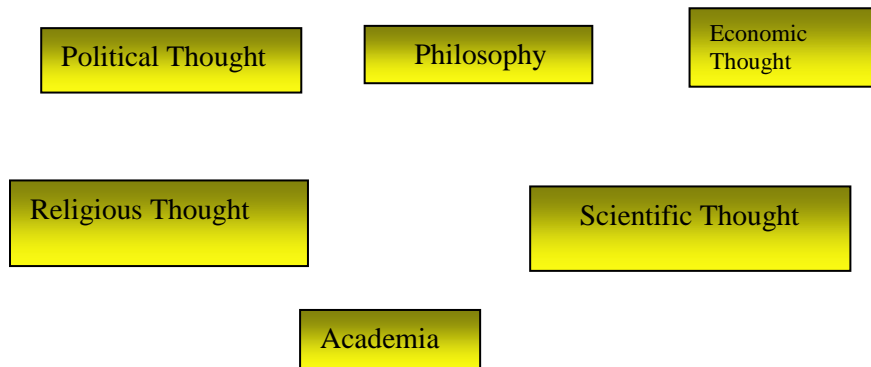
Intellectual Revolution

Role of Intellectuals

## 2.13 Key Diagrams (if any)

Mind Map (Categories of Intellectual History)





### PowerPoint Presentation

[https://docs.google.com/presentation/d/15qoAWAAxW\\_9ZjzyK9WRWWK0XmxbzSSr3mMGKJGgTvms/edit?usp=drivesdk](https://docs.google.com/presentation/d/15qoAWAAxW_9ZjzyK9WRWWK0XmxbzSSr3mMGKJGgTvms/edit?usp=drivesdk)

### Video Sample

<https://youtu.be/ukgxaaG-9kY?si=hnl9h6uVj6HXi9s4>

## 25. Discussion:

Engage the students in a discussion on Intellectual History.

How does the intellectual serve as the prime mover of History?

What can we learn from the Intellectual Revolution?

## 26. Mind Map



## 5.Summary:

Intellectual history in India is the study of the ideas and intellectual production that have shaped the country's political modernity and culture. It also explores the connections between India and the global intellectual world. The investigative premise of intellectual history is that ideas do not develop in isolation from the thinkers who conceptualize and apply those ideas.

## 27. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to define Intellectual History.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Intellectual History

## 28. FAQ's: MCQ's/ Descriptive questions.

9. Examine the importance of Intellectual History.

10. Analyse the categories of Intellectual History.

## 8. References

1. Banerjee. Anil Chandra. *A New History of Ancient History*. New Delhi: S. Chand & Company



Ltd, 1983.

2. Majumdar. R.C. *History and Culture of the Indian People. Vol. VII.* London: Macmillan Company Ltd, 1958.

3. Rajkumar. *Social and Cultural History of Ancient India.* New Delhi: Sumit Enterprises, 2004.

4. Rao. Hanumantha. B.S.C. and Rao. Basaveswara. K. *Indian History and Culture. Vol. I.* Gunter: Sri Vignana Manjasha Publication, 1976.

5. Sathianathaier. R. *Political and Cultural History of India. Vol. II.* Madras: S. Viswanathan Printers and Publishers, 1998

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

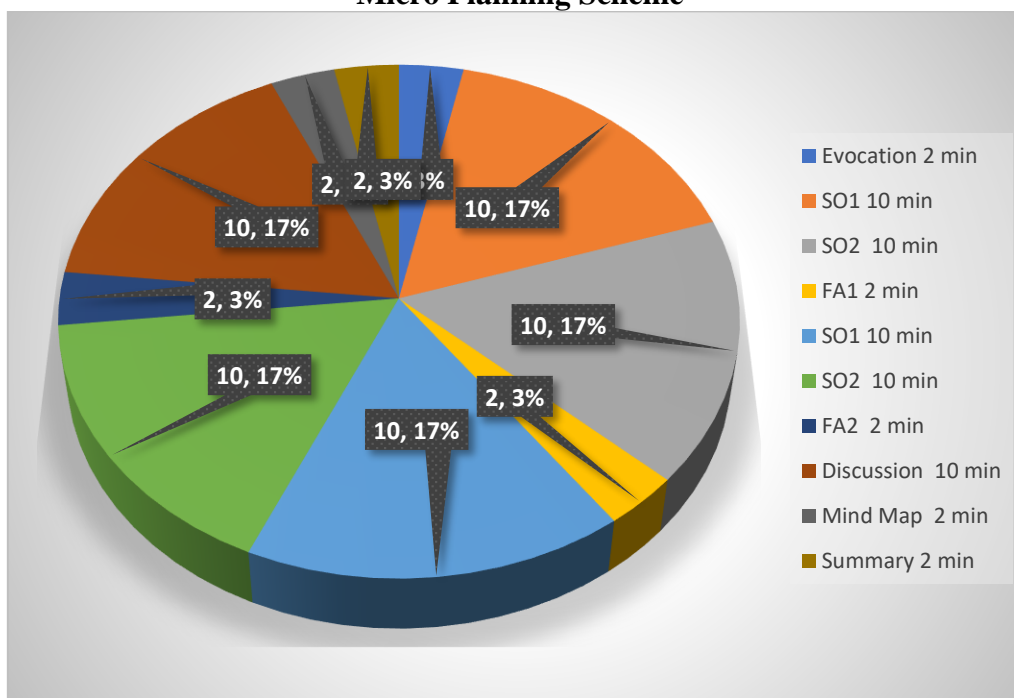
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	II
<b>Course Title</b>	History of Medieval India from 1206 to 1526 C.E
<b>Course Code</b>	21PHIC21
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit I - Tughlaq Dynasty
<b>Name of the Faculty</b>	Dr. F. Maria Jenifer Thaya
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge :** Basic understanding of Arabs Invasions and Foundation of Delhi Sultanate Dynasties of the Delhi Sultanate.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 29. Topics for learning through Evocation:

Briefly Explain the foundation of Tughlaq Dynasty and the rule prominent rulers of the Tyghlaq Dynasty. Trace the rise Delhi Sultanate under Tughlaq Dynasty.

#### 30. Topic Introduction

##### 2.1 General Objectives:

- To update the Time line of Delhi Sultanate.

- To Know Origin of Tughlaq Dynasty and their progress.

## 2.2 Specific Outcomes:

- To appreciate the reforms introduced by the Tughlaq rulers.
- Analyse the reforms introduced the Tughlaq dynasty, Sayyid and Lodi dynasty.

First Phase

SO1 (10 minutes): Explain the origin of Delhi Sultanate and the timeline of five dynasties namely Slave, Khilji, Tughlaq, Sayyid and Lodi.

SO2 (10 minutes): How did Ghiyasuddin Tughlaq capture the throne of Delhi Sultanate from Khilji Dynasty. Reforms of introduced by other rulers of Tughlaq Dynasty.

Second Phase

SO1 (10 minutes): Analyse the unique reforms introduced by Muhammad Bin Tughlaq.

SO2 (10 minutes): Analyse the market Reforms introduced by Firoz Shah Tughlaq.

Mind Map



Create a simple mind map that illustrate the Rulers of Delhi Sultanate.

Summary (2 minutes)

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## 2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
U. Factual Knowledge		1				
V. Conceptual knowledge		2		4		
W. Procedural Knowledge						
X. Meta Cognitive Knowledge						

## 2.14 Key Words:

Ghiyasuddin

Ghazi Malik  
 Warangal  
 Muhammad-Bin-Tughlaq.  
 Khara  
 Diwan-i-kohi

## 2.15 Key Diagrams (if any)

Flow Chat (borrowed features of Indian Constitution)



## PowerPoint Presentation

[https://docs.google.com/presentation/d/1YiG7tRkS8XC7O7jH62DTcZ01p9CpMASP/edit?usp=drive\\_link&ouid=104408535894195909185&rtpof=true&sd=true](https://docs.google.com/presentation/d/1YiG7tRkS8XC7O7jH62DTcZ01p9CpMASP/edit?usp=drive_link&ouid=104408535894195909185&rtpof=true&sd=true)

## Picture book Sample

[https://drive.google.com/file/d/1enQBe4V6Mfrjw5b66TpfXuZVbhWLBXUw/view?usp=drive\\_link](https://drive.google.com/file/d/1enQBe4V6Mfrjw5b66TpfXuZVbhWLBXUw/view?usp=drive_link)

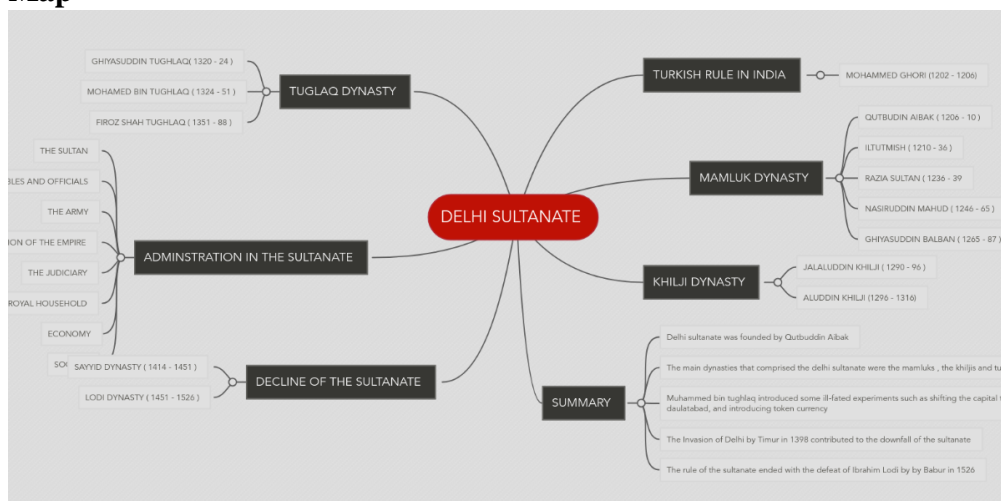
## Video Sample

[https://drive.google.com/file/d/1v8VgY9384ZE0-wbbNi52ISuixXLHG3YJ/view?usp=drive\\_link](https://drive.google.com/file/d/1v8VgY9384ZE0-wbbNi52ISuixXLHG3YJ/view?usp=drive_link)

## 3 Discussion:

Engage the students with Time line of Delhi Sultanate and pictures of art and Architecture of the Delhi Sultanate.

## 4 Mind Map



## 5 Summary :

The Tughlaq Dynasty ruled from 1320 – 1414 founded by Ghiyasuddin Tughlaq. His successor, Muhammad Bin Tughlaq introduced ambitious but failed policies, like shifting the capital and issuing the token currency. Firoz Shah Tughlaq focused on infrastructure and administration. The dynasty declined due to internal strife and Timur's invasion.

## **6 Assessment through questions/analogy/new ideas**

Formative Assessment 1 (FA1) (2 minutes)

Discuss causes for the failure of reforms of Muhammad Bin Tughlaq.

Formative Assessment 2 (FA2) (2 minutes)

Short question on Muhammad Bin Tughlaq

## **7 FAQ's: MCQ's/ Descriptive questions.**

11. Analyse the reasons for the failure of Muhammad bin Tughlaq Reforms.

12. Analyse the reforms introduced by Firoz Shah Tughlaq.

## **8 References**

1. Mahajan. V.D., History of Medieval India. New Delhi: S. Chand & Company, 1986.

2. Banerjee. Anil Chandra. A New History of Ancient History. New Delhi: S. Chand & Company Ltd, 1983.

3. Majumdar. R.C. History and Culture of the Indian People. Vol. VII. London: Macmillan Company Ltd, 1958.

4. Rajkumar. Social and Cultural History of Ancient India. New Delhi: Sumit Enterprises, 2004

## **9. Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

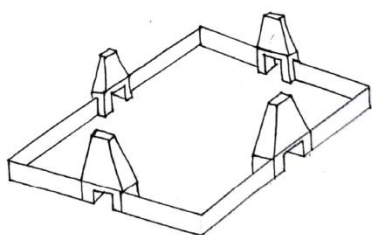
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	II
<b>Course Title</b>	History of Tamil Nadu from 1336 to 1806 C.E.
<b>Course Code</b>	21PHIC22
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit I & Vijayanagar Kingdom
<b>Name of the Faculty</b>	
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

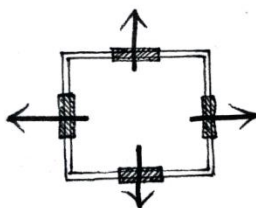
**Pre-requisite Knowledge:** Basic understanding of Muslim Conquest in South India.

Micro – Planning : 60 Minutes

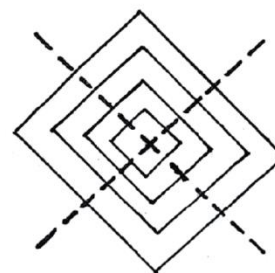
### Micro Planning Scheme



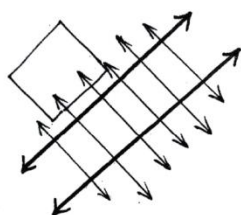
Meenakshi amman temple towers acts as cardinal points and visual landmarks



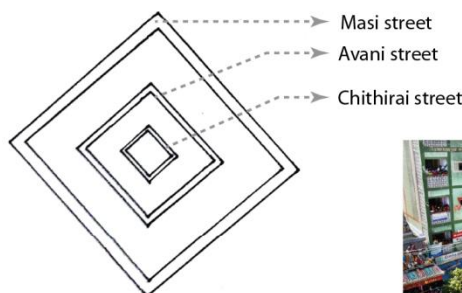
The four temple towers - act as cardinal points



The temple towers - leading to axial planning



The inner streets form a perpendicular link to the concentric planning



The streets gets wider towards the periphery.  
Masi street's width is based on the temple car dimensions.



Chithirai festival

### 31. Topics for learning through Evocation:

Briefly introduce the invasions of Malikkafur in South India. Ask the students to share their known events during Pandya administration in Tamil Nadu.

### 32. Topic Introduction

## 2.1 General Objectives:

- To make the students understand the historical dynasties of Tamil Nadu and their legacy.
- To develop a better understanding of regional History of Tamil Nadu.

## 2.2 Specific Outcomes:

- To understand the important features of the Tamil Kingdoms.
- To highlight the fertility of Tamil soil.
- To understand the administrations of Tamil rulers.

First Phase

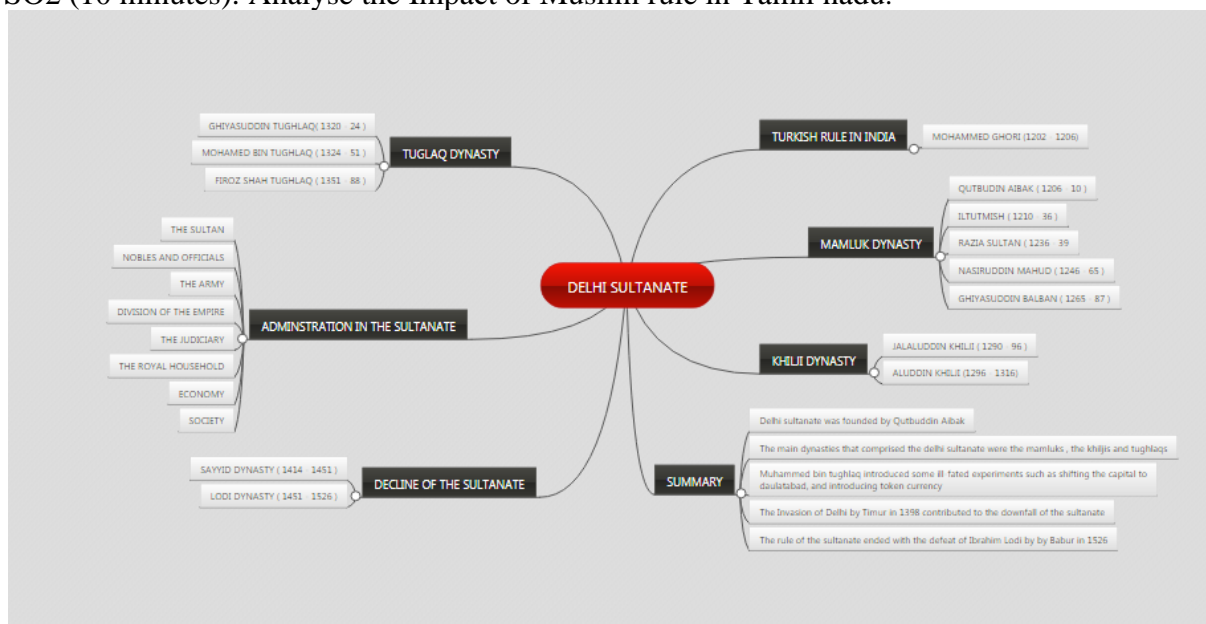
SO1 (10 minutes): Explain the administrative system of Pandyas.

SO2 (10 minutes): Introduce the arrival of Muslims in Tamil nadu.

Second Phase

SO1 (10minutes): Analyse the Muslim invasion in South India.

SO2 (10 minutes): Analyse the Impact of Muslim rule in Tamil nadu.



Create a simple mind map that illustrates the Muslim Invasion.

Summary (2 minutes)

Summarize the topic emphasizing the developments of Art and Architecture.

## 2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Y. Factual Knowledge		1				
Z. Conceptual knowledge		2				
AA. Procedural Knowledge				1		
BB. Meta Cognitive Knowledge						

## 2.16 Key Words:

Invasion  
Succession  
Rebellion

## 2.17 Key Diagrams (if any)

Flow Chat (borrowed features of Indian Constitution)



### PowerPoint Presentation

[https://docs.google.com/presentation/d/1JzRUhKhtEVRTsa7JUF6kY-z\\_ZBa7rTtP/edit?usp=drive\\_link&oid=114815243662028513171&rtfpof=true&sd=true](https://docs.google.com/presentation/d/1JzRUhKhtEVRTsa7JUF6kY-z_ZBa7rTtP/edit?usp=drive_link&oid=114815243662028513171&rtfpof=true&sd=true)

### Picture book Sample

<https://www.scribd.com/doc/264705673/A-Brief-History-of-the-Madurai-Sultanate>

### Video Sample

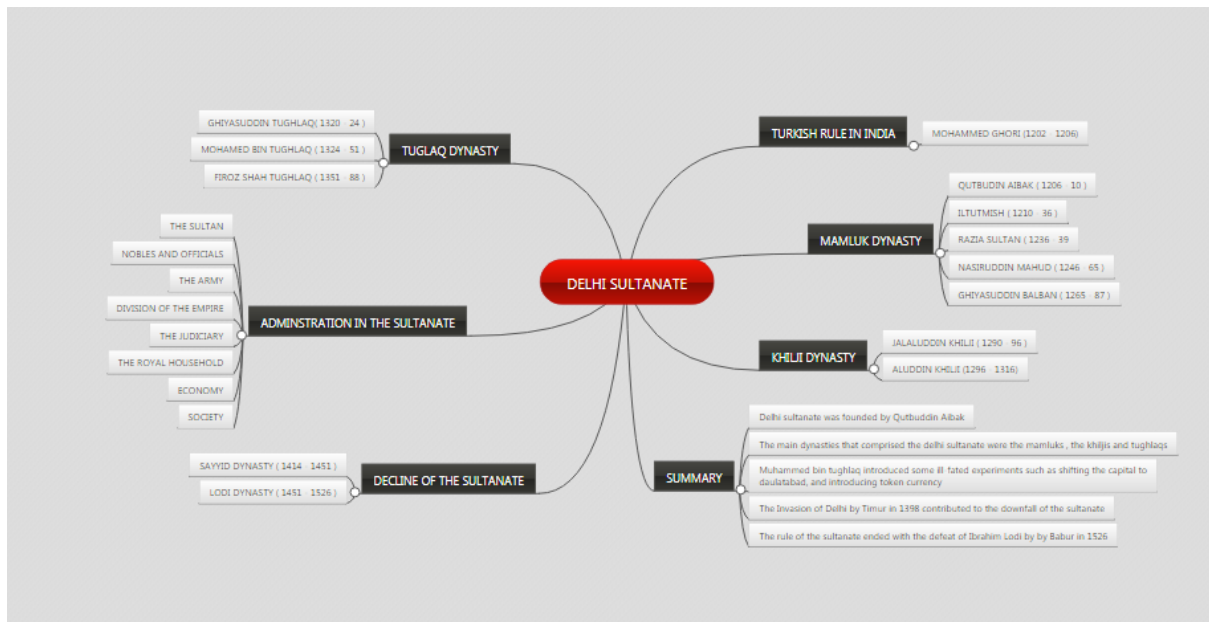
<https://www.youtube.com/watch?v=iNqjPtT0U6Q>

## 33. Discussion:

Engage the students in a discussion about Muslim conquest.  
What is the impact of the arrival Muslims in South India?  
What can we learn from conditions of Madurai Sulthanate?

## 34. Mind Map





### 35. Summary :

The civil war among the Pandyan princess gave an excellent opportunity to Malik Kafur to enter Pandya country for looting. Malik Kafur marched against Birdhul the capital of Vira Pandya. Vira Pandya left his capital before it fell into Muslim hands. The first stage of the Muslim invasion of South India was mainly aimed at looting the Hindu temples and plundered the cities.

### 36. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the position of Pandyas.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions on the invasion of Malik Kafur.

### 37. FAQ's: MCQ's/ Descriptive questions.

13. Examine the significance of Pandyas in Tamilnadu.
14. Discuss about the impact of Muslim conquest.

### 8. References

1. Aiyar. Sathyanatha R. History of the Nayaks of Madura. Madras: Oxford University Press, 1924.
2. Irschick. Eugene. Politics and Social Conflicts in South India. Berkeley and Los Angeles: University of California Press, 1969.
3. Nambi. Arora. Tamil Renaissance and Dravidian Nationalism (1905 -1944). Madurai: Koodal Publishers, 1980.
4. Yesudhasan .V. and Issac Jaya Dhas. R. History of Tamil Society and Culture since 1336. Villukuri: MCL Roy Publications, 2002.

**9. Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

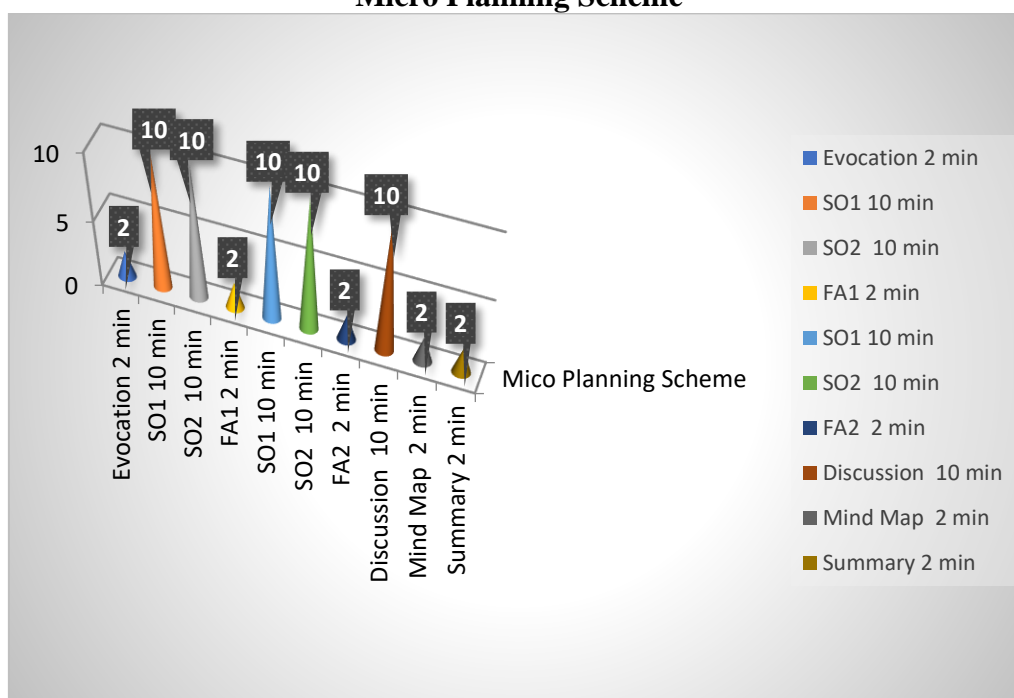
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	II
<b>Course Title</b>	Contemporary World
<b>Course Code</b>	21PHIC23
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit I & United Nations Organisation
<b>Name of the Faculty</b>	Dr. J. Jane D' Almeida
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge:** Basic understanding of United Nations Organisation and its impact on world peace.

Micro – Planning : 60 Minutes

### Micro Planning Scheme



### 38. Topics for learning through Evocation:

Briefly introduce the international organisations and how they promote peace, security and cooperation among countries. It aims to foster international collaboration on issues such as human rights, economic development, social progress and humanitarian assistance.

### 39. Topic Introduction

#### 2.1 General Objectives:

- To acquaint with the contemporary world events and the role of various countries.
- To create an awareness of International Relations in the present scenario.

## 2.2 Specific Outcomes:

- To enrich the cultural heritage and values.
- To understand the Human Rights to enhance global peace.

### First Phase

SO1 (10 minutes): Explain the U.N.O's role in fostering international cooperation and addressing global challenges through collective action.

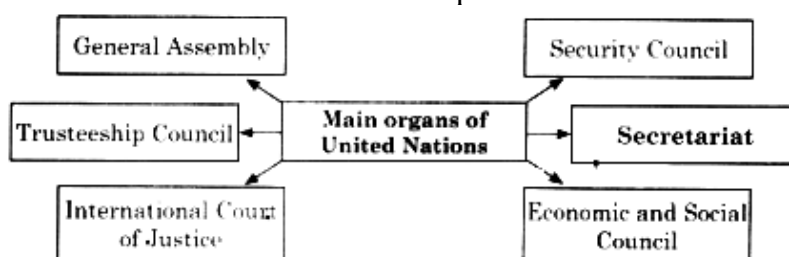
SO2 (10 minutes): Introduce the basic concepts of United Nations Organisation and its objectives.

### Second Phase

SO1 (10 minutes): Analyse the specialised agencies of U.N.O.

SO2 (10 minutes): Explore the achievements of United Nations.

### Mind Map



Create a simple mind map that illustrate the United Nations Organisation.

Summary (2 minutes)

Summarize the topic emphasizing the significance of General Assembly.

## 2.3: Taxonomy

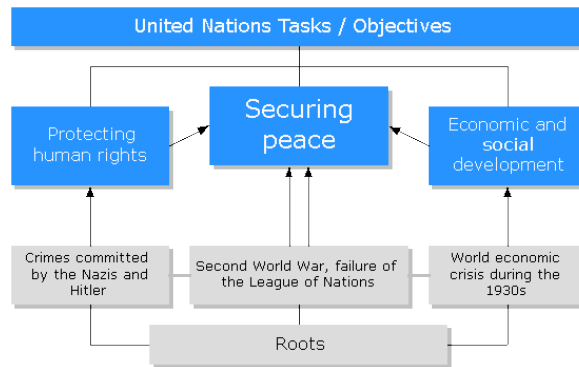
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
CC. Factual Knowledge		1				
DD. Conceptual knowledge		2				
EE. Procedural Knowledge				1		
FF. Meta Cognitive Knowledge						

## 2.18 Key Words:

General Assembly  
 International Court of Justice  
 Security Council  
 International Cooperation  
 Disarmament

## 2.19 Key Diagrams (if any)

**Flow Chart (objectives of U.N.O)**



## PowerPoint

**Presentation** [https://docs.google.com/presentation/d/19xRCpDFyefeNP9QFiDaRgMEf\\_Eh-KOD3/edit?usp=drive link&oid=117372614101772968698&rtpof=true&sd=true](https://docs.google.com/presentation/d/19xRCpDFyefeNP9QFiDaRgMEf_Eh-KOD3/edit?usp=drive_link&oid=117372614101772968698&rtpof=true&sd=true)

**Video Sample** <https://youtu.be/Ld5TWrJDodE>

## 40. Discussion:

Engage the students in a discussion about the human rights.  
How does the global organisations emphasize the disarmament?  
What can we learn from the achievements of U.N.O?

## 41. Mind Map



## 42. Summary :

It is made up of five major components, including the United Nations Economic and Social Council, which supervises the activity of 15 specialized organizations. The United Nations' membership has expanded from 51 members in 1945 to 193 members now. The General Assembly is composed of all UN Member States. On the proposal of the Security Council, states are admitted to membership by a decision of the General Assembly.

## 43. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the achievements of United Nations Organisation.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Organs of U.N.O.

**44. FAQ's: MCQ's/ Descriptive questions.**

15. Examine the disarmament and U.N.O.
16. Analyse the achievements of U.N.O.

**8.References**

1. Philip Parker. Word History: From the Ancient World to the Information Age.
2. New Delhi, D.K. Publishers, 2017.
3. Burton. J.W. International Relations. Bombay: George Allen and Unwin Pvt. Ltd, 1971.
4. Frankel. Joseph. International Relations. New Delhi: Oxford University Press, 1967.
5. Holsti. International Politics. New Delhi: Prentice Hall of India Pvt. Ltd, 1978.
6. Palmer and Perkins. International Relations. New Delhi: Publishers and Distributors, 2000.

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

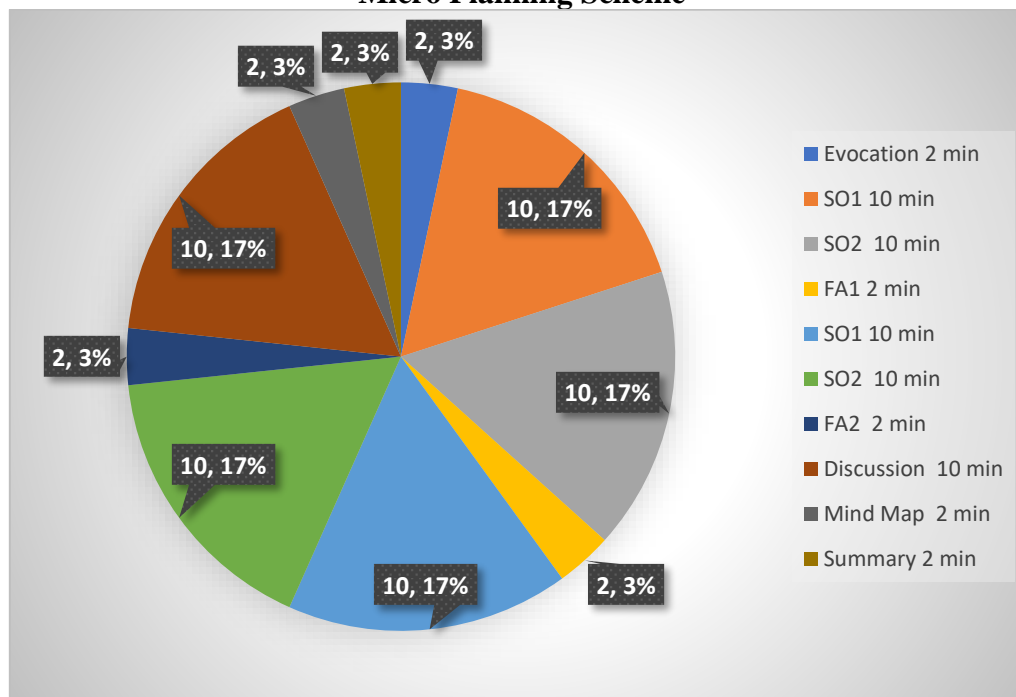
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	II
<b>Course Title</b>	Intellectual History of Tamil Nadu
<b>Course Code</b>	21PHIC24
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit IV & C. Subramania Bharathi – A Revolutionary Reformist Ideal
<b>Name of the Faculty</b>	Dr. S.M. Vimala
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair-Share

**Pre-requisite Knowledge:** Basic understanding of the contributions and Works of Subramania Bharathi during the Indian Independence movement.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 45. Topics for learning through Evocation:

When learning about the life history of Subramania Bharathi, students can explore Bharathi's life as a prominent Tamil poet, journalist and social reformer who played a significant role in India's freedom struggle by studying his patriotic poems, his advocacy for women's rights and

his strong stance against caste discrimination.

## 46. Topic Introduction

### 2.1 General Objectives:

- To understand Bharathi's role in Indian freedom struggle.
- To advocate for complete independence (Swaraj) from British rule.
- To support and promote the Swadeshi movement and economic self-reliance.

### 2.2 Specific Outcomes:

- To promote social reform through his poetry, advocating for Indian Independence and inspiring Tamil Nationalism.
- To examine Bharathi's writings in fuelling the Indian Independence Movement by inspiring people to fight for their freedom.

First Phase

SO1 (10 minutes): Examine the works and achievements of C. Subramania Bharathi to Tamil literature.

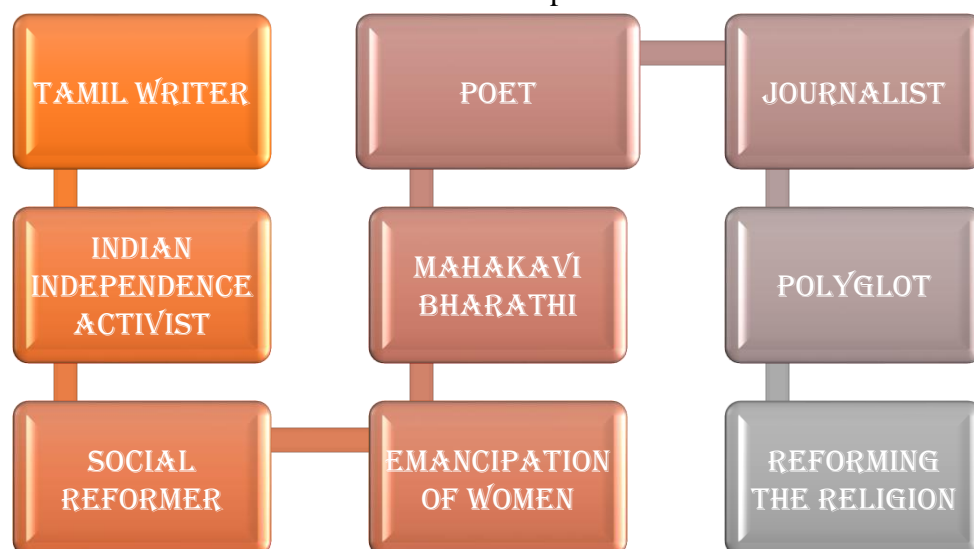
SO2 (10 minutes): Bharathi's contribution to India's nationalist movement and his works continue to inspire the students.

Second Phase

SO1 (10 minutes): Analyse the role of C. Subramania Bharathi to Freedom Struggle.

SO2 (10 minutes): Explore the contribution of C. Subramania Bharathi as a Social Reformer.

Mind Map



Create a simple mind map that illustrate the revolutionist Bharathi ideals.

Summary (2 minutes)

Summarize the topic to unravel Bharathi's role in India's freedom movement, as a prominent Tamil poet, Journalist and Social reformer.

### 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
GG. Factual Knowledge		1				



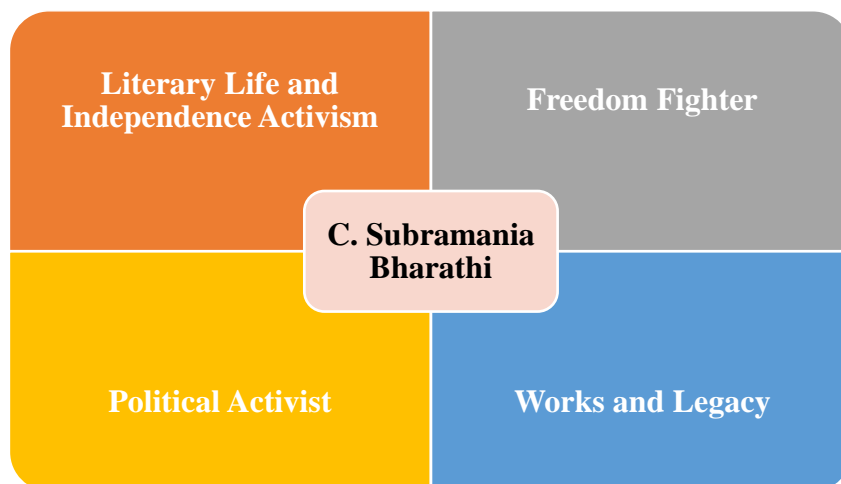
HH. Conceptual knowledge		2				
II. Procedural Knowledge				1		
JJ. Meta Cognitive Knowledge						

## 2.20 Key Words:

Swaraj  
 Women Empowerment  
 Caste discrimination  
 Education  
 Literature  
 Revolutionary Ideas

## 2.21 Key Diagrams (if any)

Flow Chart (borrowed features of legacy of Bharathi)



## PowerPoint Presentation

[https://docs.google.com/presentation/d/1c2WvjtsCAkYCPWjPkv6CcD118z2j6m6/edit?usp=drive\\_link&ouid=100722781911913995778&rtpof=true&sd=true](https://docs.google.com/presentation/d/1c2WvjtsCAkYCPWjPkv6CcD118z2j6m6/edit?usp=drive_link&ouid=100722781911913995778&rtpof=true&sd=true)

## Picture Book Sample

[https://drive.google.com/file/d/1CQmC\\_b4N7hY2CFrDJs5BgGcBGffw3Jtw/view?usp=drive\\_link](https://drive.google.com/file/d/1CQmC_b4N7hY2CFrDJs5BgGcBGffw3Jtw/view?usp=drive_link)

## Video Sample

<https://youtu.be/aX2-c6xvkRQ>

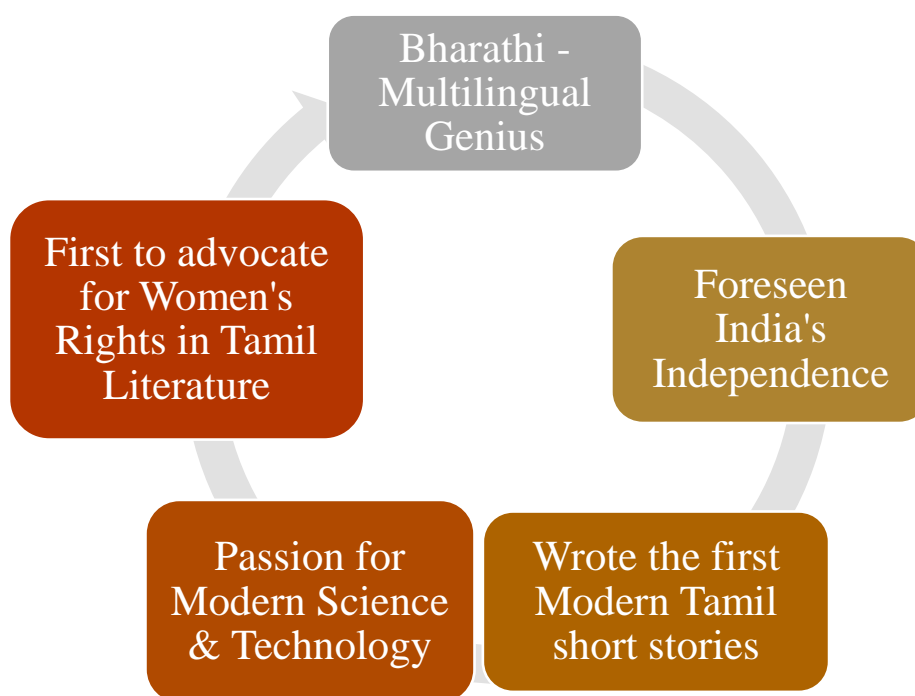
## 47. Discussion:

Engage the students in a discussion about the key social issues that Bharathi addressed through his writings.

How did Bharathi's poetry contribute to the Indian Independence Movement?

How is Bharathi remembered and celebrated in Tamil Nadu today?

**48. Mind Map**



**49. Summary :**

C. Subramania Bharathi's works covered themes of nationalism, his vision for a free India, social reform, gender equality and spirituality, his role in Indian Independence Movement and his contributions to Tamil literature, advocacy for women's rights, abolition of caste discrimination and education for all made him a pioneer of modern Tamil literature. His contributions continue to inspire generations in Tamil Nadu and across India.

**50. Assessment through questions/analogy/new ideas**

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe Bharathi's thoughts on Nationalism.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on perspectives of Subramania Bharathi's contribution to Indian Independence.

**51. FAQ's: MCQ's/ Descriptive questions.**


17. Examine Bharathi's interactions with national leaders influence his nationalist ideology.
18. Analyse the major themes in Bharathi's poetry. How did he use literature as a tool for social and political change?

**8. References**

1. Rajayyan. K. History of Tamil Nadu (1585-1982). Madurai: Raj Publishers, 1982.
2. Sen. S.P.(Ed.). Social and Religious Reform Movements in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. Calcutta: Calcutta Institute of Historical Studies, 1979.

**9. Verified by Subject Expert:**

  
**Course In-charge**

  
**Approved by HoD**

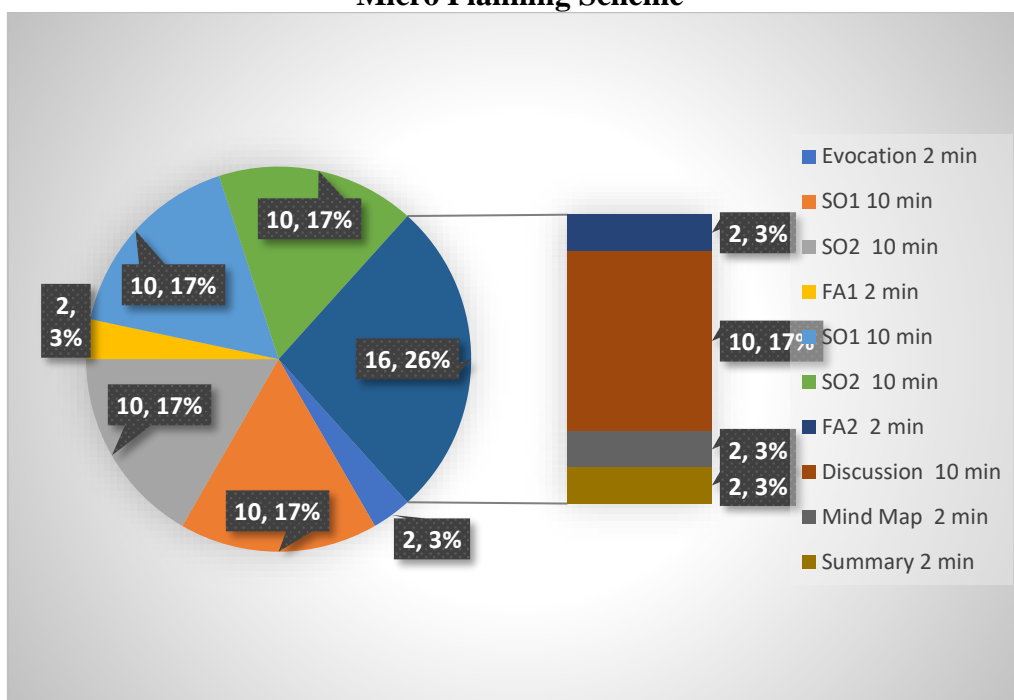
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	II
<b>Course Title</b>	Indian Art
<b>Course Code</b>	21PHIC25
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit III & History of Mural Paintings
<b>Name of the Faculty</b>	Dr. S.M. Vimala
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair-Share

**Pre-requisite Knowledge:** Basic understanding of the form of artwork created and found in cultures worldwide has evolved through various historical periods.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 52. Topics for learning through Evocation:

When students explore Mural Paintings, they are essentially delving into a very old art form where large-scale paintings are directly created on walls or ceilings, often depicting historical events, cultural narratives, social commentary, or simply decorative designs, essentially serving as a visual record of a time and place, with roots tracing back to prehistoric cave paintings. It allow the students to learn about ancient civilizations, artistic techniques, and the relationship between art and architecture through studying these Murals across various cultures and historical periods.

#### 53. Topic Introduction

## 2.1 General Objectives:

- To convey messages, express cultural identity and inspire creativity.
- To document important historical events, figures or moments and provide a visual representation of a culture's heritage.

## 2.2 Specific Outcomes:

- To represent a community's traditions, practices and identity and can help people feel a sense of place.
- To inspire positive change and conversations about important issues, such as social justice, environment, cultural heritage and promote a sense of social responsibility and unity.

First Phase

SO1 (10 minutes): Explain the vibrant form of artistic expression of Mural Paintings.

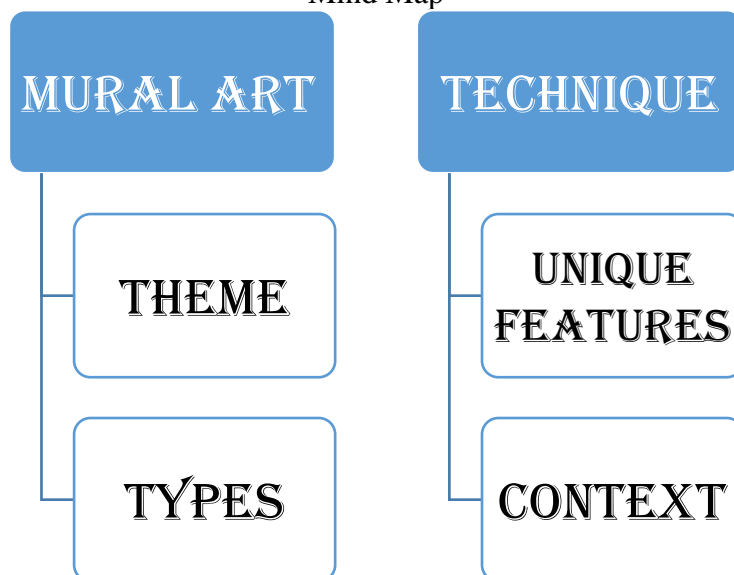
SO2 (10 minutes): Mural Paintings have the power to fuel student's creativity and imagination.

Second Phase

SO1 (10 minutes): Highlight the significance of Mural Paintings as a medium for cultural preservation.

SO2 (10 minutes): Explore the rich cultural heritage and historical legacy of Mural Paintings.

Mind Map



Create a simple mind map that illustrate the Mural Paintings.

Summary (2 minutes)

Summarize the topic to unravel the study of oldest human art form painted on large canvases then applied directly on the wall depicts the expression of emotions through hand postures.

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
KK. Factual Knowledge		1				
LL. Conceptual knowledge		2				

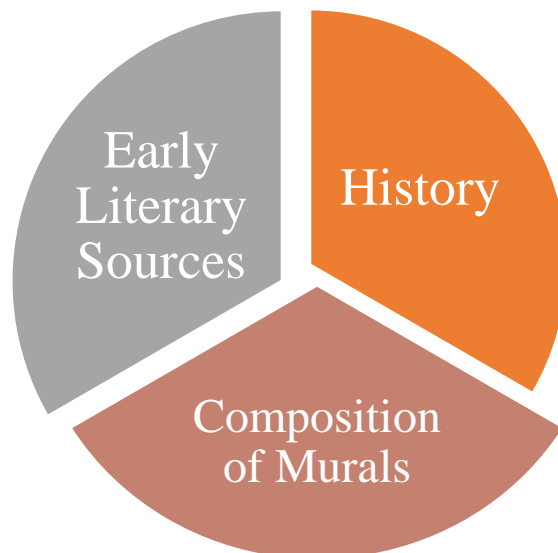
MM. Procedural Knowledge				1		
NN. Meta Cognitive Knowledge						

## 2.22 Key Words:

Art  
Marouflage  
Fresco  
Mosaic  
Graffiti

## 2.23 Key Diagrams (if any)

Flow Chart (borrowed features of Mural Paintings)



### PowerPoint Presentation

[https://docs.google.com/presentation/d/1jccboM12tL5t\\_DWVYjzPhOiDah11Ef1j/edit?usp=drive\\_link&ouid=100722781911913995778&rtpof=true&sd=true](https://docs.google.com/presentation/d/1jccboM12tL5t_DWVYjzPhOiDah11Ef1j/edit?usp=drive_link&ouid=100722781911913995778&rtpof=true&sd=true)

### Picture Book Sample

[https://drive.google.com/file/d/11rPJQ27UsIi26ZbsDiVXdBQngdi1Kden/view?usp=drive\\_link](https://drive.google.com/file/d/11rPJQ27UsIi26ZbsDiVXdBQngdi1Kden/view?usp=drive_link)

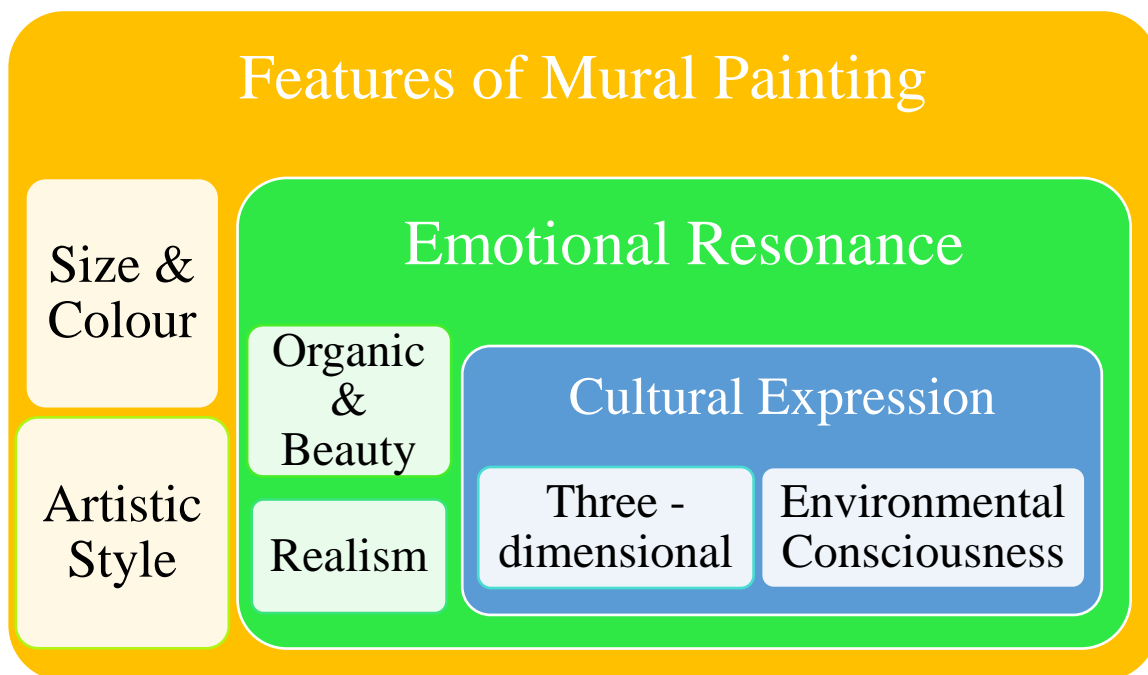
### Video Sample

<https://youtu.be/cgEgb8OVFG8>

## 54. Discussion:

Engage the students in a discussion about the art, creativity and history of Mural Paintings.  
How do Murals reflect the culture of a particular place?  
What are the legal aspects of painting a Mural in public spaces?

## 55. Mind Map



**56. Summary :**

Mural paintings are large-scale artworks created directly on walls, ceilings, or other permanent surfaces. They have been an important form of artistic expression throughout history, serving as storytelling tools, cultural symbols, and political statements. Murals enhance public spaces by promoting cultural heritage, inspiring social change, and beautifying urban areas. They often serve as a voice for marginalized communities and a medium for activism. Murals continue to evolve, reflecting the identity, history, and creativity of societies across the globe.

**57. Assessment through questions/analogy/new ideas**

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the key characteristics of Mural Paintings.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question about the Nature and Technique of Mural Paintings.

**58. FAQ's: MCQ's/ Descriptive questions.**

19. Examine the History and Art of Mural Paintings.

20. Analyse the different styles and significance of Mural Paintings.

**8. References**

3. Bharadwaj Manohar. Cultural and Traditional History of India. New Delhi: Cyber Tech Publications, 2008.
4. Ray Niharranjan. An Approach to Indian Art. Calcutta: University of Calcutta, 1970.
5. Tomory Edith. A History of Fine Arts in India and the West. New Delhi: Orient Longman, 1982.

**10. Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD**



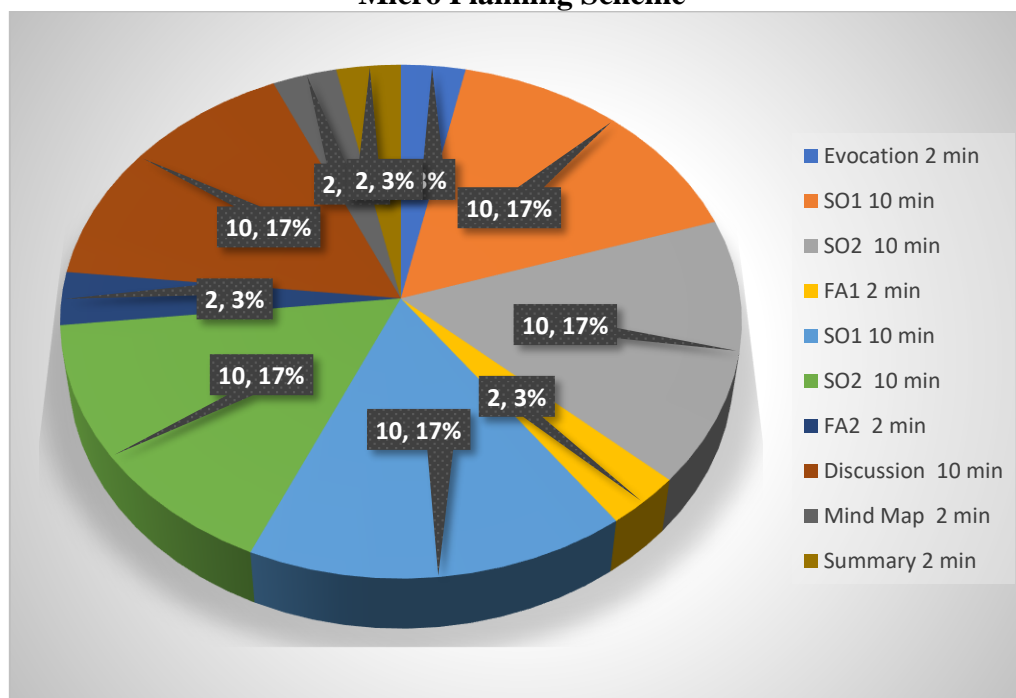
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	II
<b>Course Title</b>	Archives Keeping
<b>Course Code</b>	21PHIE21
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	3
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit V & Tamil Nadu Archives
<b>Name of the Faculty</b>	Keerthana Santhosh
<b>T-L tools</b>	Mind Maps, Flow chart, PPT, Video

**Pre-requisite Knowledge :** Basic understanding of Archives and its functions.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 59. Topics for learning through Evocation:

Begin by asking students, "Why do you think archives are important in preserving history and heritage?" Encourage students to share brief responses about what they perceive archives to be. Then, introduce **Tamil Nadu Archives** as one of the oldest and most significant repositories of historical records in India, highlighting its role in preserving the cultural and administrative history of Tamil Nadu.

#### 60. Topic Introduction

## 2.1 General Objectives:

- To learn about the history, structure, and significance of Tamil Nadu Archives.
- To explore the types of records preserved in Tamil Nadu Archives and their importance.

## 2.2 Specific Outcomes:

- To identify the historical development of Tamil Nadu Archives and their importance in Indian archival heritage.
- To analyze the different types of documents preserved in Tamil Nadu Archives, including colonial and post-colonial records.
- To evaluate the role of Tamil Nadu Archives in fostering research and academic contributions.

### First Phase

**SO1** (10 minutes): Discuss the **history of Tamil Nadu Archives**, including its establishment in 1909 during British rule. Highlight the **objectives and functions** of the archives, such as preserving historical records, maintaining transparency in governance, and supporting academic research.

**SO2** (10 minutes): Introduce the **types of records** stored in Tamil Nadu Archives, such as administrative records, revenue documents, maps, inscriptions, and newspapers. Discuss the colonial significance of the archives, particularly in documenting British policies in South India..

### Second Phase

**SO1** (10 minutes): Analyze the **current structure and functioning** of Tamil Nadu Archives, including its digitization initiatives and public accessibility. Discuss the role of Tamil Nadu Archives in promoting historical research and how they serve as a resource for understanding Tamil Nadu's socio-cultural and political history.

**SO2** (10 minutes): Explore the **challenges faced by Tamil Nadu Archives**, such as preservation issues, funding, and the need for modernization. Encourage students to think critically about the importance of digitization and conservation of archives for future generations.

### Mind Map (2 minutes)

Create a simple **mind map** that illustrates the structure of Tamil Nadu Archives.

### Summary (2 minutes)

Summarize the topic by emphasizing the pivotal role of **Tamil Nadu Archives** in preserving the history and heritage of Tamil Nadu. Highlight how archives act as a bridge between the past and the present, supporting research, governance, and cultural understanding.

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
OO. Factual Knowledge	1	2	3	4	5	
PP. Conceptual knowledge		2	3	4	5	
QQ. Procedural Knowledge			3			

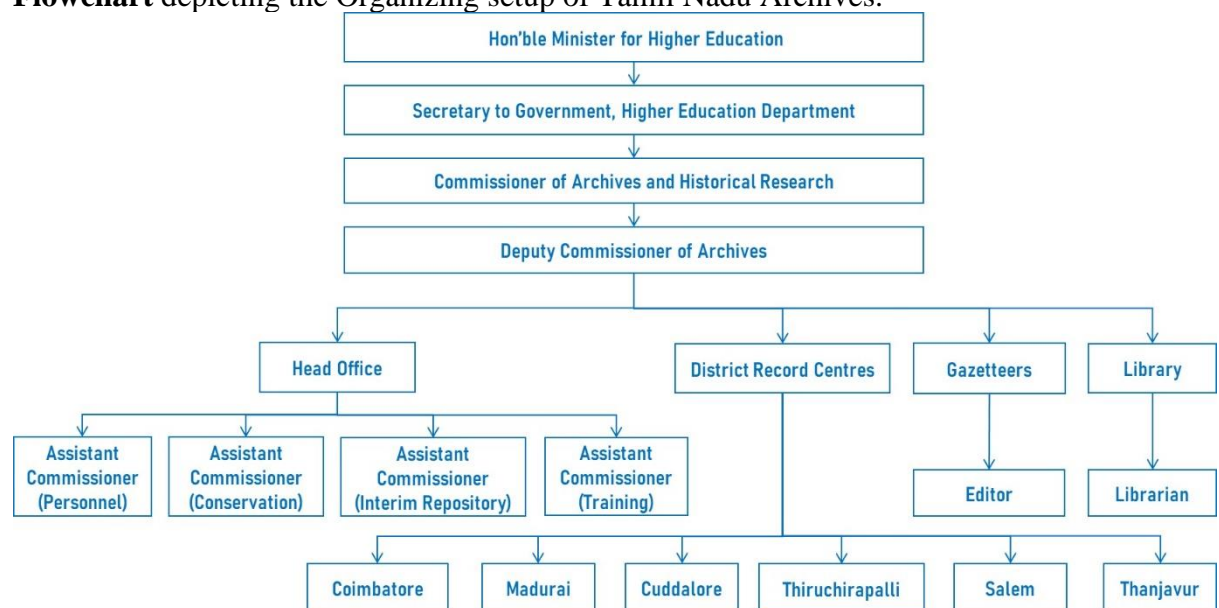
RR. Meta Cognitive Knowledge						
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## 2.24 Key Words:

- Archives
- Preservation
- Tamil Nadu
- Digitization
- Historical Records
- Inscriptions

## 2.25 Key Diagrams (if any)

**Flowchart** depicting the Organizing setup of Tamil Nadu Archives.



## PowerPoint Presentation

[https://docs.google.com/presentation/d/1N7o6DskCRIx8x2zhqny8IQsAR\\_9RMUwz-ZP8H\\_3sUHE/edit#slide=id.p1](https://docs.google.com/presentation/d/1N7o6DskCRIx8x2zhqny8IQsAR_9RMUwz-ZP8H_3sUHE/edit#slide=id.p1)

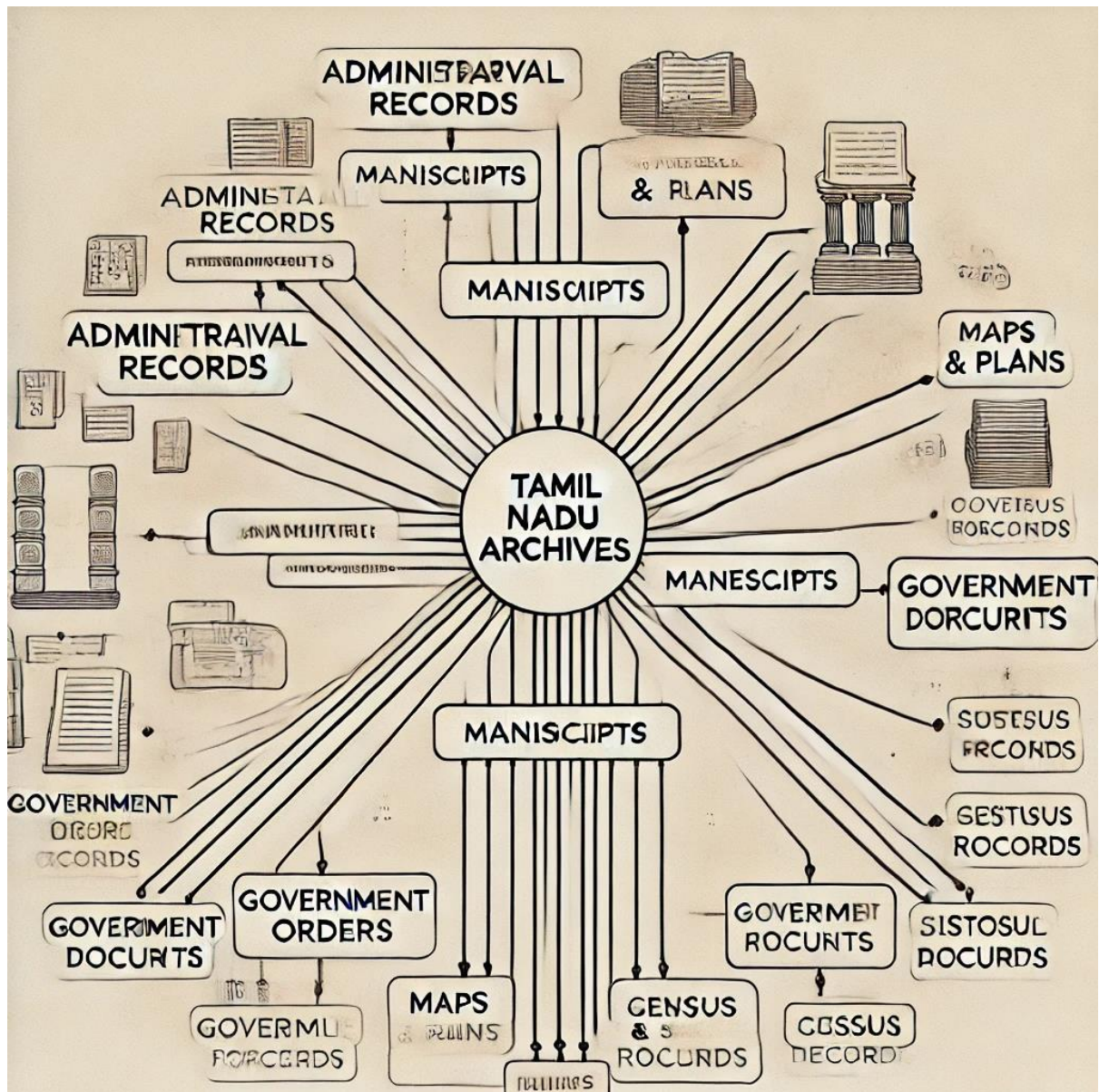
## Video Sample

### 61. Discussion:

Engage students in a conversation about the role and significance of Tamil Nadu Archives. Key discussion questions include:

- Why are archives important for preserving history and culture?
- What are the unique features of Tamil Nadu Archives compared to other state archives in India?
- How can archives help researchers and policymakers in understanding the past and planning for the future?

### 62. Mind Map



### 63. Summary :

The **Tamil Nadu Archives** play a critical role in preserving the administrative, cultural, and historical records of Tamil Nadu. As a treasure trove of invaluable documents, they not only support researchers and historians but also contribute to governance and cultural heritage conservation. Despite challenges, the archives remain an essential resource for understanding the past and shaping the future.

### 64. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. Why were Tamil Nadu Archives established during the British era?
2. What are the main challenges faced by Tamil Nadu Archives today?

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions:

1. Name two types of records preserved in Tamil Nadu Archives.
2. Why is digitization important for archives?

**65. FAQ's: MCQ's/ Descriptive questions.**

1. Discuss the role of Tamil Nadu Archives in promoting research and cultural heritage conservation.
2. How do Tamil Nadu Archives contribute to governance and transparency?
3. What are some key challenges in maintaining and modernizing Tamil Nadu Archives?

**8. References**

- Jain, M.K. *Archives and Records Management in India*. New Delhi: APH Publishing, 2004.
- Raman, A. *Preserving Heritage: Tamil Nadu Archives*. Chennai: Historical Society of Tamil Nadu, 2018.
- Government of Tamil Nadu. *Annual Reports of Tamil Nadu Archives*. Chennai: Department of Archives, 2020.
- Official Website of Tamil Nadu Archives: [www.tnarchives.gov.in](http://www.tnarchives.gov.in).

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**



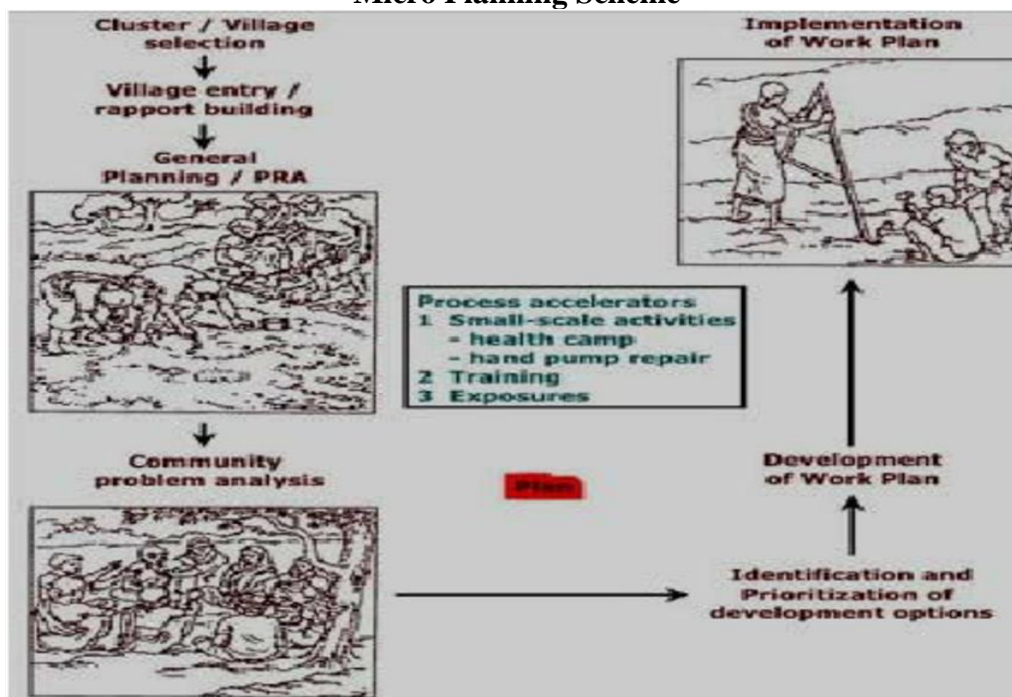
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	III
<b>Course Title</b>	History of Tamil Nadu from 1806 to 2001 C.E
<b>Course Code</b>	21PHIV32
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit III & Justice Party
<b>Name of the Faculty</b>	Dr. D. Vinoba Gladis
<b>T-L tools</b>	Mind Maps, Flow Chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge:** Basic understanding of the position of Non-Brahmins.

Micro – Planning : 60 Minutes

### Micro Planning Scheme



#### 66. Topics for learning through Evocation:

Briefly introduce the noble ideals of South Indian Liberal Federation and the formation of Justice Party in Tamil Nadu. Ask the students to share their opinion about the position of Brahmins and their political involvement.

#### 67. Topic Introduction

##### 2.1 General Objectives:

- To know about the contemporary history of Tamil Nadu politics.
- To enhance a critical study of Tamil Nadu history in the context of regionalism.

##### 2.2 Specific Outcomes:

- To obtain the historical background of the Tamil Nadu State.

- To appreciate the work of various ministries after Independence
- Comparison of the past and present political condition of Tamil Nadu.

First Phase

SO1 (10 minutes): Explain the formation of South Indian Liberal Federation and Meston Award.

SO2 (10 minutes): The achievements of Justice Party.

Second Phase

SO1 (10minutes): Analyse the formation of Self Respect Movement.

SO2 (10 minutes): Explore the doctrines of EVR in Self Respect Movement.

Mind Map



Create a simple mind map that illustrates the achievements of Justice Party in Tamil Nadu.

Summary (2 minutes)

Summarize the topic emphasizing the repository of the doctrines of Self Respect Movement.

2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
SS. Factual Knowledge		1				
TT. Conceptual knowledge		2				
UU. Procedural Knowledge				1		

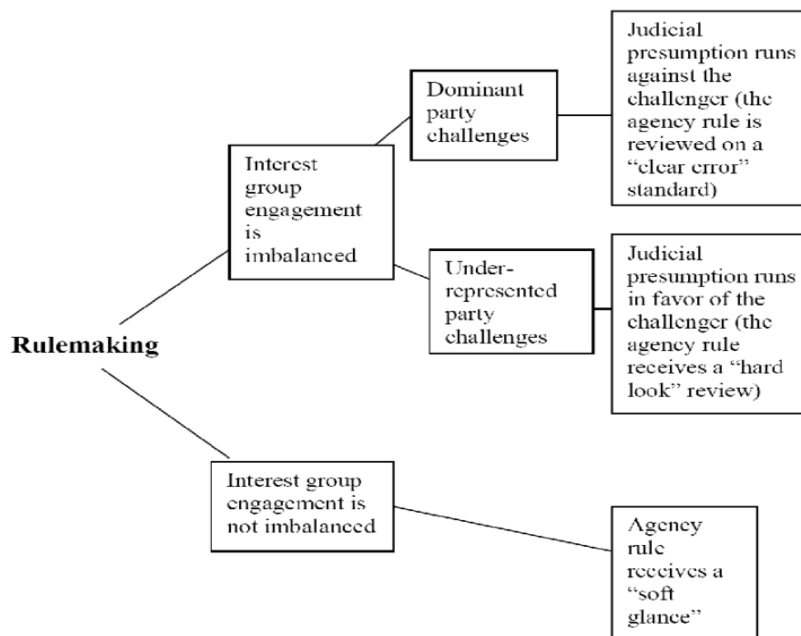
VV. Meta Cognitive Knowledge						
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## 2.26 Key Words:

Electoral Committee  
National Party  
Non-Brahmins  
Munsiffs

## 2.27 Key Diagrams (if any)

Flow Chat (borrowed features of Self Respect Movement)



## PowerPoint Presentation

[https://docs.google.com/presentation/d/1YJc8P1YuTws5LqnBjdwmxaZ3vUNUrhZf/edit?usp=drive\\_link&ouid=114815243662028513171&rtpof=true&sd=true](https://docs.google.com/presentation/d/1YJc8P1YuTws5LqnBjdwmxaZ3vUNUrhZf/edit?usp=drive_link&ouid=114815243662028513171&rtpof=true&sd=true)

## Picture book Sample

<https://www.rebekahgienapp.com/wp-content/uploads/2024/09/social-justice-picture-books.png>

## Video Sample

<https://youtu.be/1moBMXMysa0>

## 68. Discussion:

Engage the students in a discussion about the status of Non-Brahmins.  
How does the Justice Party uplift Non-Brahmins?  
What can we learn from the doctrines of Self Respect Movement?

## 69. Mind Map





**70. Summary :**

The doctrines of Self Respect Movement were spread among the people through public meetings and dramas held by EVR. Awakened by the inspiring doctrines of EVR countless Hindus, Christians and Muslims participated in the public meetings. Many books containing advanced thinking were published by him.

**71. Assessment through questions/analogy/new ideas**

Formative Assessment 1 (FA1) (2 minutes)

Ask the students to describe the achievements of Self Respect Movement.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on anti-Hindi agitation.

**72. FAQ's: MCQ's/ Descriptive questions.**

21. Examine the formation of Dravida Kazhaham.
22. Analyse the achievements of Dravida Kazhaham.

**8. References**

1. Rajayyan, K. Tamil Nadu – Real History. Madurai: Raj Publishers, 1982.
2. Aiyar Sathyanatha R. History of the Nayaks of Madura. Humphrey Milford, Madras: Oxford University Press, 1924.
3. Irschick Eugene. Politics and Social Conflicts in South India. Berkely and Los Angeles: University of California Press, 1969.

**9.Verified by Subject Expert:**



**Course In-charge**



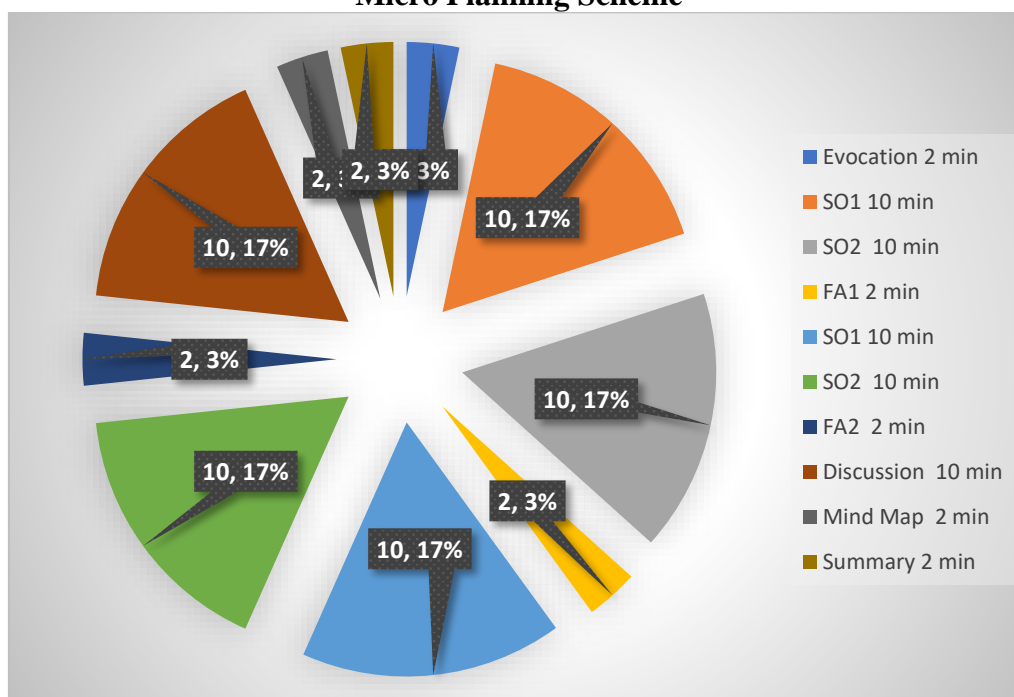
**Approved by HoD.**

### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	III
<b>Course Title</b>	History of U.S.A upto 1865 C.E
<b>Course Code</b>	21PHIC33
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit I & American War of Independence
<b>Name of the Faculty</b>	Dr. J. Jane D' Almeida
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge:** Basic understanding of discovery and colonisation of America.  
 Micro – Planning : 60 Minutes

#### Micro Planning Scheme



### 73. Topics for learning through Evocation:

Briefly introduce the War of American Independence was fought from 1775 to 1783, and it resulted in the United States gaining its independence from Great Britain. Many factors led to the outbreak of war, including British attempts to tax the colonies and impose other restrictions on their trade and commerce.

### 74. Topic Introduction

## 2.1 General Objectives:

- To update the role of USA in International relations.
- To understand the policy of progression in USA.

## 2.2 Specific Outcomes:

- To apply the acquired knowledge of colonization and the war of Independence.
- To become aware of important land marks in the History of USA.

First Phase

SO1 (10 minutes): Explain the causes for the war. Highlight the Boston Tea Party.

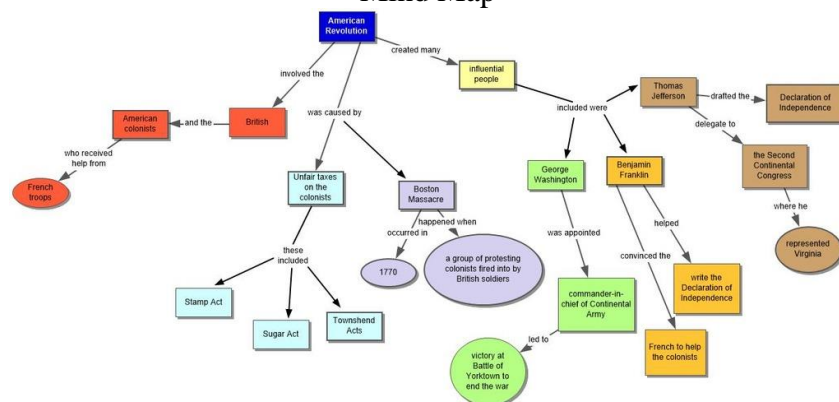
SO2 (10 minutes): Introduce the results of the War of Independence.

Second Phase

SO1 (10 minutes): Analyse the colonisation of America.

SO2 (10 minutes): Explore the economic causes for the War of Independence.

### Mind Map



Create a simple mind map that illustrate .

Summary (2 minutes)

Summarize the topic emphasizing the repository of the constitution and its implications.

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
WW. Factual Knowledge		1				
XX. Conceptual knowledge		2				
YY. Procedural Knowledge				1		
ZZ. Meta Cognitive Knowledge						

## 2.28 Key Words:

End of Colonisation

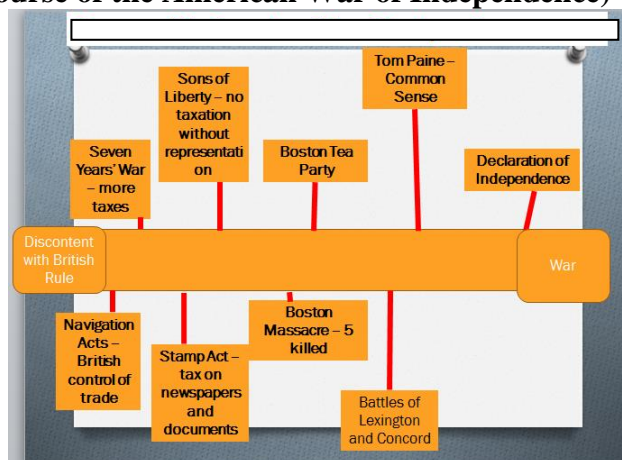
Boston Tea Party

George Washington

## Framing of Constitution

### 2.29 Key Diagrams (if any)

#### Flow Chat (Course of the American War of Independence)



#### PowerPoint

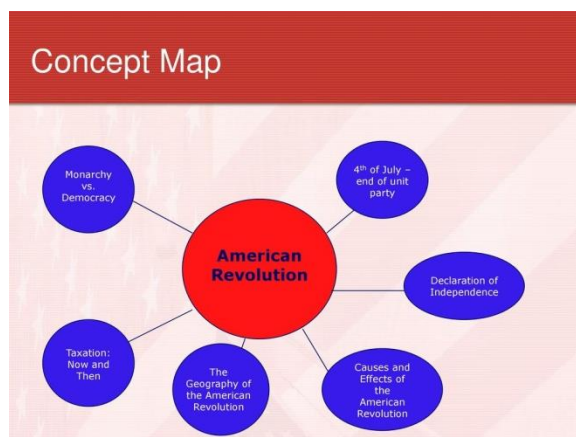
**Presentation** [https://docs.google.com/presentation/d/1r\\_MI8HP4fLj5BXkvRVvJ9nFobcpIRtnk/edit?usp=drive\\_link&ouid=117372614101772968698&rtpof=true&sd=true](https://docs.google.com/presentation/d/1r_MI8HP4fLj5BXkvRVvJ9nFobcpIRtnk/edit?usp=drive_link&ouid=117372614101772968698&rtpof=true&sd=true)

**Video Sample** <https://youtube.com/shorts/Unz8kHKuc14?feature=share>

#### 75. Discussion:

Engage the students in a discussion about Boston Massacre and Tea Party.  
How does the rule of England came to an end?  
What can we learn from the results of the war?

#### 76. Mind Map



#### 77. Summary :

The American revolutionary war was the war for ensuring the independence of the under-ruled United States from ruling Britain. It was not a conflict of any single day or month rather it took place for eight years. Meanwhile, many significant incidents happened which are important to know about world history. In this context, the chronology of the revolution along with other significant aspects has been discussed.

#### 78. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the end of colonisation of England in America.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Boston Massacre.

**79. FAQ's: MCQ's/ Descriptive questions.**

23. Examine the early phases for the American War of Independence.

24. Analyse the causes for the second war of Independence.

**8. References**

1. Bolt Christian. A History of the U.S.A. New Delhi: Macmillan, 1974.
2. Hill. C.P. A History of the United States. London: Edward Arnold Publishers, 1966.
3. Khurana and Gupta. History of America. Agra: Lakshmi Narain Publishers, 2006.
4. Pratt. Julius. A History of United States. New Jersey: Prentice Hill, 1965.

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

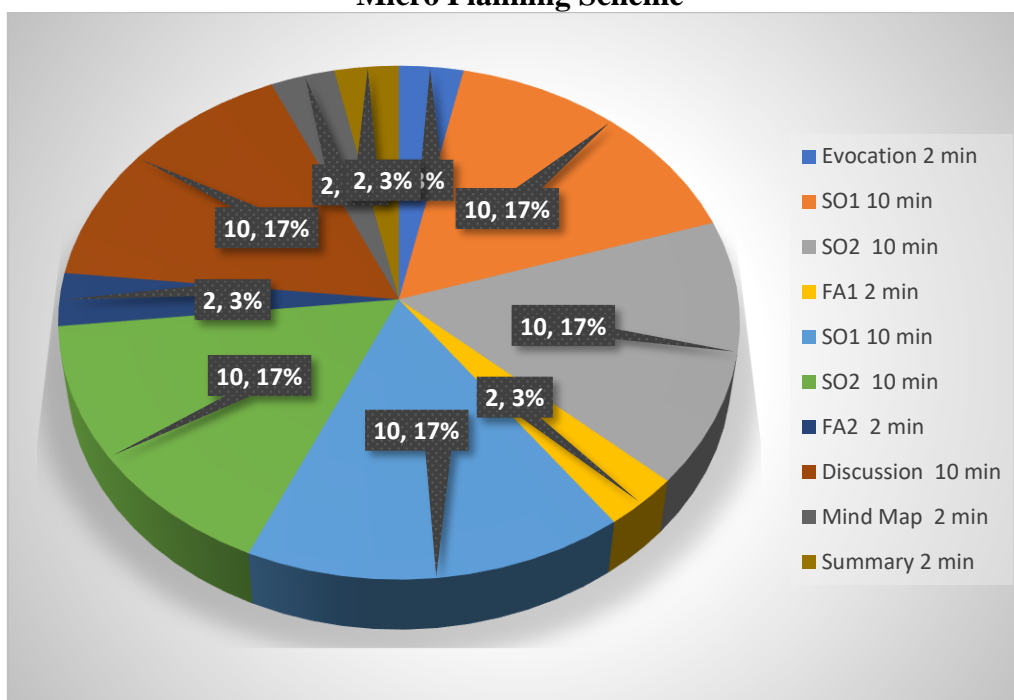
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	III
<b>Course Title</b>	Epigraphy
<b>Course Code</b>	21PHIC34
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit IV & James Princep
<b>Name of the Faculty</b>	Dr. S. Theresammal
<b>T-L tools</b>	Mind Maps, Flow chart, PPT, Video

**Pre-requisite Knowledge :** Basic understanding of Epigraphy and Epigraphists.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 80. Topics for learning through Evocation:

Start by asking a simple question: “What do you understand by epigraphy, and why is it important in understanding ancient history?” Encourage students to respond briefly, then introduce James Princep’s significant role in the development of epigraphy in India. Discuss how his discoveries and translations have helped shape our understanding of ancient Indian history.

#### 81. Topic Introduction

## 2.1 General Objectives:

- To understand the significance of James Princep's work in the field of epigraphy.
- To learn about the methods used by Princep in deciphering inscriptions and their contributions to Indian history.
- To analyze the role of epigraphy in reconstructing the history of ancient India.

## 2.2 Specific Outcomes:

- To recognize James Princep's contributions to the study of ancient Indian inscriptions, particularly his work on the Brahmi script.
- To evaluate the impact of Princep's deciphering of the Ashokan edicts on Indian history.
- To understand how epigraphy can be used to trace historical events and figures from the past

### First Phase

**SO1** (10 minutes): Discuss the role of epigraphy in historical research. Explain the importance of inscriptions as primary sources of historical data. Introduce James Princep and explain his role as the official mint-master of the East India Company and his involvement in epigraphy. Briefly touch upon the context of British India during his time and the historical significance of his work in deciphering inscriptions.

**SO2** (10 minutes): Explain James Princep's work on the Brahmi script and how his decipherment of the Ashokan edicts transformed the study of ancient Indian history. Discuss the role of the Ashokan edicts in providing insights into the Mauryan Empire, King Ashoka's reign, and the spread of Buddhism. Highlight the interdisciplinary nature of Princep's work, combining linguistic expertise with historical research.

### Second Phase

**SO1** (10 minutes): Analyze the contributions of James Princep in deciphering various other inscriptions, including those in Sanskrit, Prakrit, and Greek. Discuss how his methods influenced later scholars in the field of epigraphy and the study of ancient Indian languages.

**SO2** (10 minutes): Explore the significance of James Princep's work in shaping Indian history. How did his translations and decipherments of inscriptions contribute to understanding the history of the Mauryan Empire, and what impact did it have on British colonial knowledge of Indian history? Discuss the long-term effects of his work on Indian epigraphy and the resurgence of interest in ancient scripts.

### Mind Map (2 minutes)

Create a simple mind map that illustrates the key contributions of James Princep to the field of epigraphy, highlighting key events like the deciphering of the Brahmi script and the Ashokan edicts.

### Summary (2 minutes)

Summarize the significance of James Princep's contributions to epigraphy, particularly in deciphering ancient inscriptions and the Brahmi script. Emphasize the way his work helped bridge the gap in understanding ancient Indian history and contributed to the broader field of historical linguistics and archaeology.

## 2.3: Taxonomy

Taxonomy of Objectives
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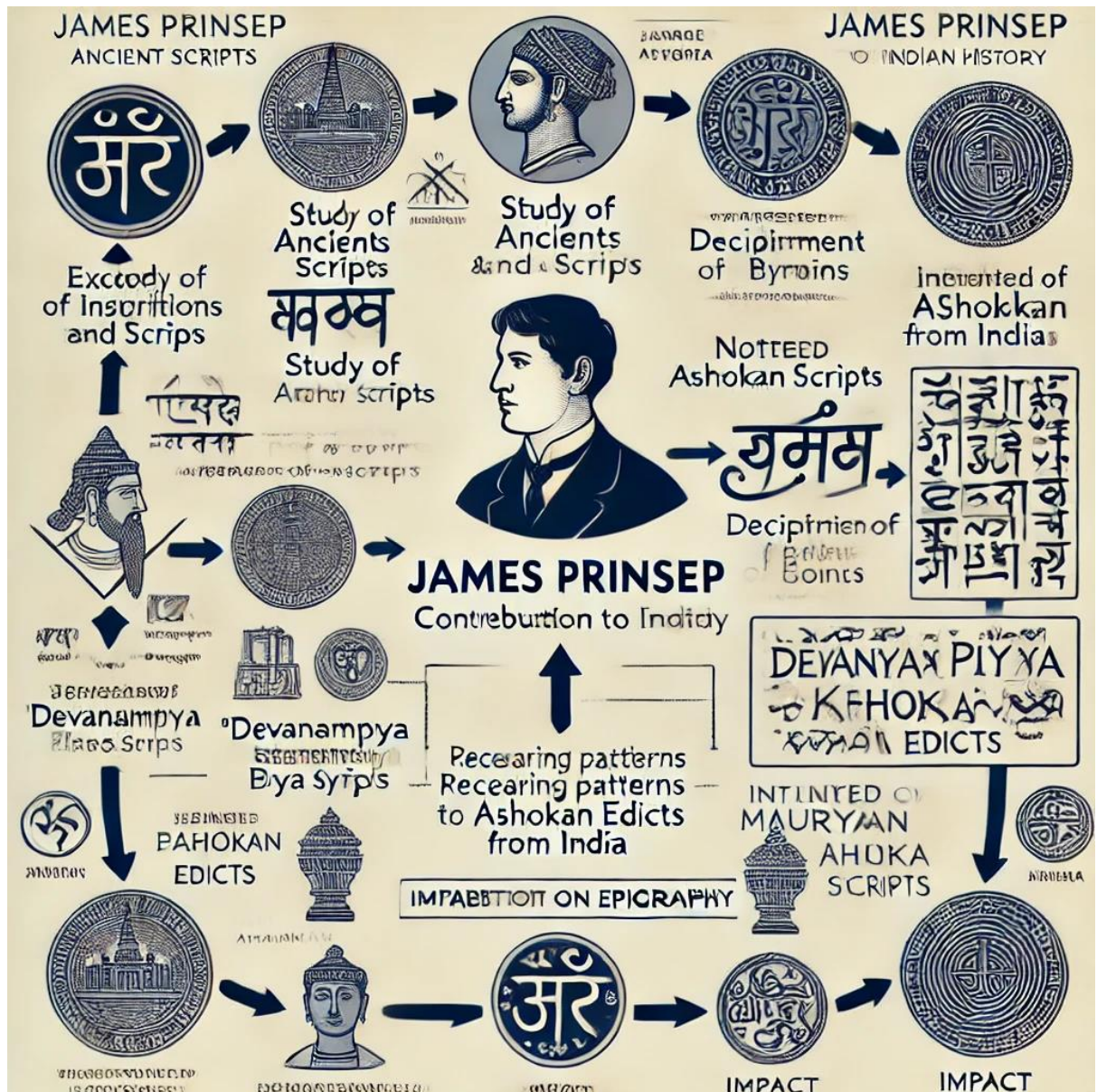
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
AAA. Factual Knowledge	1	2		4	5	
BBB. Conceptual knowledge	1	2				
CCC. Procedural Knowledge						
DDD. Meta Cognitive Knowledge						

### 2.30 Key Words:

- Epigraphy
- James Prinsep
- Brahmi Script
- Ashokan Edicts
- Inscriptions
- Mauryan Empire
- Deciphering
- Colonial History

### 2.31 Key Diagrams (if any)

**Flow Chart (James Prinsep's Contribution to Epigraphy)**



V

### PowerPoint Presentation

<https://drive.google.com/file/d/1Eo10Eapa0MKvLmxuftB2rZ-Yu0wnBj6R/view>

### Video Sample

<https://docs.google.com/presentation/d/1zsxWiYW8-tQBrT29nLOXIG0LdzBsrz5WgYmruLy7cho/edit#slide=id.p1>

### 82. Discussion:

Engage students in a conversation about how James Prinsep's discoveries in epigraphy influenced the historical narrative of India.

Key discussion questions include:

- How did Prinsep's decipherment of the Brahmi script impact the understanding of ancient Indian history?





contributions laid the foundation for the modern study of ancient Indian inscriptions and linguistics, enabling scholars to gain valuable insights into the Mauryan Empire and the spread of Buddhism.

**85. Assessment through questions/analogy/new ideas**

Formative Assessment 1 (FA1) (2 minutes)

1. What was James Princep's contribution to the field of epigraphy?
2. Discuss the significance of the Ashokan edicts in understanding ancient Indian history.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions:

1. What is the Brahmi script, and how did James Princep decipher it?
2. How did James Princep's work influence the study of ancient inscriptions in India?

**86. FAQ's: MCQ's/ Descriptive questions.**

**1. Who was James Princep?**

- a) A historian
- b) A linguist
- c) An epigraphist
- d) A geographer

**2. Analyze the importance of the Ashokan Edicts in the study of ancient India.**

**8. References**

- Hultzsch, E. *South Indian Inscriptions*. Vol. II, Parts I to V. New Delhi: Archaeological Department, 1983.
- Sircar, D.C. *Indian Epigraphy*. 2nd ed. New Delhi: Motilal Banarsidass, 1965.
- Salomon, Richard. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and Other Indo-Aryan Languages*. New Delhi: Oxford University Press, 1998.

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

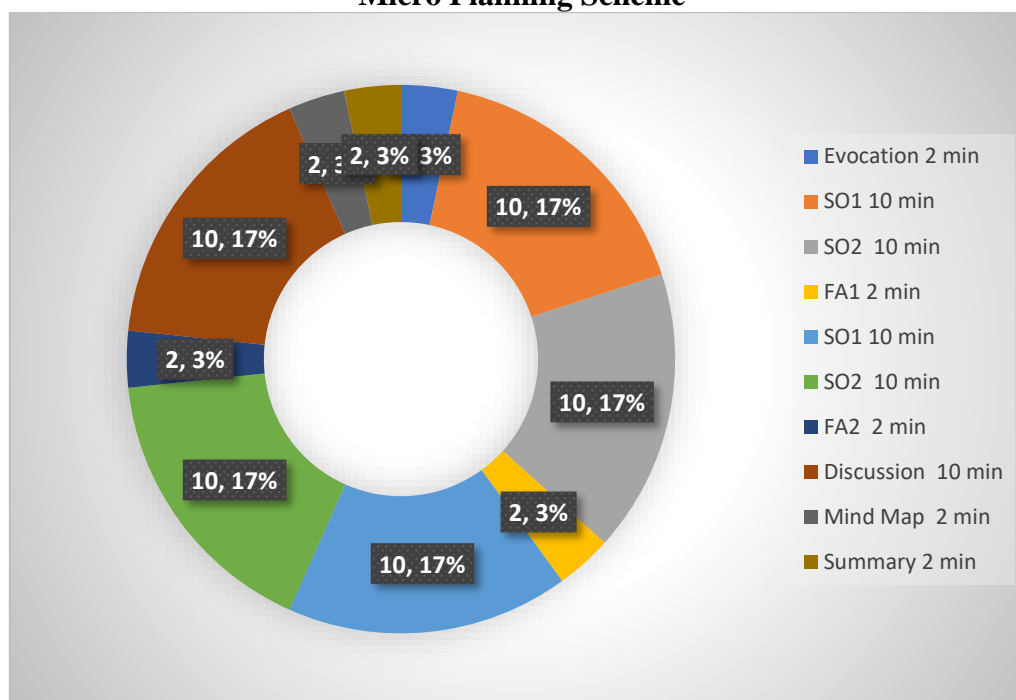
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	III
<b>Course Title</b>	Historical Methods – Theory and Practice
<b>Course Code</b>	21PHIC35
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit I & Process of Historical Research
<b>Name of the Faculty</b>	Dr. S.M. Vimala
<b>T-L tools</b>	Mind Maps, Flow chat Video, Think-Pair-Share

**Pre-requisite Knowledge:** Basic understanding of the research process, defining research question, conducting literature review, selecting appropriate research methods, data collection, data analysis, critical thinking and writing skills.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 87. Topics for learning through Evocation:

When learning about research, students can explore the topics like research methodologies, research ethics, data collection techniques, literature review, hypothesis development, research design, academic integrity, research bias, and the application of research findings.

#### 88. Topic Introduction

## 2.1 General Objectives:

- To acquire knowledge and skill on Research Methodology.
- To analyse and understand the essential of scientific research.

## 2.2 Specific Outcomes:

- To understand and comprehend the basics in research methodology and applying them in research.
- To develop skills in qualitative and quantitative data analysis and presentation.

First Phase

SO1 (10 minutes): Explain the meaning and objectives of Research.

SO2 (10 minutes): Research helps students by enhancing their knowledge on a subject, develop critical thinking skills and improve their ability to analyse information.

Second Phase

SO1 (10 minutes): Analyse the basic types of Research.

SO2 (10 minutes): Explore the research methods like data collection, analysis and interpretation equips students with valuable skills for future academic pursuits.

Mind Map



Create a simple mind map that illustrate the Significance of Research.

Summary (2 minutes)

Summarize the topic to unravel the process of investigating and studying past events, people and societies using a variety of sources and methods.

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
EEE. Factual Knowledge		1				
FFF. Conceptual knowledge		2				

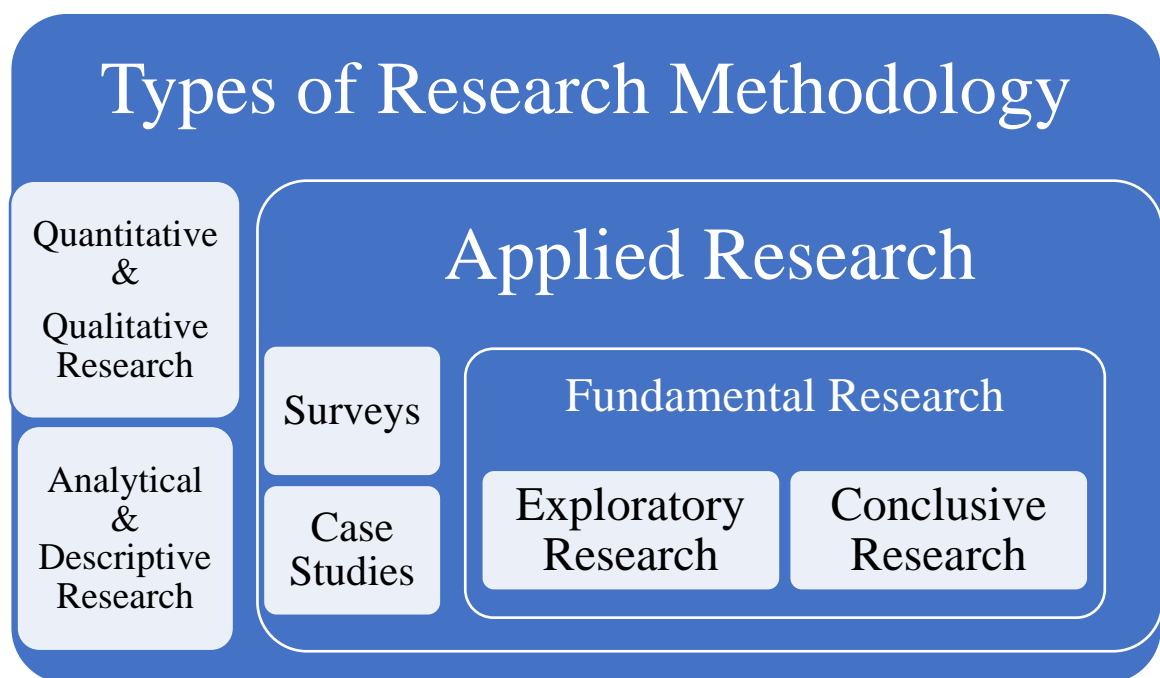
GGG. Procedural Knowledge				1		
HHH. Meta Cognitive Knowledge						

### 2.32 Key Words:

Historical Research  
Analysis  
Literature Review  
Hypothesis  
Data Collection

### 2.33 Key Diagrams (if any)

Flow Chart (borrowed features of Types of Research)



### PowerPoint Presentation

[https://docs.google.com/presentation/d/1UJOedoruuYH4ZbxX8UgxGq6bPNh4lhvz/edit?usp=drive link&ouid=100722781911913995778&rtpof=true&sd=true](https://docs.google.com/presentation/d/1UJOedoruuYH4ZbxX8UgxGq6bPNh4lhvz/edit?usp=drive_link&ouid=100722781911913995778&rtpof=true&sd=true)

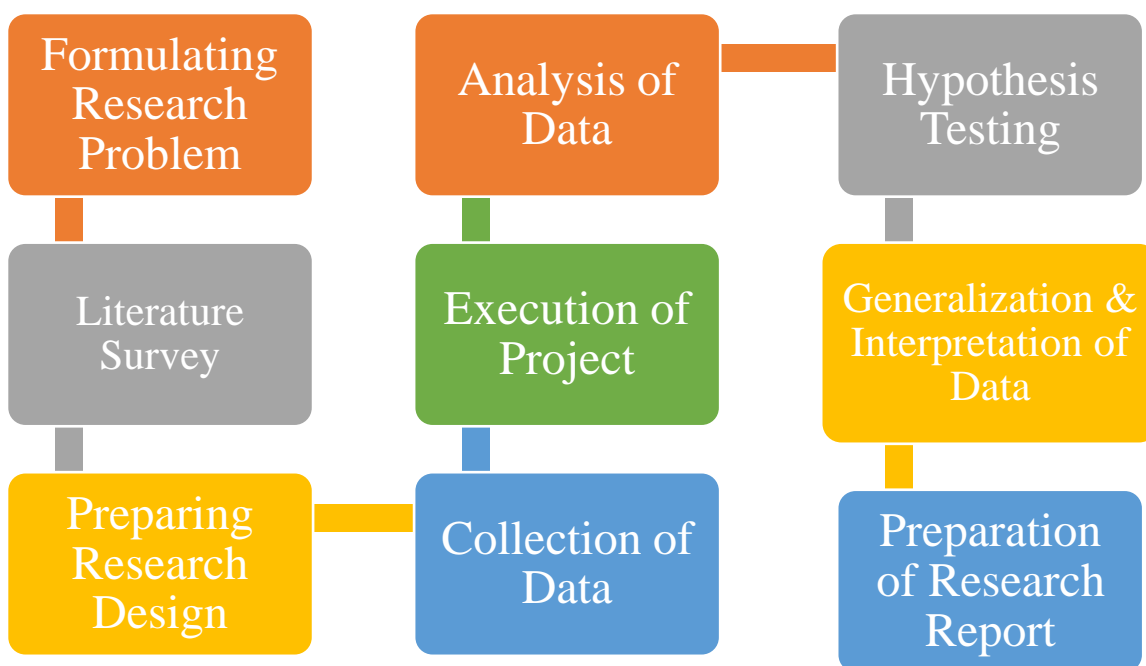
### Video Sample

[https://youtu.be/CP004EKhy\\_0](https://youtu.be/CP004EKhy_0)

### 89. Discussion:

Engage the students in a discussion about the process of Research.  
What are the various limitations while doing Research in History?  
Discuss the ways and means of collection of historical data.

### 90. Mind Map



#### 91. Summary :

Research in common parlance refers to a search for knowledge. It is a scientific and systematic search for pertinent information on a specific topic. Research is an art of scientific, systematic investigation and rigorous process of investigating a topic or issue to gain new knowledge or deepen understanding by collecting, analysing, and interpreting data, with the goal of contributing to a field of study and informing decision-making across various disciplines.

#### 92. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the importance and significance of Research.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on criteria of Good Research.

#### 93. FAQ's: MCQ's/ Descriptive questions.

25. Analyse the inter-disciplinary and multi-disciplinary approach in historical research.


26. Enumerate the role of recent trends in historical writing.

#### 8. References

6. Rajayyan. K. *Historiography – History in Theory and Method*. Madurai: Ratna Publications, 2004.
7. Khurana. K.L. *Concepts and Methods of Historiography*. Agra: Lakshmi Narain Agarwal, 2006.
8. Sreedharan. E. *A Text book of Historiography 500B. C to A.D. 2000*. New Delhi: Orient Longman, 2000.

#### 11. Verified by Subject Expert:



  
**Course In-charge**

  
**Approved by HoD**

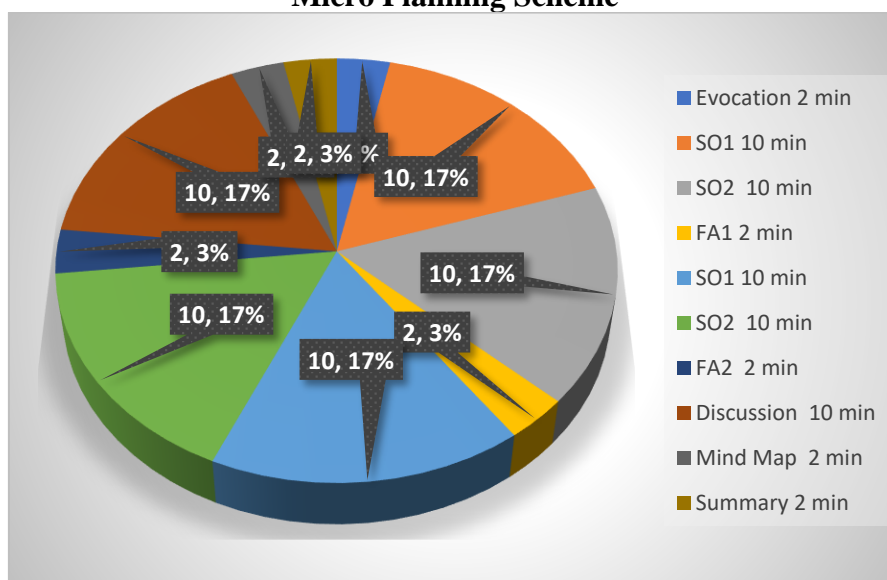
### Lesson Plan

<b>Programme</b>	M.A History
<b>Semester</b>	III
<b>Course Title</b>	History of Modern West
<b>Course Code</b>	21PHIE31
<b>Hours</b>	5
<b>Total Hours</b>	75
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit III & Renaissance
<b>Name of the Faculty</b>	Dr. J. Jane D' Almeida
<b>T-L tools</b>	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

**Pre-requisite Knowledge:** Basic understanding of New learning during Renaissance.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 94. Topics for learning through Evocation:

Humanism, system of education and mode of inquiry that originated in northern Italy during the 13<sup>th</sup> and 14<sup>th</sup> centuries and later spread through continental Europe and England. The term is alternatively applied to a variety of Western beliefs, methods, and philosophies that place central emphasis on the human realm. Also known as Renaissance humanism, the historical program was so broadly and profoundly influential that it is one of the chief reasons why the Renaissance is viewed as a distinct historical period.

#### 95. Topic Introduction

##### 2.1 General Objectives:

- To analyse the classical works of Greek and Rome.
- To learn the significance of Humanist movement.

## 2.2 Specific Outcomes:

- To appreciate the work of humanist movement and classical works of Greek and Rome.
- To assess the transition period of west from medieval to modernity.

First Phase

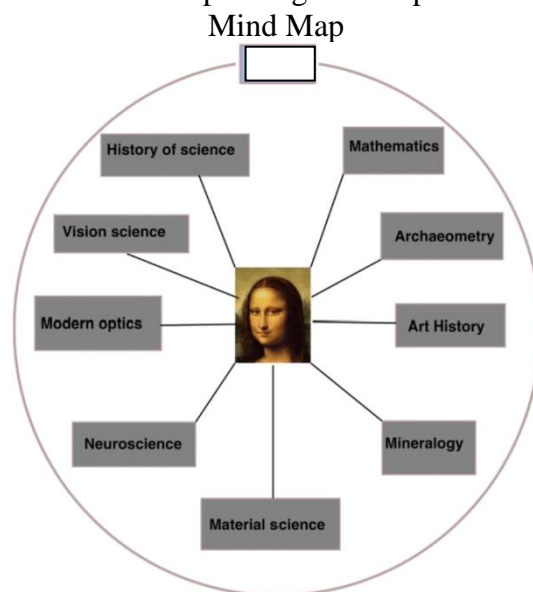
SO1 (10 minutes): Explain the scientific development during Renaissance.

SO2 (10 minutes): Introduce the growth of art and architecture during Renaissance.

Second Phase

SO1 (10 minutes): Analyse the unique development of Greek and Latin literature.

SO2 (10 minutes): Explore the rebirth of painting and sculpture.



Create a simple mind map that illustrate the growth of science during Renaissance.

Summary (2 minutes)

Summarize the topic emphasizing the repository of the constitution and its implications.

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
III. Factual Knowledge		1				
JJJ. Conceptual knowledge		2				
KKK. Procedural Knowledge				1		
LLL. Meta Cognitive Knowledge						

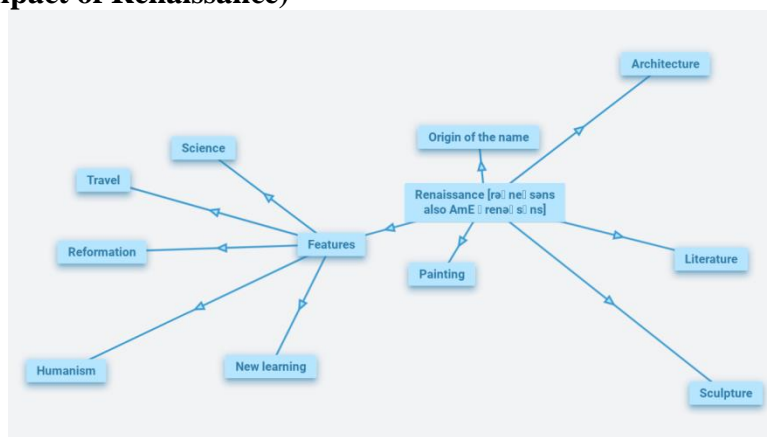
## 2.34 Key Words:

Florence  
 Venice  
 Pope Leo X  
 Leonardo Da Vinci

Peita Dura

## 2.35 Key Diagrams (if any)

### Flow Chat (Impact of Renaissance)



## PowerPoint

**Presentation** [https://docs.google.com/presentation/d/1n9i7KSfa9yV7amisuyt7gByKeqjmXpdc/edit?usp=drive\\_link&ouid=117372614101772968698&rtpof=true&sd=true](https://docs.google.com/presentation/d/1n9i7KSfa9yV7amisuyt7gByKeqjmXpdc/edit?usp=drive_link&ouid=117372614101772968698&rtpof=true&sd=true)

**Video Sample** <https://youtu.be/zzGeYoNZGmU>

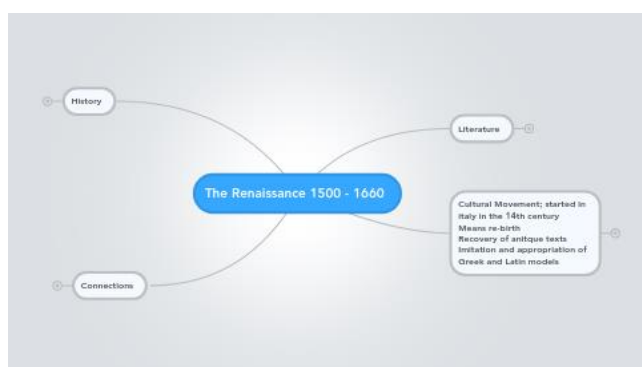
## 96. Discussion:

Engage the students to discuss the paintings of Leonardo Da Vinci.

How does the Renaissance led to the rebirth of Humanism and New Learning?

What can we learn from the sculptures of Michael Angelo?

## 97. Mind Map



## 98. Summary :

Europe, during the Renaissance, had a spirit of inquiry and questioning. The governing philosophy of the Renaissance was Humanism. Internal reform movements within the Church eventually led to the Protestant Reformation. The Renaissance saw a Revival of Classical Antiquity & Learning, Art, Architecture, Music, and Literature flourished during the Renaissance. Patronage of the Arts by the Church and Rulers made amazing works of art possible.

## 99. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the painting of Michael Angelo.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Painting of Monalisa.

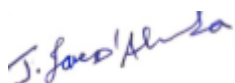
**100. FAQ's: MCQ's/ Descriptive questions.**

- 27. Examine the growth of Physics during Renaissance.
- 28. Analyse the impact of Renaissance and Reformation.

**8. References**

- 1. Rao. B. V. History of Europe. Delhi: Sterling Publications, 2018.
- 2. Burke. Peter. The Renaissance. US: Humanities Press International, 1987.
- 3. Gilmore. M.P. The World of Humanism. 1453-1517, New York: Harper, 1952.

**9. Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

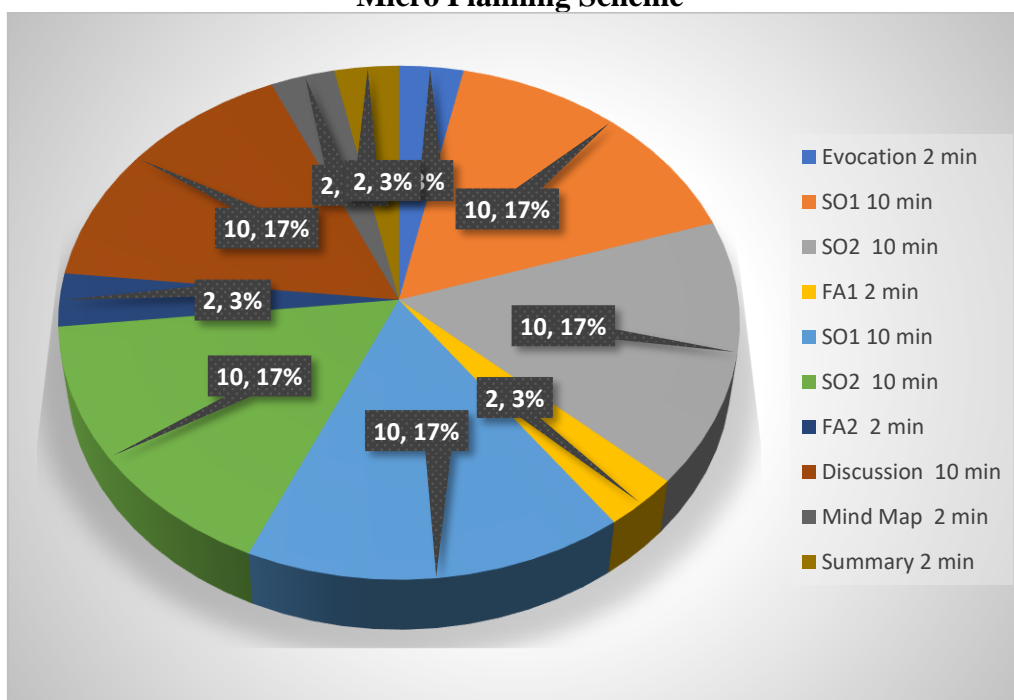
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	IV
<b>Course Title</b>	History of India from 1858 to 1950 C.E
<b>Course Code</b>	21PHIC41
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp;Title</b>	Unit III – Gandhian Era
<b>Name of the Faculty</b>	Ms. S.S. Anuja
<b>T-L tools</b>	Mind Maps, Flow chat, Picture Book, Youtube Video,

**Pre-requisite Knowledge :** Basic understanding of Gandhian Era.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 101. Topics for learning through Evocation:

Briefly introduce the significance of the Nationalism. Ask the students to share their view on the causes that led for Nationalism in India and also tries to consolidate their prerequisite knowledge regarding Mahatma Gandhi in connection with Nationalism.

#### 102.Topic Introduction

##### 2.1 General Objectives:

- To understand the significance of Gandhian Era.

To respect and take pride of noble ideals of freedom movement.

## 2.2 Specific Outcomes:

- To enhance the knowledge of various Satyagraha.
- To educate the impact of Nationalism.

First Phase

SO1 (10 minutes): Explain the relevance of different Satyagraha. Highlight the aftermath of Rowlatt Act.

SO2 (10 minutes): Introduce the state of reference in connection with the Non-Cooperation Movement.

Second Phase

SO1 (10 minutes): Analyse the initiations taken by Gandhi. Discuss how the involvement of the Indian freedom fighters that led for Nationalist movement.

SO2 (10 minutes): Assess the impact of the Gandhian Era.

### Mind Map



Create a simple mind map depicting the Gandhi's Satyagraha.

Summary (2 minutes)

Summarize the topic emphasizing the relevance of Gandhian Era.

## 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
MMM. Factual Knowledge		1				
NNN. Conceptual knowledge		2				
OOO. Procedural Knowledge				1		

PPP. Meta Cognitive Knowledge						
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## 2.36 Key Words:

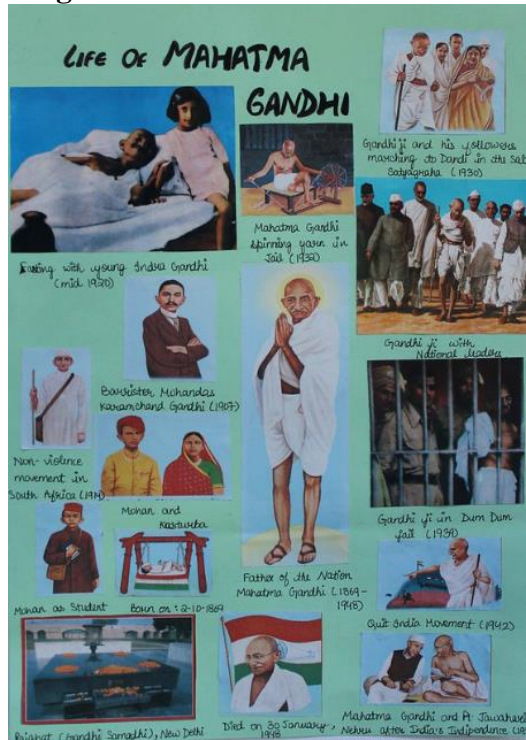
Satyagraha

Ahimsa

Non-Violence

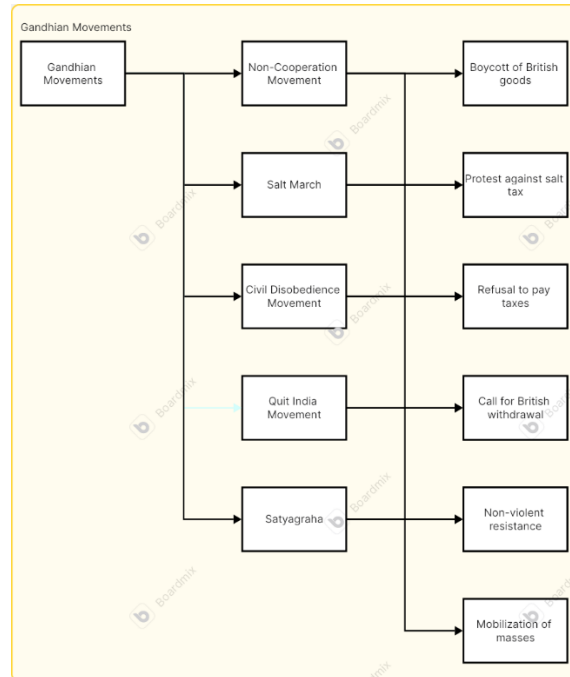
Nazir JungNon-Cooperation

**Diagrams**





## Flow Chat



## PowerPoint Presentation

<https://docs.google.com/presentation/d/177aUcNNHId1VcTNmjVWRpOo9zvc4-tvWFGO4NNaTe8/edit?usp=sharing>

## Picture Book

<https://docs.google.com/presentation/d/138WajqRR1r4cpAcFmEf-09D8EtIlipkYZ78B140-nk/edit?usp=sharing>

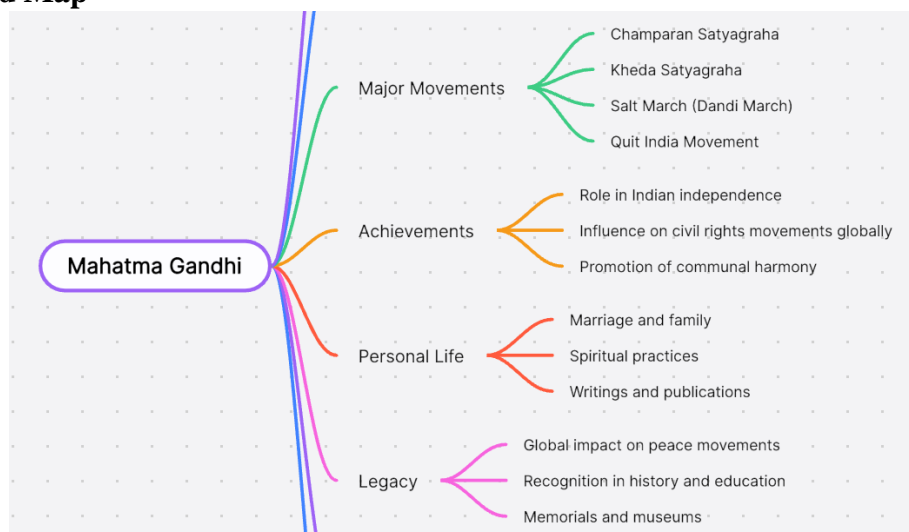
## Video Sample

<https://youtu.be/5XE1ps7hZaY>

### 103. Discussion:

Examine Mahatma Gandhi as a widely revered but also debated figure in history. Explore Gandhi's philosophy of nonviolence, leadership in India's independence movement, and moral principles. have inspired millions.

### 104. Mind Map



### 105. Summary :

The Gandhi Era (1915–1948) refers to the period in Indian history when Mahatma Gandhi

played a central role in the country's struggle for independence from British rule. It was marked by his leadership in mass movements, his philosophy of *satyagraha* (nonviolent resistance), and his efforts to unite Indians across caste, religion, and class.

#### **106. Assessment through questions/analogy/new ideas**

##### **Formative Assessment 1 (FA1) (2 minutes)**

1. What were the three main principles of Gandhian philosophy?
2. Why did Gandhi choose "Salt" as the symbol of protest in the Civil Disobedience Movement?

##### **Formative Assessment 2 (FA2) (2 minutes)**

1. What role did women play in the Gandhian movements?
2. Explain the impact of the Non-Cooperation Movement on Indian society.
3. How did the Quit India Movement of 1942 differ from the previous movements led by Gandhi?

##### **Short quiz or oral question on Carnatic War**

assessment questions on "Gandhian Era"

##### **ChatGPT said:**

Here are some formative assessment questions on the **Gandhian Era (1915-1948)** to test understanding and encourage critical thinking:

##### **Objective Questions (MCQs & Fill in the Blanks)**

1. In which year did Mahatma Gandhi return to India from South Africa.  
a)1913      b)1915      c)1917      d) 1920
2. The Non-Cooperation Movement was launched in response to which event?  
a)Jallianwala Bagh Massacre b)Partition of Bengal c)Champaran Movement  
d) Simon Commission
3. **Fill in the blank:** The Civil Disobedience Movement was launched in the year \_\_\_\_\_ with the famous \_\_\_\_\_ March.
4. What was the main objective of the Quit India Movement?  
a)Dominion Status for India b)Complete Independence c)Removal of British Civil Servants  
d) Constitutional Reforms

#### **107. FAQ's: MCQ's/ Descriptive questions.**

1. Discuss the effectiveness of non-violence as a political tool in the modern world.
2. Analyze how the Gandhian approach to mass mobilization helped in achieving independence.

#### **8. References**

1. Chand Tara. History of the Freedom Movement in India Vol.II. New Delhi: Ministry of Information and Broadcasting, 1983.
2. Chandra. Bipin. India's Struggle for Independence. New Delhi: Penguin Books, 1989.
3. Jeyapalan. N. History of the Freedom Movement 1857 to 1947. New Delhi: Ashish Publishing House, 1988.
4. Mahajan. V.D. Constitutional History of India and the Nationalist Movement, New Delhi: S.Chand and Company, 1976.
5. Sumit Sarkar. Modern India from 1885 to 1947, New Delhi :Laxmi Publications. 2008.

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD.**

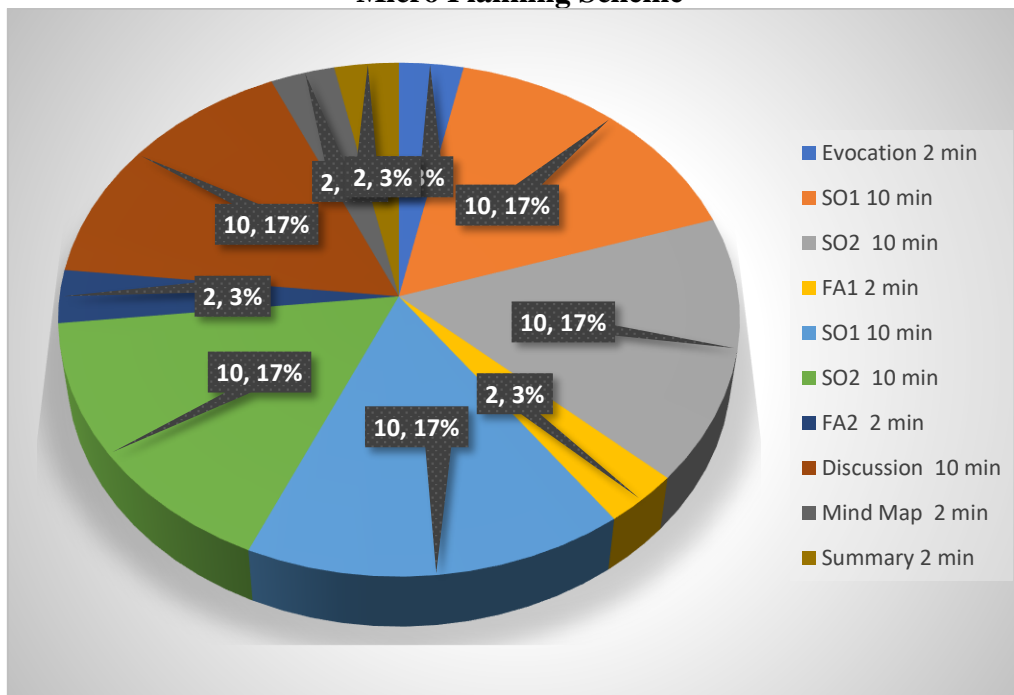
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	IV
<b>Course Title</b>	Contemporary History of India from 1947 to 2019
<b>Course Code</b>	21PHIC42
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit II & Lal Bahadur Shastri
<b>Name of the Faculty</b>	Keerthana Santhosh
<b>T-L tools</b>	Mind Maps, Flow chart, Video, PPT

**Pre-requisite Knowledge :** Basic understanding of India's development under Jawaharlal Nehru and the condition of India on the eve of Nehru's death

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 108. Topics for learning through Evocation:

Start by asking a simple question: *"What qualities do you think make a great leader?"* Encourage students to respond briefly. Briefly introduce Shastri as a leader known for his simplicity, integrity, and commitment to the nation, inspiring students to explore his life

further.

## 109.Topic Introduction

### 2.1 General Objectives:

- To understand the life and values of Lal Bahadur Shastri.
- To learn about his contributions as the second Prime Minister of India.

### 2.2 Specific Outcomes:

- To recognize Shastri's role in India's political and economic development.
- To analyze his leadership during the Indo-Pak War of 1965.
- To understand the relevance of his slogan "Jai Jawan, Jai Kisan."

### First Phase

**SO1** (10 minutes): Discuss Lal Bahadur Shastri's early life, struggles, and education. Highlight his role in the Indian freedom movement and his association with Mahatma Gandhi. Mention his rise in Indian politics, including his tenure as Railway Minister and his emphasis on ethics and accountability.

**SO2** (10 minutes): Explain how Shastri became the Prime Minister of India after Nehru's death. Introduce his leadership style, which was marked by humility and practicality. Briefly discuss the challenges India faced during his tenure, such as food shortages and the Indo-Pak War.

### Second Phase

**SO1** (10 minutes): Analyze Shastri's leadership during the 1965 war, emphasizing his role in boosting the morale of soldiers and citizens. Discuss his famous slogan "Jai Jawan, Jai Kisan," which acknowledged the contributions of soldiers and farmers to the nation's security and prosperity. Highlight the Tashkent Agreement and its significance in easing tensions between India and Pakistan.

**SO2** (10 minutes): Explore Shastri's economic policies, particularly his efforts to promote self-reliance in agriculture through initiatives like the Green Revolution. Discuss his untimely death in Tashkent and the mystery surrounding it. Conclude with the enduring relevance of Shastri's values, such as integrity, simplicity, and patriotism.

### Mind Map (2 minutes)

Create a simple mind map that illustrates the early life and political career of Lal Bahadur Shastri.

### Summary (2 minutes)

Summarize the topic emphasizing the repository of the constitution and its implications.

### 2.3: Taxonomy

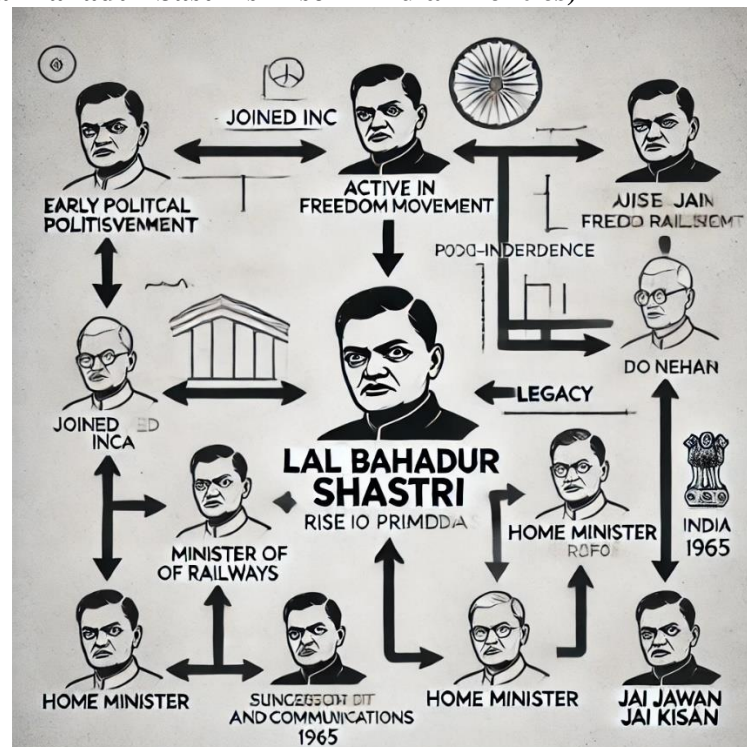
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
QQQ. Factual Knowledge	1	2		4	5	
RRR. Conceptual knowledge		2		4	5	
SSS. Procedural Knowledge						
TTT. Meta Cognitive Knowledge						

**2.37 Key Words:**

- Green Revolution
- Indo-Pakistan war
- Prime Minister
- Democracy

### 2.38 Key Diagrams (if any)

### Flow Chat (Lal Bahadur Sastri's Rise in Indian Politics)



## PowerPoint Presentation

[https://docs.google.com/presentation/d/1sK1\\_GOOObUXIH0EJCuRYHi118xKE4g9589CD3-gE7U4/edit?usp=sharing](https://docs.google.com/presentation/d/1sK1_GOOObUXIH0EJCuRYHi118xKE4g9589CD3-gE7U4/edit?usp=sharing)

## Video Sample

<https://youtu.be/9DlDQojjaF0?si=hKr8nW7VB-5ZNJCG>

### 110. Discussion:

Engage students in a conversation about the life and contributions of Lal Bahadur Shastri, focusing on his leadership during critical periods in Indian history.

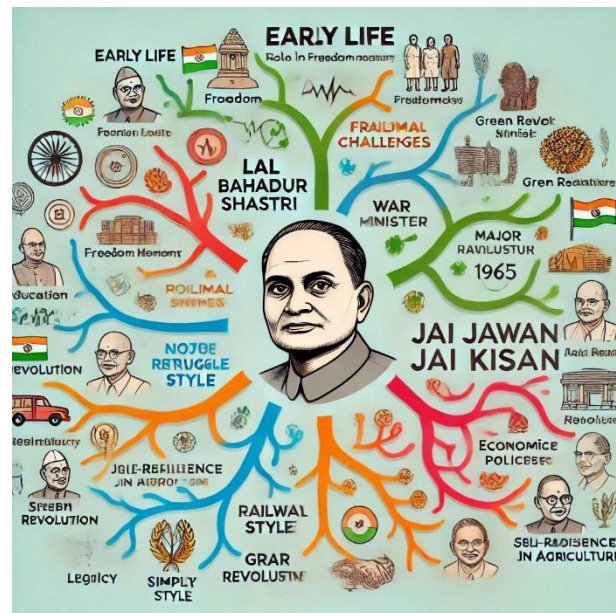
Key discussion questions:

### What were the challenges India faced during Shastri's tenure as Prime Minister?

How did the slogan “Jai Jawan, Jai Kisan” reflect Shastri’s vision for India?

### What lessons can we learn from Shastri's leadership style and simplicity?

## 111. Mind Map



**112. Summary :**

Lal Bahadur Shastri was the second Prime Minister of India, serving from 1964 to 1966. Known for his simplicity, humility, and leadership, he played a vital role during India's challenging times. Shastri promoted the White Revolution to increase milk production and gave the slogan "Jai Jawan, Jai Kisan" to honor soldiers and farmers. His leadership during the 1965 Indo-Pak war displayed his resolve and dedication to national security. His tenure emphasized self-reliance, economic growth, and unity. Shastri passed away in Tashkent in 1966 after signing the Tashkent Agreement.

### 113. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

- How does Lal Bahadur Shastri's leadership style reflect simplicity and integrity?
- Discuss the relevance of the slogan "Jai Jawan, Jai Kisan" in modern India.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions:

1. When did Lal Bahadur Shastri become Prime Minister of India?
2. What was the significance of the Tashkent Agreement?

#### 114. FAQ's: MCQ's/ Descriptive questions.

1. Lal Bahadur Shastri promoted which revolution in India?  
a) Green Revolution b) White Revolution c) Industrial Revolution d) Digital Revolution
2. What slogan is Lal Bahadur Shastri famously associated with?  
a) Vande Mataram    b) Jai Jawan, Jai Kisan    c) Swaraj is my birthright    d) Inquilab

Zindabad

3. Examine Lal Bahadur Shastri's contributions to India's agriculture and defense sectors during his tenure as Prime Minister.

4. Analyze the impact of Lal Bahadur Shastri's leadership during the 1965 Indo-Pak War.

#### 8. References

- Appa Rao, B. *Lal Bahadur Shastri: A Political Biography*. New Delhi: Om Publications, 2002.
- Chopra, P.N. *Lal Bahadur Shastri: Prime Minister of India*. New Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India, 1991.
- Gupta, S.C. *Lal Bahadur Shastri: A Life of Truth in Politics*. New Delhi: National Book Trust, 2006.
- Tiwari, Ramesh K. *Lal Bahadur Shastri: Lessons in Leadership*. New Delhi: Wisdom Tree, 2018.
- Mishra, Bal Ram. *Lal Bahadur Shastri: Politics and Beyond*. New Delhi: Atlantic Publishers, 2004.

#### 9.Verified by Subject Expert:



**Course In-charge**



**Approved by HoD.**



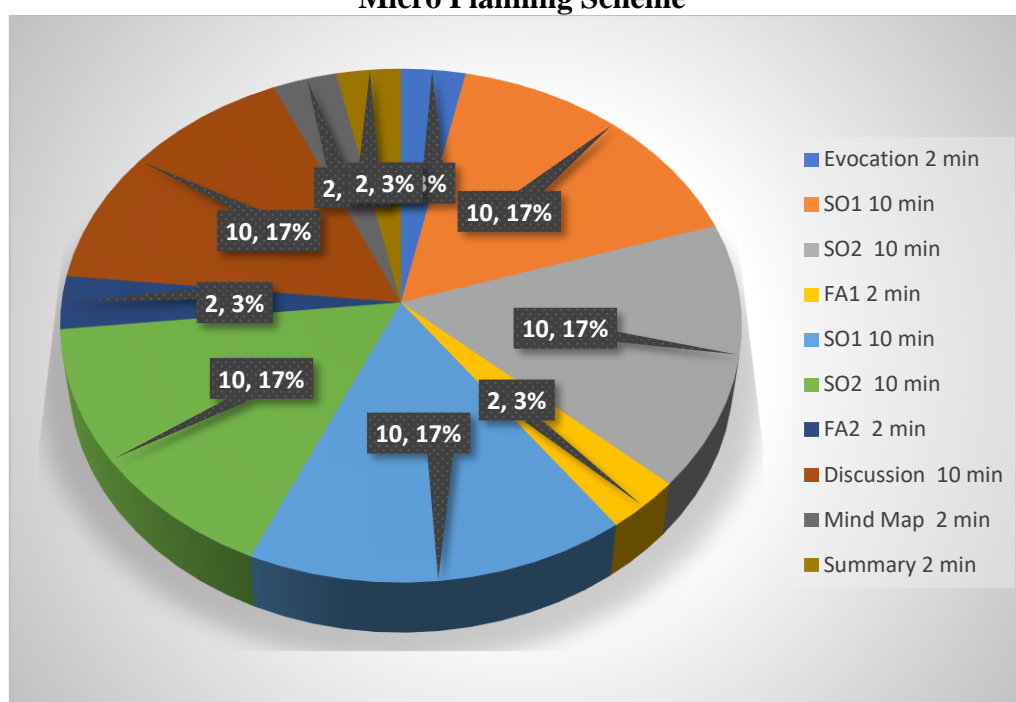
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	IV
<b>Course Title</b>	Dravidian movement
<b>Course Code</b>	21PHIC43
<b>Hours</b>	4
<b>Total Hours</b>	60
<b>Credits</b>	3
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit I& Robert de Nobili
<b>Name of the Faculty</b>	S.M.Rojapoo
<b>T-L tools</b>	Mind Maps, Flow chart Video,

**Pre-requisite Knowledge:** Basic concepts of regionalism and the term Dravidian.

Micro – Planning : 60 Minutes

### Micro Planning Scheme



#### 115. Topics for learning through Evocation:

Briefly introduce the contribution of Robert de Nobili. Ask the students to share their known local history.

#### 116. Topic Introduction

##### 2.1 General Objectives:

- To update the recent trends in regionalism.
- To highlight the contribution of European scholars.

##### 2.2 Specific Outcomes:

- To appreciate the richness of Tamil culture.
- Develop the legacy of European scholars

First Phase

SO1 (10 minutes): Explain the measures taken by Robert de Nobili to spread christianity.

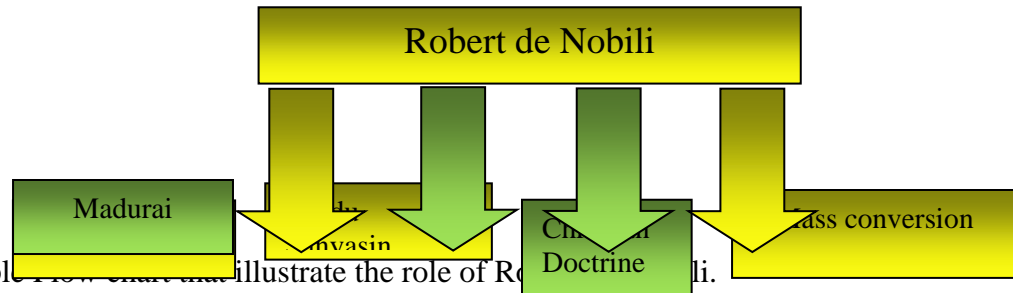
SO2 (10 minutes): Introduce the arrival of Robert de Nobili

Second Phase

SO1 (10minutes): Analyse the different modes for the spread of christianity.

SO2 (10 minutes): Explore the linguistic legacy of Robert de Nobili .

Flow Chart



Create a simple flow chart and illustrate the role of Robert de Nobili.

Summary (2 minutes)

Summarize the topic emphasizing the career of Robert de Nobili.

2.3: Taxonomy

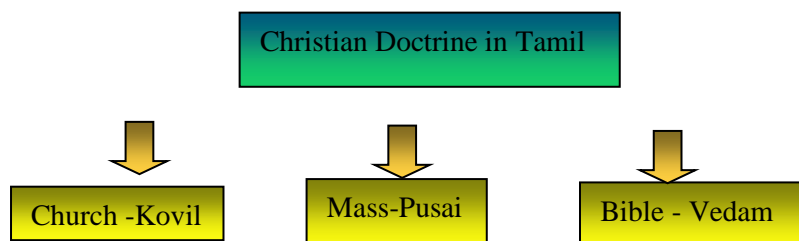
Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
UUU. Factual Knowledge	1					
VVV. Conceptual knowledge		2		4		
WWW. Procedural Knowledge						
XXX. Meta Cognitive Knowledge						

### 2.39 Key Words:

Robert de Nobili  
Linguism  
Tamil  
Culture

### 2.40 Key Diagrams (if any)

**Mind Map (Christian Doctrine in Tamil)**





### PowerPoint Presentation

[https://docs.google.com/presentation/d/1rjWlflqJLxYtq\\_wG3rmC1c04RLjq21Ha-fa6muMQeI/edit?usp=drivesdk](https://docs.google.com/presentation/d/1rjWlflqJLxYtq_wG3rmC1c04RLjq21Ha-fa6muMQeI/edit?usp=drivesdk)

### Video Sample

<https://youtu.be/lRkMdnUe5hs?si=P0dWuVaxUnDJUBVb>

#### 117. Discussion:

Engage the students in a discussion on Robert de Nobili.  
How does the Nobili spread christianity?  
What can we learn from the linguistic contribution?

#### 118. Mind Map

##### 5.Summary:

Robert de Nobili was a Jesuit of noble birth who accommodated to the existing Indian social order. He learnt Tamil and Sanskrit and lived the life of a sādhu He was intelligent, zealous, and a Jesuit. He was born in 1577CE of noble Italian parents He arrived in India in 1606 CE. He made the strategic decision of settling in Madura, an influential center of Hinduism He was one of the greatest among the members of Society of Jesus He led a simple life and sacrificed for Christianity religion He faced many problems and humiliation But he was successful in his mission of conversion of religion

#### 119. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)  
Ask students to explain the term Hindu Sanyasi.  
Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Robert de Nobili

#### 120. FAQ's: MCQ's/ Descriptive questions.


29. Examine the importance of Linguism.
30. Analyse the significance of the role of Robert de Nobili.

#### 8. References

1. Hardgrave. L.Robert. The Dravidian Movement Bombay. Bombay Popular Prakasham, 1965.
2. Irschick. Eugene. Politics and Social Conflicts in South India. Los Angels: University of California Press, 1969.
3. Saraswathi. S. Towards Self-Respect: Periyar Eve on a New World. Madras: Institute of South Asian Studies,1994.
4. Rajayyan. K. A Real History of Tamil Nadu, Trivandrum: Ratna Publication,2005.

#### 9.Verified by Subject Expert:

  
Course In-charge

  
Approved by HoD.

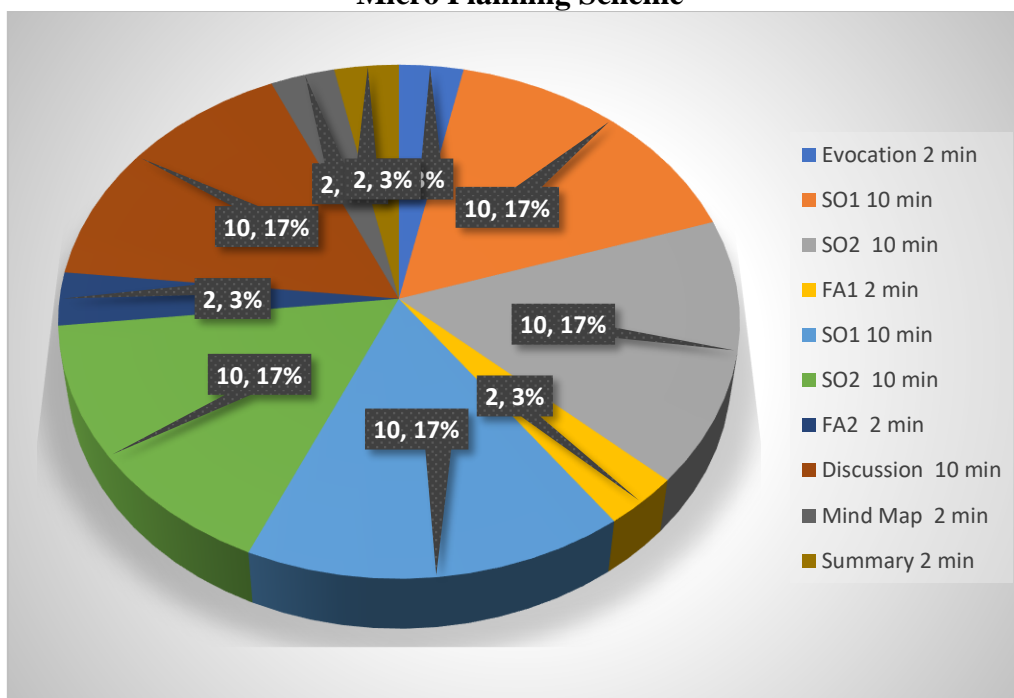
### Lesson Plan

<b>Programme</b>	M.A. History
<b>Semester</b>	IV
<b>Course Title</b>	History of USA from 1865 to 2020 C.E.
<b>Course Code</b>	21PHIC42
<b>Hours</b>	6
<b>Total Hours</b>	90
<b>Credits</b>	4
<b>Max Marks</b>	
<b>Unit &amp; Title</b>	Unit III & USA and First World War
<b>Name of the Faculty</b>	Keerthana Santhosh
<b>T-L tools</b>	Mind Maps, Flow chart, PPT, Video

**Pre-requisite Knowledge :** Basic understanding of World History and USA's History and its history till the starting of First World War.

Micro – Planning : 60 Minutes

#### Micro Planning Scheme



#### 121. Topics for learning through Evocation:

Start by asking a simple question: "How do you think a country prepares for and engages in a global conflict like a world war?" Encourage students to respond briefly. Then introduce the USA's involvement in World War I, highlighting its role as a major turning point in global politics and the rise of the USA as a world power.

## 122.Topic Introduction

### 2.1 General Objectives:

- To understand the reasons behind the USA's involvement in World War I.
- To learn about the political, economic, and military aspects of the USA during the war.

### 2.2 Specific Outcomes:

- To recognize the major causes of World War I and how the USA was drawn into the conflict.
- To analyze the role of the USA in the Allied victory and its contributions to the war effort.
- To evaluate the impact of the war on American society and its post-war policies.

### First Phase

**SO1** (10 minutes): Discuss the major causes of World War I, including militarism, alliances, imperialism, and nationalism. Explain how the assassination of Archduke Franz Ferdinand triggered the conflict, and how the USA initially pursued a policy of neutrality.

**SO2** (10 minutes): Introduce the factors that led the USA to enter the war in 1917, including the Zimmermann Telegram, unrestricted submarine warfare, and the economic ties to the Allied powers. Briefly discuss President Woodrow Wilson's decision to declare war and his vision for a post-war world based on the principles of democracy and self-determination.

### Second Phase

**SO1** (10 minutes): Analyze the contributions of the USA to the war effort, focusing on its military involvement, economic support, and diplomatic influence. Discuss how the USA's entry helped tip the balance in favor of the Allies, particularly through the involvement of American troops in key battles.

**SO2** (10 minutes): Explore the consequences of the war for the USA, including the social, economic, and political changes. Discuss the impact of World War I on American foreign policy, including the rejection of the League of Nations and the return to isolationism.

### Mind Map (2 minutes)

Create a simple mind map that illustrate the entry of USA into First World War.

### Summary (2 minutes)

Summarize the topic emphasizing the significance of First World War in the world history and its impact in USA.

### 2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
YYY. Factual Knowledge	1	2		4	5	
ZZZ. Conceptual knowledge		2		4	5	
AAAA. Procedural Knowledge						
BBBB. Meta Cognitive Knowledge						

## 2.41 Key Words:

- ☐ Neutrality
- ☐ Zimmermann Telegram
- ☐ Allied Powers
- ☐ President Woodrow Wilson
- ☐ League of Nations

## 2.42 Key Diagrams (if any)

### Flow Chart (Causes for USA's Entry into World War I)



### PowerPoint Presentation

[https://docs.google.com/presentation/d/1858ghAxQmPGXJ\\_jisfvPvykd1M7EfQktybeLzPPo2R4/edit?usp=sharing](https://docs.google.com/presentation/d/1858ghAxQmPGXJ_jisfvPvykd1M7EfQktybeLzPPo2R4/edit?usp=sharing)

### Picture Book

[https://docs.google.com/document/d/1PsZ5Qx0XUDpMKXSxJWzS75kzbsHsYrku/edit?usp=drive\\_link&oid=107798506748254077177&rtpof=true&sd=true](https://docs.google.com/document/d/1PsZ5Qx0XUDpMKXSxJWzS75kzbsHsYrku/edit?usp=drive_link&oid=107798506748254077177&rtpof=true&sd=true)

### Video Sample

<https://youtu.be/9DIDQojjaF0?si=hKr8nW7VB-5ZNJCG>

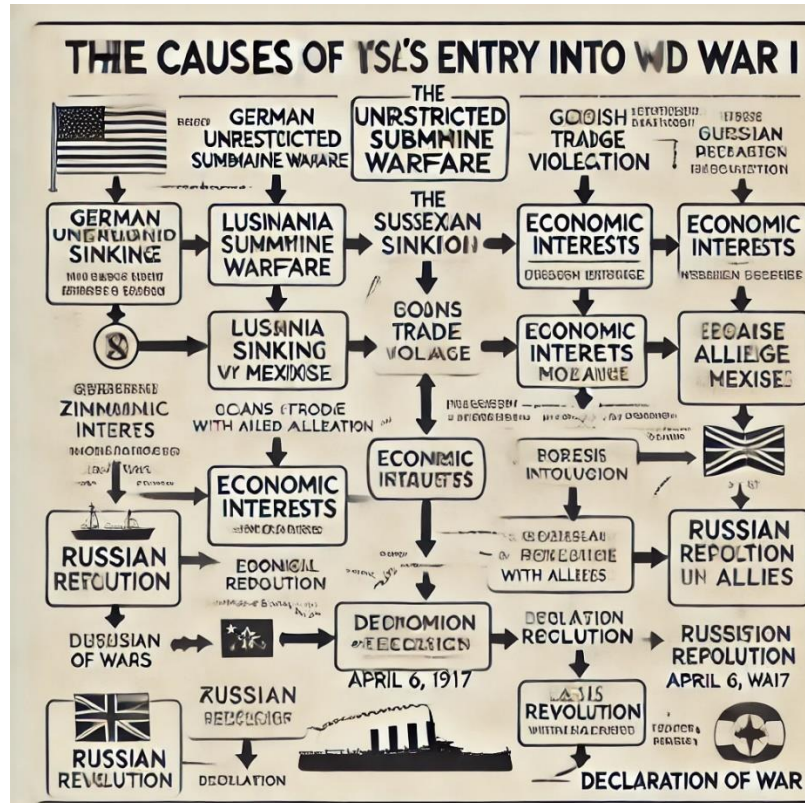
## 123. Discussion:

Engage students in a conversation about the reasons behind the USA's entry into World War I and its influence on global events. Key discussion questions include:

- What were the main reasons for the USA's shift from neutrality to active involvement in World War I?
- How did the USA's entry into the war influence the outcome for the Allies?

- What were the social and political impacts of World War I on the USA?

#### 124. Mind Map



#### 125. Summary :

The USA's entry into World War I marked a turning point in the conflict, tipping the balance in favor of the Allied powers. The war's aftermath shaped the USA's role in world politics and led to significant changes in its domestic policies. Although the USA played a key role in the Allied victory, it retreated from internationalism after the war, returning to a policy of isolationism.

#### 126. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. What factors led to the USA's decision to join World War I in 1917?
2. Discuss the impact of World War I on American society and its foreign policy.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions:

1. What was the Zimmermann Telegram?
2. How did President Woodrow Wilson contribute to the war effort?

**127. FAQ's: MCQ's/ Descriptive questions.**

1. Who was the President of the United States during World War I?  
a) Theodore Roosevelt b) Franklin D. Roosevelt c) Woodrow Wilson d) Herbert Hoover
2. Analyze the impact of the USA's entry into World War I on the final outcome of the conflict.
3. Discuss the social and political consequences of World War I for the USA, particularly its foreign policy decisions in the years following the war.

**8. References**

- **Kennedy, David M.** *The American Pageant*. Boston: Cengage Learning, 2013.
- **Tuchman, Barbara W.** *The Guns of August*. New York: Macmillan, 1962.
- **Zinn, Howard.** *A People's History of the United States*. New York: HarperCollins, 2005.
- **Linderman, Gerald F.** *The World War I Companion*. New York: The New Press, 2007.
- **Stamps, Charles S.** *The United States and the First World War*. Chicago: University of Chicago Press, 2003.

**9.Verified by Subject Expert:**



**Course In-charge**



**Approved by HoD**