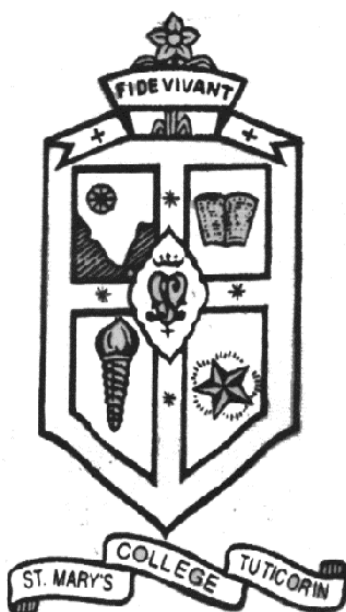


ST. MARY'S COLLEGE (AUTONOMOUS)

(Re-accredited with 'A+' Grade by NAAC)

Thoothukudi-628001, Tamil Nadu

(Affiliated to Manonmaniam Sundaranar University)



Lesson Plan for UG 2021 - 2024

DEPARTMENT OF HISTORY

Department of History
Course Structure (w.e.f. 2021)
Semester –I

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA11	நிதர்சனம் - 1, தமிழ், வரலாற்று, பொது அறிவு, நவீன இலக்கியம், கவிதை, நாடகம், திரைப்படம், தொலைக்காட்சி, இணையம்	6	3	40	60	100
	French	21ULFA11	Introductory French Course					
II	General English	21UGEN11	Poetry, Prose, Extensive Reading and Communicative English-I	6	3	40	60	100
III	Core I	21UHIC11	History of India upto 647 C.E	5	4	40	60	100
	Core II	21UHIC12	Religions in India	5	4	40	60	100
	Allied I	21UHIA11	General Economics I	4	4	40	60	100
IV	Skill Enhancement Course – I	21UHIPE1	Professional English for History	2	2	20	30	50
	Ability Enhancement Course - I	21UAVE11	Value Education	2	2	20	30	50
Total				30	22			

Semester II

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA21	nghJĴ;jkpo Ĵhs 2 rka ,yf;fpaq;fSk ePĴp ,yf;fpaq;fSk (nra;As;> ,yf;fzk> ,yf;fpa tuyhW> ciueĴL tho;f;if tuyhW)	6	3	40	60	100
	French	21ULFA21	Intermediate French Course					
II	General English	21UGEN21	Poetry, Prose, Extensive Reading and Communicative English –II	6	3	40	60	100
III	Core III	21UHIC21	History of India from 647 C.E to 1526 C.E	5	4	40	60	100
	Core IV	21UHIC22	Monuments in India	5	4	40	60	100
	Allied II	21UHIA21	General Economics II	4	4	40	60	100
IV	Skill Enhancement Course - II	21UHIPE2	Professional English for History	2	2	20	30	50
	Ability Enhancement Course - II	21UAEV21	Environmental Studies	2	2	20	30	50
Total				30	22			

Semester III

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA31	nghJj;jkpo jhs 3 : fhg;gpaq;fSk rpw;wpyf;fpaq;fSk (nra;As) ,yf;fzk ,yf;fpa tuyhW> C iue iL Gjpdk;)	6	4	40	60	100
	French	21ULFA31	Advanced French Language					
II	General English	21UGEN31	Poetry, Prose, Extensive Reading and Communicative English-III	6	4	40	60	100
III	Core V	21UHIC31	History of India from 1526 C.E – 1707 C.E	6	6	40	60	100
	Allied III	21UHIA31	Indus Valley Civilisation	4	4	40	60	100
	Core SB	21UHIS31	Archives and Museums	4	4	40	60	100
	NME I	21UHN31	Freedom Movement in India	2	2	20	30	50
IV	Ability Enhancement Course III	21UAWS31	Women's Synergy	2	2	20	30	50
	Self Study/ MOOC / Internship (Compulsory)	21UHISS1	Development of Tourism Department in India with special reference to Tamil Nadu		2		50	50
Total				30	28			

Semester IV

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA41	Tamil Language and Literature	6	4	40	60	100
	French	21ULFA41	French Course and Literature					
II	General English	21UGEN41	Poetry, Prose, Extensive Reading and Communicative English- IV	6	4	40	60	100
III	Core VI	21UHIC41	History of India from 1707 to 1858 C.E	6	6	40	60	100
	Allied IV	21UHIA41	Socio-Religious Reform Movements in India	4	4	40	60	100
	Core SB	21UHS41	Introduction to Archaeology	4	4	40	60	100
	NME II	21UHN41	Constitution of India	2	2	20	30	50
IV	Ability Enhancement Course	21UAYM41	Yoga & Meditation	2	2	20	30	50
	Self Study / Online course / Internship (Optional)	21UHISS2	Modern Tourism		+2		50	50
V	NCC,NSS & SPORTS				1			
	Extension Activities/ CDP				+1			
Total				30	27+3			

Semester V

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
III	Core VII (Common Core)	21ULCC51	Women Empowerment in India	6	3	40	60	100
	Core VIII	21UHIC51	History of India from 1858 C.E – 1947 C.E	6	4	40	60	100
	Core IX	21UHIC52	History of Tamil Nadu up to 1336 C.E	6	4	40	60	100
	Core X	21UHIC53	History of Europe from 1453 C.E to 1789 C.E	5	4	40	60	100
	Core Elective	21UHIE51/ 21UHIE52	A. History of Thoothukudi B. Understanding Heritage	5	4	40	60	100
IV	Common Skill Based Course	21UCSB51	Computers for Digital Era and Soft Skills	2	2	20	30	50
	Self Study/ Online course / Internship (Optional)	21UHISS3	Beach Tourism		+2		50	50
Total				30	21+2			

Semester VI

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Mar		
						CIA	ESE	Total
III	Core XI	21UHIC61	History of Contemporary India from 1947 C.E to till date	6	4	40	60	100
	Core XII	21UHIC62	History of Tamil Nadu from 1336 C.E -2000 C.E	6	4	40	60	100
	Core XIII	21UHIC63	History of Europe from 1789 C.E to 2000 C.E	6	4	40	60	100
	Core XIV	21UHIC64	Historiography	6	4	40	60	100
IV	Core XX / Project	21UHII65/ 21UHIP61	Constitution of India / Project	6	4	40	60	100
Total				30	20			

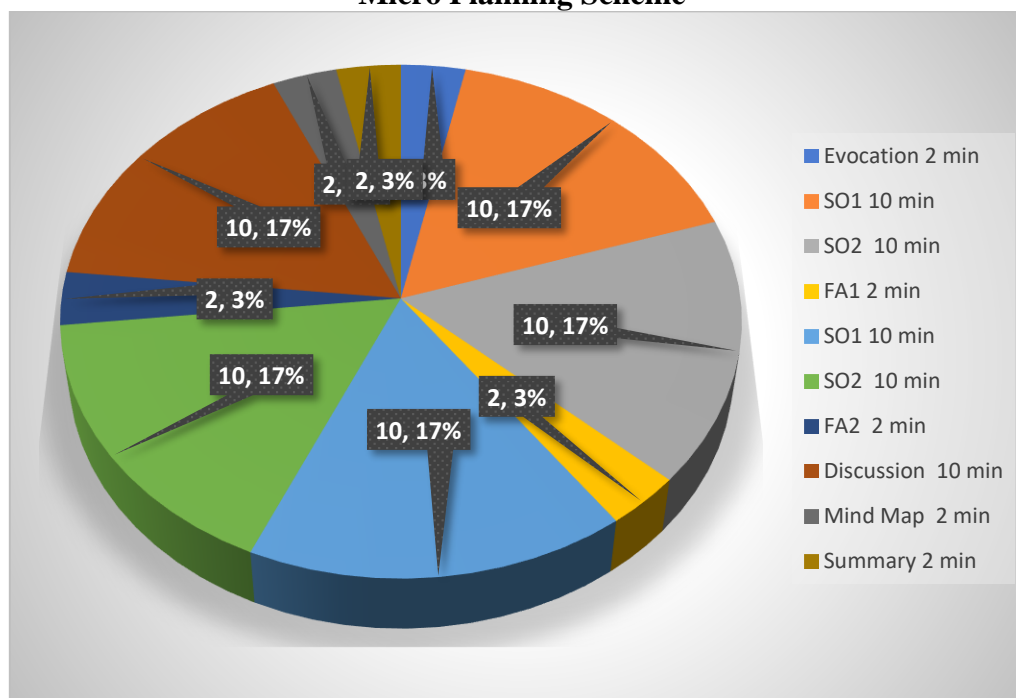
Lesson Plan

Programme	B.A. History
Semester	I
Course Title	History of India up to 647CE
Course Code	21UHIC11
Hours	5
Total Hours	75
Credits	4
Max Marks	
Unit &Title	Unit I & Survey of Sources
Name of the Faculty	Dr. F. Maria Jenifer Thaya
T-L tools	Mind Maps, Flow chat Video

Pre-requisite Knowledge : Basic understanding and role of literary, epigraphy, archaeology and travelogues in reconstruction of History.

Micro – Planning : 60 Minutes

Micro Planning Scheme



1. Topics for learning through Evocation:

Briefly introduce the role of literary works, inscriptional and archaeological evidences and Foreign accounts. Ask the students to share their favourite literary works and their specific role in the reconstruction of History.

2. Topic Introduction

2.1 General Objectives:

- To update the History of Ancient India.
- To highlight the survey of different sources of Indian History.

2.2 Specific Outcomes:

- To widen the knowledge of Ancient Indian History.
- Develop and analyse the veracity of various sources

First Phase

SO1 (10 minutes): Explain the various sources of Ancient Indian History. Highlight the role of sources in filling the gaps in History.

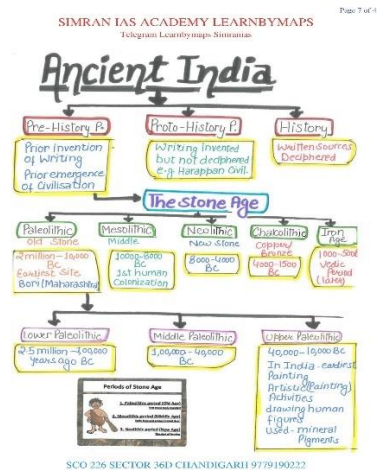
SO2 (10 minutes): Introduce the kinds of sources and the basic concepts in the survey of Sources.

Second Phase

SO1 (10 minutes): Analyse the various sources and their role in the past and present History.

SO2 (10 minutes): Explore the authenticity of sources in the light of History.

Mind Map



Create a simple mind map that illustrate the various sources of Ancient Indian History.

Summary (2 minutes)

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

2.3: Taxonomy

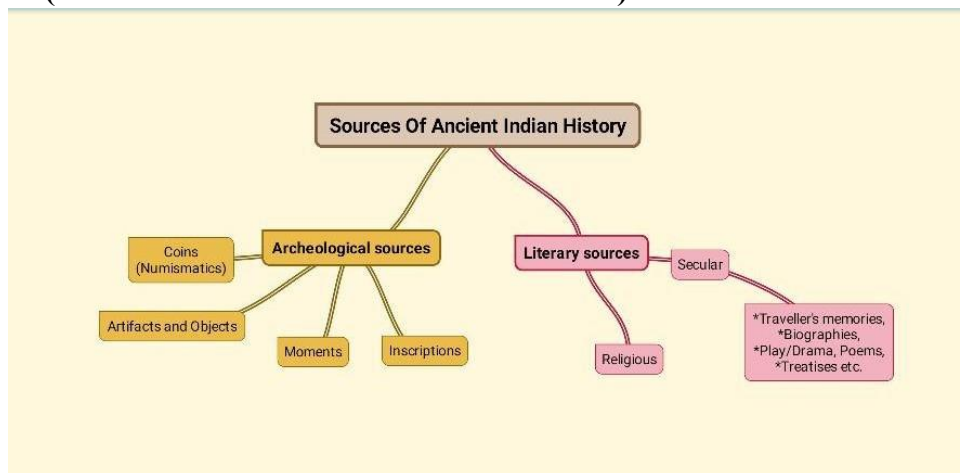
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1					
B. Conceptual knowledge		2		4		
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

2.4 Key Words:

Sources
History
Archaeology
Epigraphy

2.5 Key Diagrams (if any)

Flow Chart (borrowed features of Indian Constitution)



PowerPoint Presentation

https://docs.google.com/presentation/d/1a5DCRIDZtpVZehd4bhCwGixG68YL_SH2/edit?usp=sharing&ouid=104408535894195909185&rtpof=true&sd=true

Video Sample

[https://drive.google.com/file/d/1LgFKpU2n3d2S737wNmePxTbUYkqnz4gV/view?usp=drive link](https://drive.google.com/file/d/1LgFKpU2n3d2S737wNmePxTbUYkqnz4gV/view?usp=drive_link)

3. Discussion:

Engage the students in a discussion about the Survey of Sources.
How does the sources help in the reconstruction of History?
What can we learn from the foreign traveller s account?

4. Mind Map



5. Summary :

- The sources of History are broadly divided into two categories Archaeological Sources and Literary Sources. The Archaeological Sources are further divided into Monuments , Inscriptions , Coins and Artifacts and Literary Sources further divided into Religious , Secular and Foreign Accounts. Inscriptions are the most important part of archaeological sources. They can be considered as the most authentic and reliable source. Monuments are one of the most important elements of archaeological sources. The study of these monuments not only helps us to interpret about the technical skills, living standard, economic condition of the time but also help us to know about the architectural style of the time. The literary texts helps to derive out the

information about the origin of Aryans, their political structure, their society, economic activities, religious perspectives and cultural achievement.

6. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the social condition of India in the light of Foreign accounts.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Sources of Ancient India

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

1. Examine the significance of Literary works as the mirror of the society
2. Analyse the legacy of archaeological evidences in the reconstruction of Pre-historic period.

8. References

1. Majumdar, R.C. *Advanced History of India*. London : Macmillan Company Ltd. , 1958.
2. Rao, Hanumantha, B. and Rao, Basaveswara K. *Indian History and Culture*. Guntur : Sri Vignana Manjusha, 1973.
3. Sathianathaier, R. *History of India. Vol. I*, Madras : S. Viswanathan (Printers and Pulishers), 1998.
4. Rajkumar. *Social and Cultural History of Ancient India*. New Delhi : Sumit Enterprises, 2007.

9. Verified by Subject Expert:



Course In-charge



Approved by HoD.

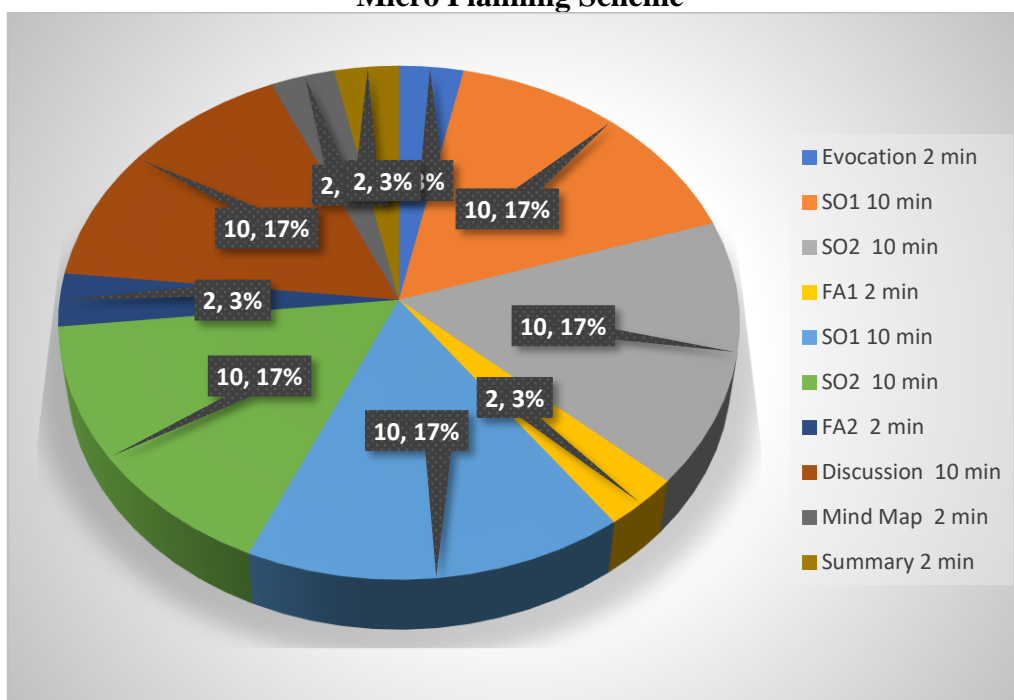
Lesson Plan

Programme	B.A. History
Semester	I
Course Title	Religions in India
Course Code	21UHIC12
Hours	5
Total Hours	75
Credits	4
Max Marks	
Unit & Title	Unit II & Genesis of Hinduism
Name of the Faculty	S.M.Rojapoo
T-L tools	Mind Maps, Flow chart Video

Pre-requisite Knowledge : Basic understanding of basic concepts in Hinduism.

Micro – Planning : 60 Minutes

Micro Planning Scheme



8. Topics for learning through Evocation:

Briefly introduce the religious concepts in Hinduism. Ask the students to share their known religious concepts of their own.

9. Topic Introduction

2.1 General Objectives:

- To update the History of Religions in India.
- To highlight the features of Hinduism.

2.2 Specific Outcomes:

- To widen the knowledge of Religions in India.
- Develop and analyse the significance of Religions

First Phase

SO1 (10 minutes): Explain the various religions in India. Highlight the role of religions in shaping the solidarity of the nation.

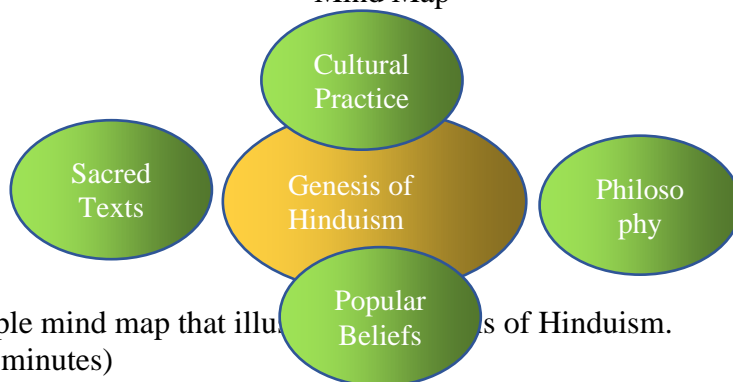
SO2 (10 minutes): Introduce the basic concepts in religions.

Second Phase

SO1 (10 minutes): Analyse the various religions and their role in the past and present History.

SO2 (10 minutes): Explore the legacy of Hinduism.

Mind Map



Create a simple mind map that illustrates the various aspects of Hinduism.

Summary (2 minutes)

Summarize the topic emphasizing the basic features of Hinduism.

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:

Religions

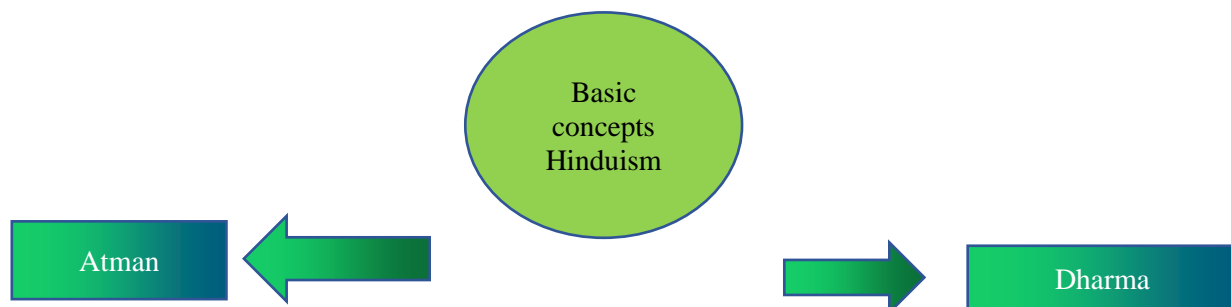
History

Basic Concepts

Law of Karma

2.7 Key Diagrams (if any)

Flow Chart (basic concepts in Hinduism)





PowerPoint Presentation

https://docs.google.com/presentation/d/1EGuahm9EVRKm5b2dfoMxH8syB87_Ox-5/edit?usp=sharing&oid=104408535894195909185&rtpof=true&sd=true

Picture book Sample

https://www.google.co.in/books/edition/Photos_of_the_Gods/8hhXq7hgzSwC?hl=en&gbpv=1&dq=india%20religion%20picture%20%20book&pg=PT7&printsec=frontcover

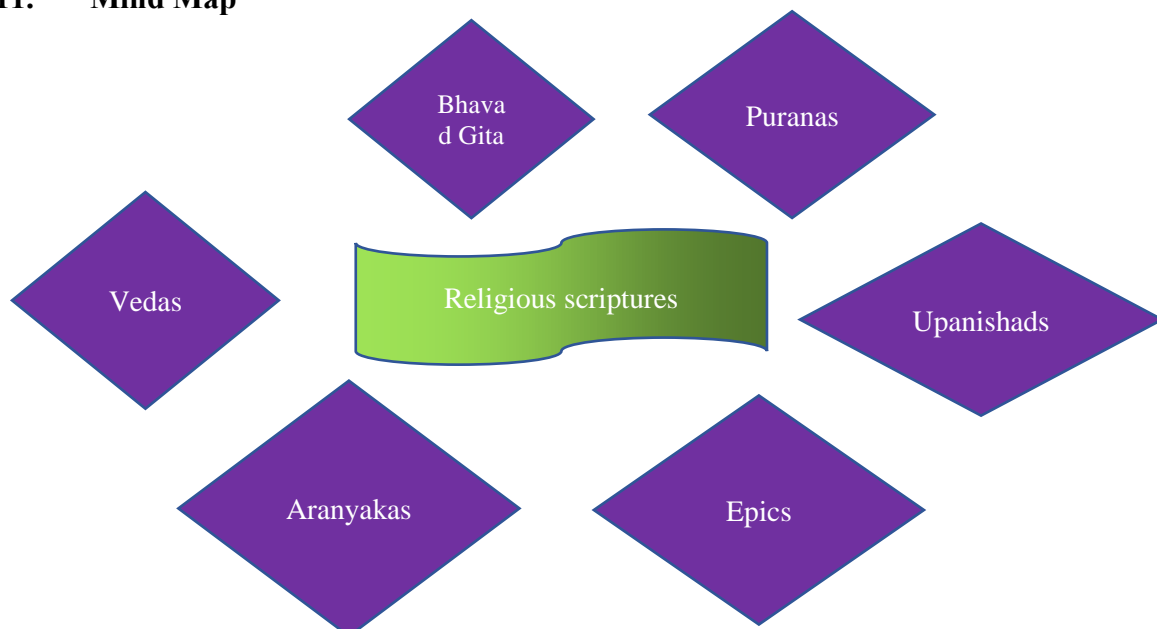
Video Sample

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

10. Discussion:

Engage the students in a discussion about the features of Hinduism.
How does the religion help in the shaping the character of an individual?
What can we learn from the religions?

11. Mind Map



12. Summary :

- Religions in India played a vital role in shaping the solidarity of the nation. India is a secular state and all religions are treated equally. Monotheistic and polytheistic religions enhance the communal harmony. Though the basic concepts differ all religions preaches the same ethical

and moral standards universally. The basic concepts of Hinduism are Dharma, Karma and Moksha (salvation). Bhavad Gita is regarded as the Holy book of Hinduism. Law of Karma is what we give and what we get.

13. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the basic concepts of Hinduism.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Hinduism.

14. FAQ's: MCQ's/ Descriptive questions.

3. Examine the significance of religious scriptures of Hinduism.

4. Analyse the contribution of Hinduism to the world.

8. References

1. Jagdish Saran Sharma. Encyclopaedia Indica. New Delhi : S. Chand & Company Ltd., 1975.

2. Duggal, K, S. The Sikh Gurus. New Delhi : Vikas Publishing House Pvt Ltd., 1980.

3. Joseph Davey Cunningham. A History of the Sikhs. New Delhi : S. Chand & Co (Pvt.) Ltd., 1972.

4. Colebrooke, H, T. Essays on History Literature and Religions of Ancient India. New Delhi : Cosmo Publications, 1977.

5. Prabhakar Machwe. Hinduism – Its Contribution to Science and Civilisation. New Delhi : Vikas Publishing House Pvt. Ltd., 1979.

9. Verified by Subject Expert:



Course In-charge



Approved by HoD.

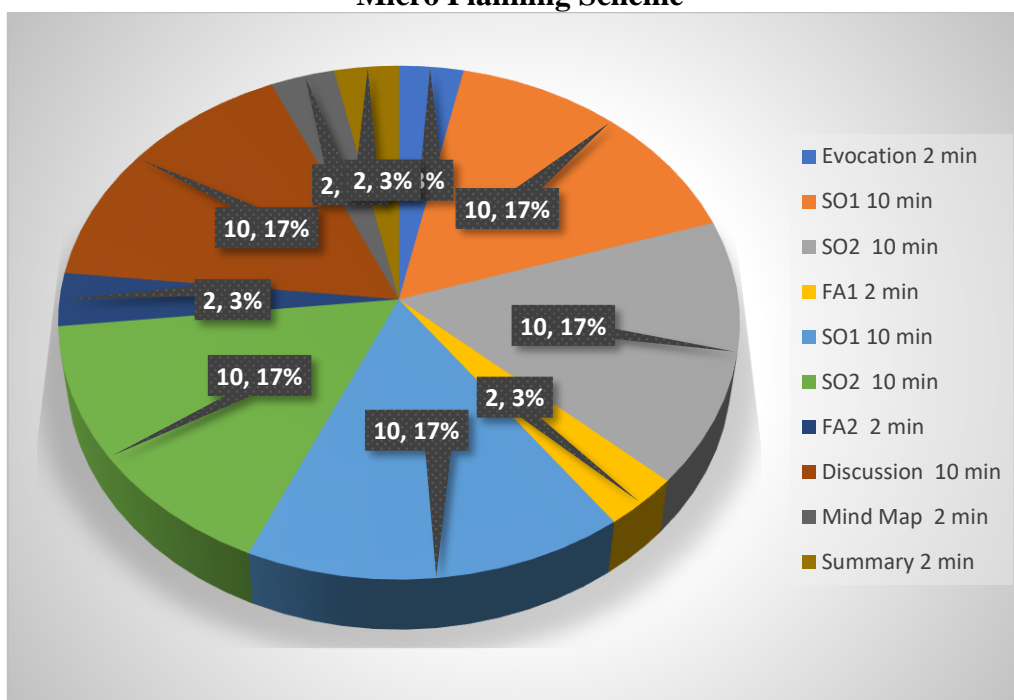
Lesson Plan

Programme	B.A. History
Semester	I
Course Title	Professional English for History
Course Code	21UHIPE1
Hours	2
Total Hours	30
Credits	2
Max Marks	
Unit & Title	Unit IV & Conversation on Historical Documents
Name of the Faculty	Keerthana Santhosh
T-L tools	Mind Maps, Flow chart, PPT, Video, Picture Book

Pre-requisite Knowledge : Basic understanding of Historical Monuments and basic understanding of conversations.

Micro – Planning : 60 Minutes

Micro Planning Scheme



15. Topics for learning through Evocation:

Start by asking students:

"If you were guiding a tourist around a famous historical monument, how would you describe it?"

Encourage students to respond in English using their current vocabulary.

Then, introduce the importance of communication skills when discussing history, including:

- Clarity in speaking
- Using descriptive language
- Engaging storytelling techniques

16. Topic Introduction

2.1 General Objectives:

- To develop English-speaking skills for discussing historical monuments.
- To improve vocabulary and sentence structure related to history and architecture.
- To practice formal and informal communication in a historical context.

2.2 Specific Outcomes:

- Use appropriate historical and architectural vocabulary in conversations.
- Develop confidence in speaking English fluently when discussing history.
- Engage in role-play activities to simulate real-life conversations about monuments.

First Phase

SO1 (10 minutes): Discuss the important Vocabulary and Phrases for Describing Monuments.

- Essential vocabulary:
 - *Heritage, architecture, restoration, excavation, preservation, landmark, dynasty, inscription.*
- Descriptive phrases:
 - "This monument was built in the year..."
 - "One of its unique features is..."
 - "It is a symbol of..."
- Practice exercise:
 - Students form short sentences using the given vocabulary.

SO2 (10 minutes): Analyse the Common Conversational Scenarios

- Formal conversation (e.g., a tour guide explaining to a visitor)
- Informal conversation (e.g., discussing a monument with a friend)
- Listening & speaking practice:
 - Play an audio clip of a guided tour and ask students to identify key information.

Second Phase

SO1 (10 minutes): Discuss Role-Playing Exercise

- Activity: Pair students as a tour guide and a tourist.
- Each pair chooses a monument and practices a guided tour conversation.
- Example dialogue:
 - *Tourist:* "Could you tell me about the history of this place?"
 - *Guide:* "Certainly! The Taj Mahal was built in 1632 by Emperor Shah Jahan in memory of his wife Mumtaz Mahal. It is an example of Mughal architecture."

SO2 (10 minutes): Analyse Group Discussion & Storytelling

- Discussion questions:
 - *"How would you describe the architecture of the Taj Mahal?"*
 - *"Why do people visit historical monuments?"*
- Storytelling practice:
 - Students share a brief historical story about a monument.
 - Focus on clear pronunciation and engaging speech.

Mind Map (2 minutes)

Create a mind map illustrating:

- Monument's name → History → Architecture → Cultural significance → Tourist appeal.

Summary (2 minutes)

- ☐ Importance of English fluency in historical conversations.
- ☐ Using correct vocabulary and storytelling skills to describe monuments effectively.
- ☐ Role of confidence and clarity in communication.

2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
I. Factual Knowledge	1	2		4	5	
J. Conceptual knowledge		2	3	4	5	
K. Procedural Knowledge			3			6
L. Meta Cognitive Knowledge						

2.8 Key Words:

- Heritage
- Architecture
- Conservation
- Landmark
- Dynasty
- UNESCO
- Excavation
- restoration

2.9 Key Diagrams (if any)

PowerPoint Presentation

<https://docs.google.com/presentation/d/1FzHkVWJduQMOl9rpWJrN87RKXkbRgpiB-UmMYyWnk5A/edit>

Picture Book

<https://drive.google.com/drive/u/0/search?q=picture>

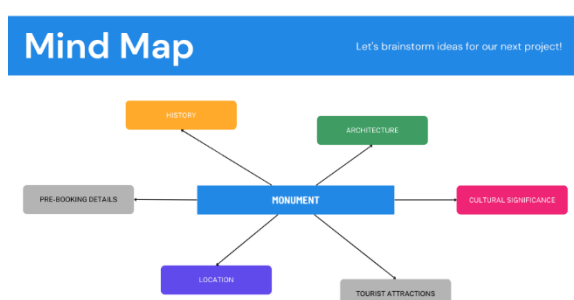
Video Sample

<https://youtu.be/lrggwrQpkIA>

17. Discussion:

Engage students in a conversation about the important historical monuments of India.

18. Mind Map



19. Summary :

- ☐ Listening: Identifying key details in conversations.
- ☐ Speaking: Practicing fluency and confidence in English.
- ☐ Pronunciation: Correct use of historical terms.
- ☐ Grammar: Constructing complete and meaningful sentences.

20. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. What are three key aspects to highlight when describing a historical monument?

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions:

1. *"What is the role of UNESCO in monument preservation?"*
2. *"What are some common architectural styles found in historical monuments?"*

FAQ's: MCQ's/ Descriptive questions.

1. Analyze the impact of conversation in understanding a monument.

3. Construct a conversation on any one historical monument.

8. References

- Fletcher, Banister. *A History of Architecture*. London: Butterworth-Heinemann, 1996.
- Stierlin, Henri. *Architecture of the World's Great Monuments*. London: Thames & Hudson, 1994.
- Hourani, Albert. *A History of the Arab Peoples*. Cambridge: Harvard University Press, 1991.
- UNESCO. *World Heritage Sites: A Complete Guide*. Paris: UNESCO Publishing, 2012.
- Nuttgens, Patrick. *The Story of Architecture*. London: Phaidon Press, 2006.

9. Verified by Subject Expert:

A blue ink signature, possibly reading 'S. K. Singh', written in a cursive style.

Course In-charge

A black ink signature, possibly reading 'Shubham', written in a cursive style.

Approved by HoD.

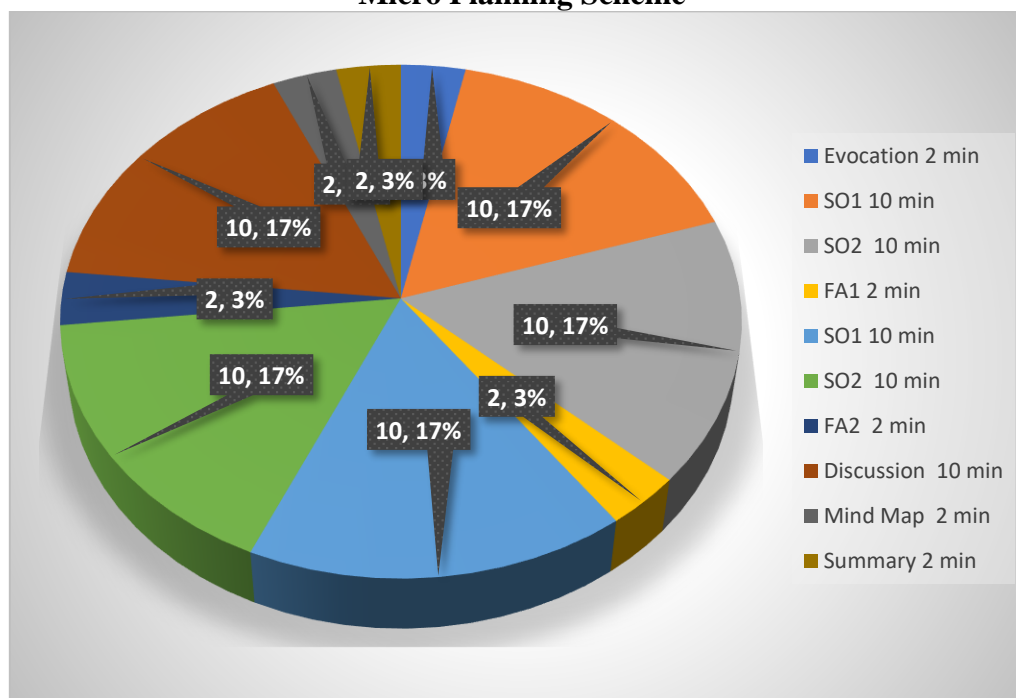
Lesson Plan

Programme	B.A. History
Semester	II
Course Title	History of India from 647 to 1526 C.E
Course Code	21UHIC21
Hours	5
Total Hours	75
Credits	4
Max Marks	
Unit &Title	Unit II , Traces of Arab Invasion
Name of the Faculty	Dr. F. Maria Jenifer Thaya
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge : Basic understanding of phases of Freedom Struggle in India and Independence of India.

Micro – Planning : 60 Minutes

Micro Planning Scheme



21. Topics for learning through Evocation:

Briefly introduce the India on the eve of Arab Invasion. Explain the political instability of India. Explain the causes and motivations behind the invasions.

22. Topic Introduction

2.1 General Objectives:

- Understand the historical context of the Arab Invasion.

- Analyze the impact of the invasion on political, social, and cultural structures.

2.2 Specific Outcomes:

- Explain the causes and motivations behind the invasions.
- Identify key events and regions affected by the Arab conquests.

First Phase

SO1 (10 minutes): Explain the Arab Invasions with special reference to the spread of Islam, culture, language, and governance.

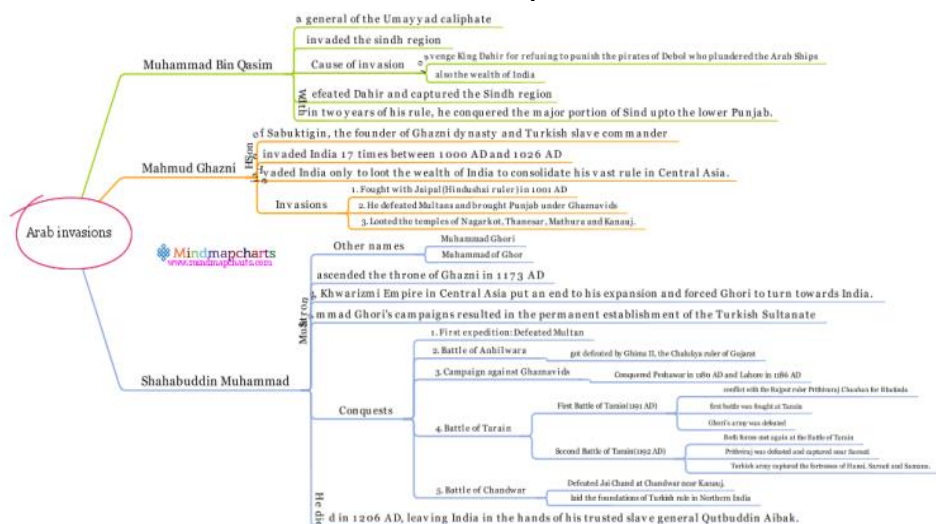
SO2 (10 minutes): Enumerate the invasion of Arabs and Islam and why they turned their attention on India.

Second Phase

SO1 (10 minutes): Analyse how the political disintegration of India help the Arab invaders to infiltrate into India.

SO2 (10 minutes): Trace out the immediate cause for the Arab Conquest and the impact in India.

Mind Map



Create a simple mind map that illustrate the phases of Arab Conquests in India.

Summary (2 minutes)

Summarize the topic emphasizing the impact of the Arab rule in Sind in Indian History.

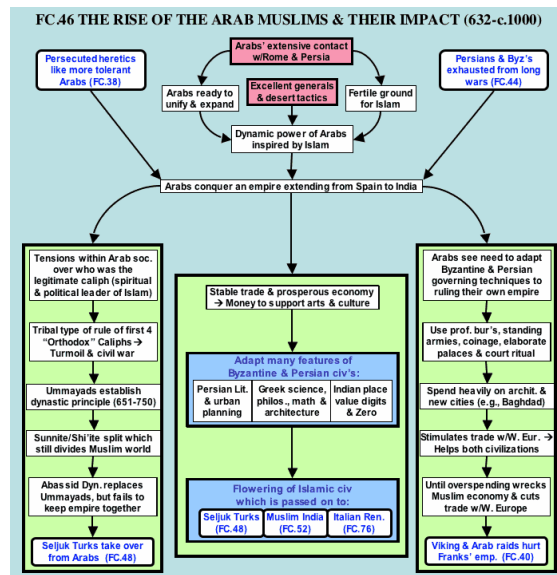
2.3: Taxonomy

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:

Islam
Dynasties
Rajput clans
Arbs
Dahir

2.11 Key Diagrams (if any) Flow Chat



PowerPoint Presentation

https://docs.google.com/presentation/d/1TxHCno8lgEy6t1DcNmJ6KlZEEr_s-AaX/edit?usp=drive_link&ouid=104408535894195909185&rtpof=true&sd=true

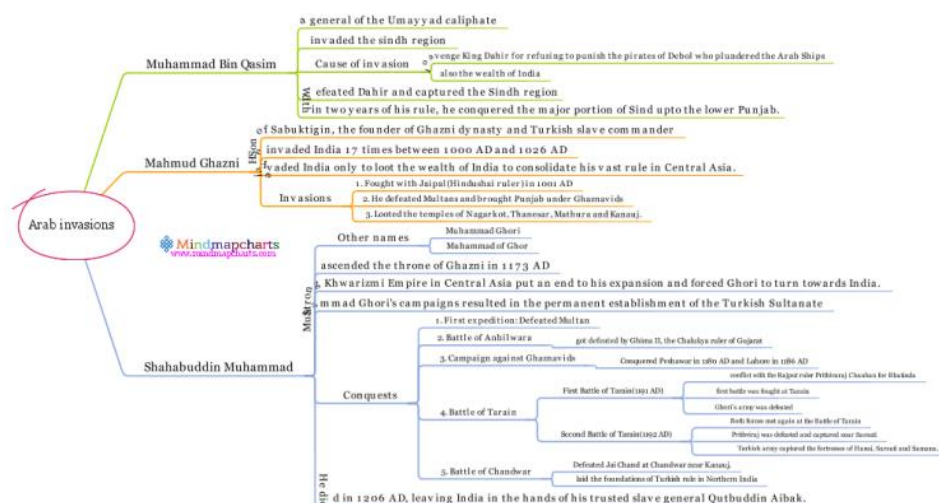
Video Sample

<https://youtu.be/UEqNJsbEOuc>

23. Discussion:

Why did Arabs invade Sind?. List out the Economic factors behind the Invasion.

Mind Map



24. Summary :

The Arab conquest of Sind was led by Muhammad bin Qasim. It was triggered by a pirate attack on Arab ships. It introduced the Islamic culture and administration and paved the way for the future Muslim invasions of India.

25. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students how did the Arab Conquest of Sind differ from later Muslim invasions?.

Formative Assessment 2 (FA2) (2 minutes)

How did Qasim's conquest shape Indian History?.

Short quiz or oral question on Arabs conquest of Sind.

26. FAQ's: MCQ's/ Descriptive questions.

5. Examine the causes and immediate causes of the Invasion.

6. Analyse the impact of Invasion on Indian Culture.

27. References

1. Majumdar R.C. An Advanced History of India. London : Macmillan Company Ltd., 1958.

2. Majumdar R.C. History and Culture of the Indian People. Vol. VI., London : Macmillan Company Ltd., 1957.

3. Rao, Hanumantha, B. and Rao, Basaveswara K. Indian History and Culture. Guntur : Sri Vignana Manjusha, 1973.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

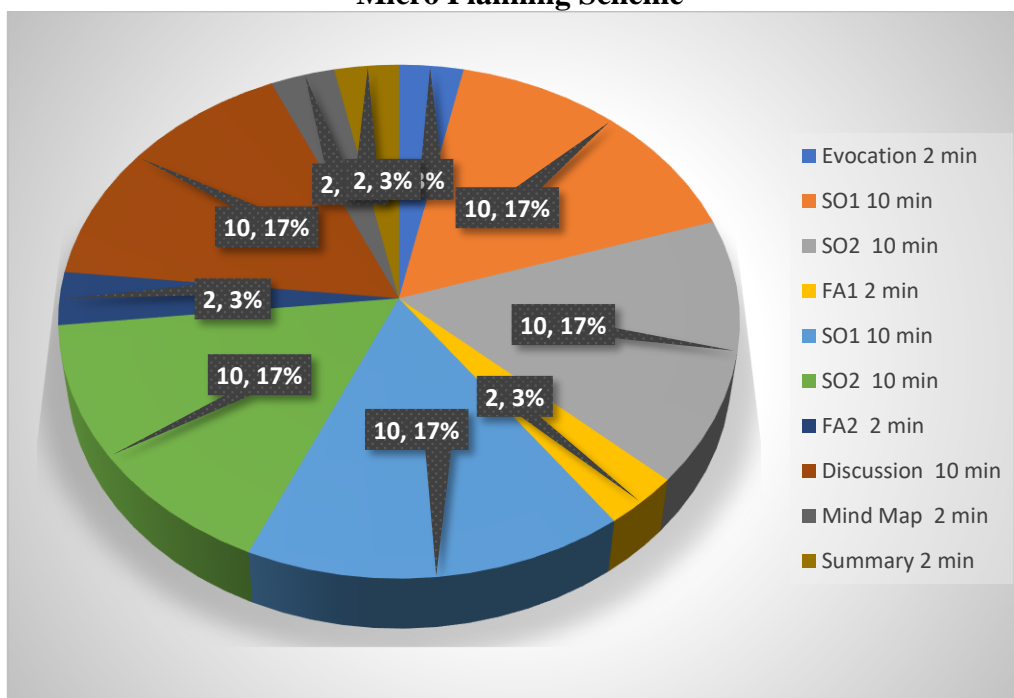
Lesson Plan

Programme	B.A. History
Semester	II
Course Title	Monuments in India
Course Code	21UHIC22
Hours	5
Total Hours	75
Credits	4
Max Marks	
Unit & Title	Unit III & Religious Monuments
Name of the Faculty	Ms. S.S Anuja
T-L tools	Mind Maps, Flow chat, Picture Image, PPT,

Pre-requisite Knowledge : Basic understanding of phases of different religious monuments in India

Micro – Planning : 60 Minutes

Micro Planning Scheme



28. Topics for learning through Evocation:

Briefly introduce the noble ideals of Monuments particularly focusing on the Religious Monuments. Ask the students to share their favourite pilgrim centres in India.

29. Topic Introduction

2.1 General Objectives:

- To familiarize the Religious Monuments with proper understanding of history.

- To know and respect our Religious Monuments and its heritage.

2.2 Specific Outcomes:

- To understand the importance of Religious Monuments
- To make a comparison of the different Religious Monuments

First Phase

SO1 (10 minutes): Explain the different types of religious monuments. Highlight the salient features of each religious monuments

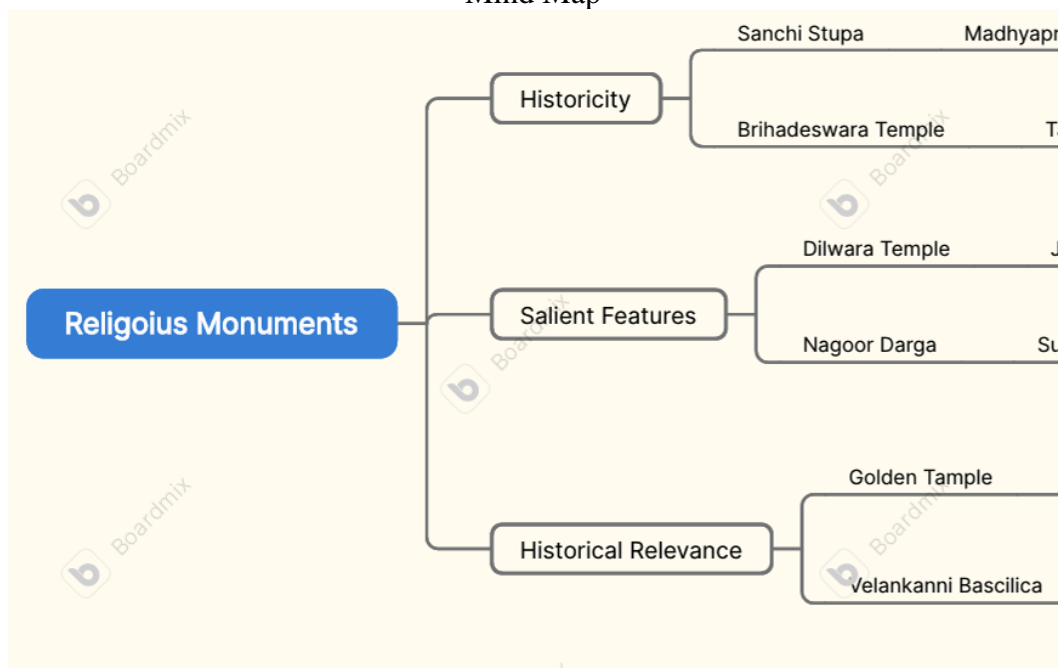
SO2 (10 minutes): Introduce the basic concepts in Indian heritage along with its historical significance

Second Phase

SO1 (10 minutes): Analyse the unique features of religious sculptures. Discuss how these features highlight on the Indian Heritage.

SO2 (10 minutes): Explore the significance of religious monuments in day to day life.

Mind Map



Create a simple mind map that explains the importance of Religious Monuments.

Summary (2 minutes)

Summarize the topic emphasizing the repository of the major religious monuments in India.

2.3: Taxonomy

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

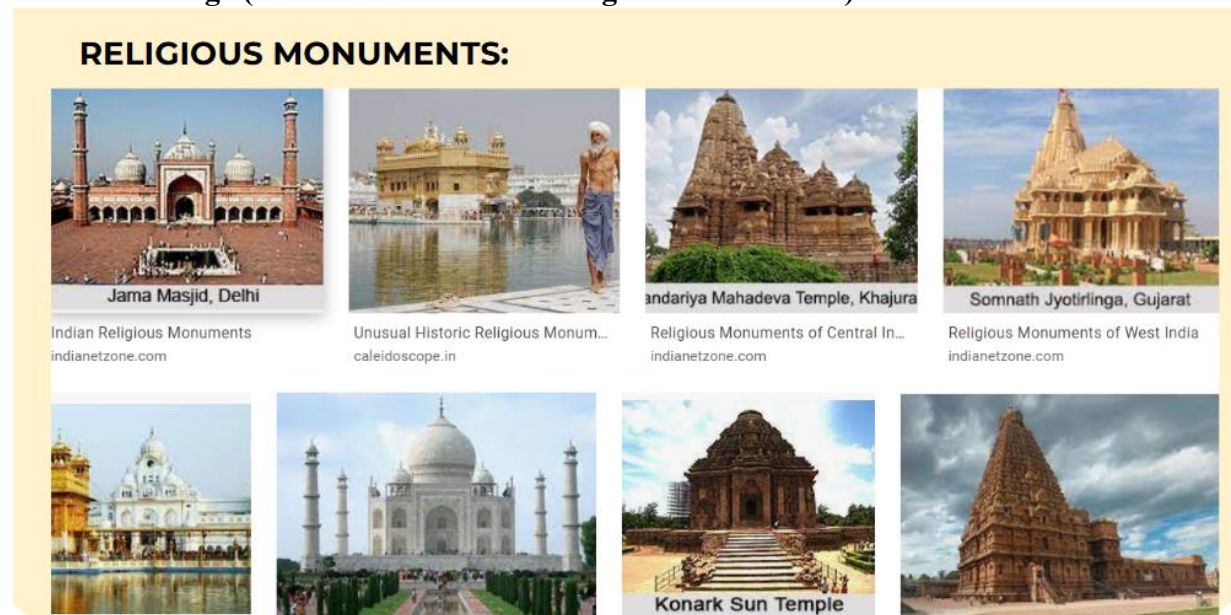
T. Meta Cognitive Knowledge						
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2.12 Key Words:

Monuments
Religion
Sanchi Stupa
Golden Temple

2.13 Key Diagrams (if any)

A Picture Image (borrowed features of Religious Monuments)



PowerPoint Presentation

<https://drive.google.com/file/d/1uFJLZfCRu81v9Ka2RvjxKP-jpSzeKt1h/view?usp=sharing>

Picture book Sample

https://docs.google.com/presentation/d/1ehuUqfkkQqlrnQn8rbOv13HgQZqd_QDPVishFJiSmlQ/edit?usp=sharing

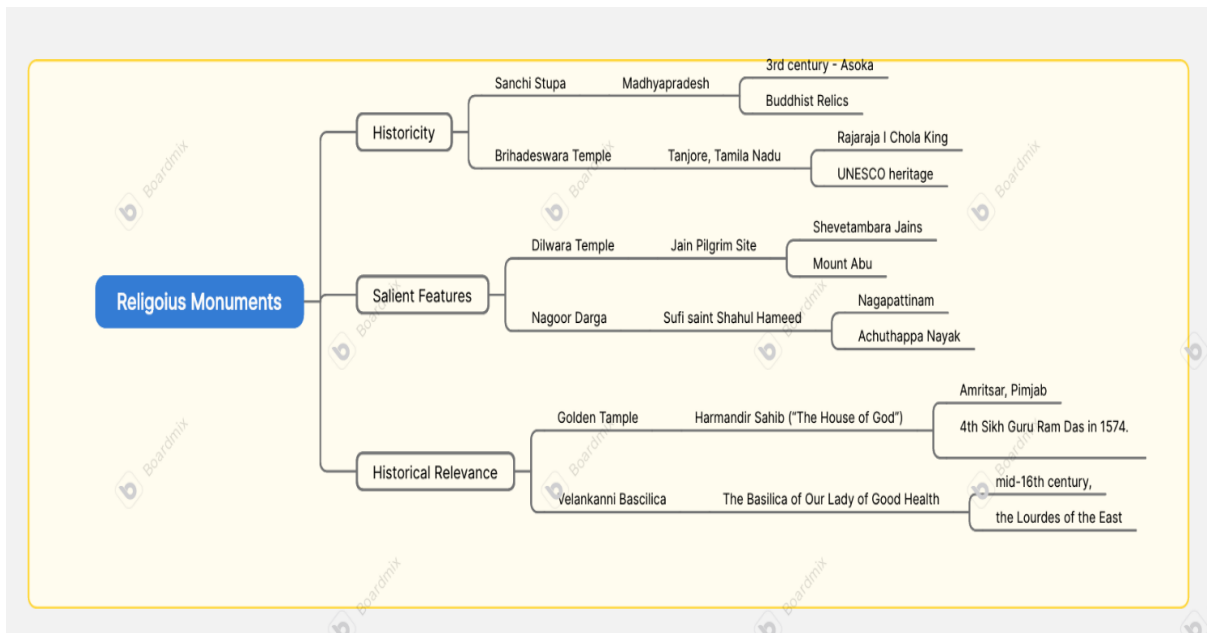
You Tube Link

<https://youtu.be/VbbAjCdW7TY>

30. Discussion:

Engage the students in a discussion about the Different Religious Monuments.
How does the religious monuments help us to understand the historicity of India?
How extend these religious monuments can make impact to identify the Pride of India?

31. Mind Map



32. Summary :

Historical Monuments are the representation of India's tradition and diverse cultural splendour. These monuments in India are the true guarding pillars of outstanding artistic talent. India is rich in culture, legacy structures, sanctuaries, posts, and royal residences.

33. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. In which Indian state is the Sanchi Stupa located?
2. What architectural style is the Brihadeeswara Temple known for?

Formative Assessment 2 (FA2) (2 minutes)

1. What is the primary material used in the construction of the Dilwara Jain Temples?
2. What is the community kitchen (langar) at the Golden Temple known for?
3. Who is the saint associated with the Nagoor Dargah?

Short quiz or oral question on Religious Monuments.

1. Which religious tradition is associated with the Sanchi Stupa?
 - a) Hinduism
 - b) Jainism
 - c) Buddhism
 - d) Sikhism
2. What type of architecture is seen in the Brihadeeswara Temple?
 - a) Dravida
 - b) Nagara
 - c) Vesara
 - d) Indo-Islamic
3. What material is used in the construction of the Dilwara Temples?
 - a) Red Sandstone
 - b) White Marble
 - c) Granite
 - d) Limestone

34. FAQ's: MCQ's/ Descriptive questions.

7. Examine the historical importance of Sanchi Stupa.
8. Analyse the contribution of religious monuments in cultivating historical legacy.

8. References

1. Rao, Hanumantha, B., and Rao, Basaveswara K. Indian History and Culture, Guntur : Sri Vignana Manjusha, 1973.
2. Anil Chandra Banerjee. New History of Medieval India. New Delhi : S. Chand & Company Pvt. Ltd.,

1983.

3. Khurana, K.L. History of India from 1526 to 1967. Agra: Lakshmi Narain Agarwal, 1995.

4. Majumdar, R.C. An Advanced History of India, London : Macmillan Company Ltd, 1983.

5. Percival Spear. Delhi- Its Monuments and History. New Delhi : Oxford University Press, 1994.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

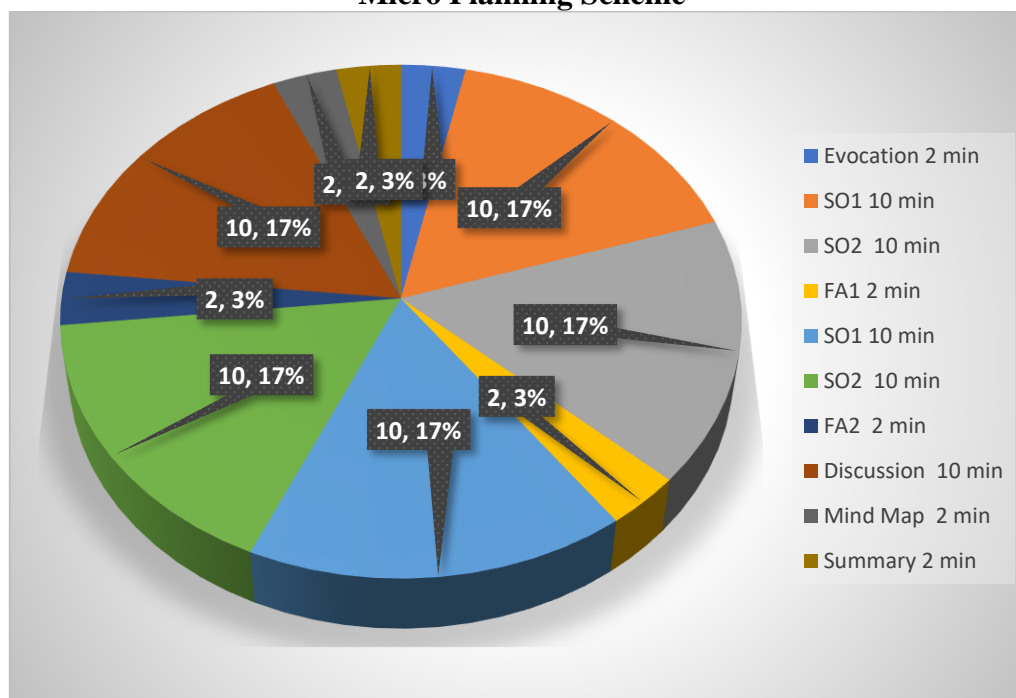
Lesson Plan

Programme	B.A. History
Semester	II
Course Title	Professional English for History
Course Code	21UHIPE2
Hours	2
Total Hours	30
Credits	2
Max Marks	
Unit & Title	Unit IV & Description of Historical Spots
Name of the Faculty	Keerthana Santhosh
T-L tools	Mind Maps, Flow chart, PPT, Video, Picture Book

Pre-requisite Knowledge : Basic understanding of Historical Spots.

Micro – Planning : 60 Minutes

Micro Planning Scheme



35. Topics for learning through Evocation:

Start by asking students:

"If you were guiding a tourist around a famous historical monument, how would you describe it?"

Encourage students to respond in English using their current vocabulary.

Then, introduce the importance of communication skills when discussing history, including:

- Clarity in speaking
- Using descriptive language
- Engaging storytelling techniques

36. Topic Introduction

2.1 General Objectives:

- To develop English-speaking skills for discussing historical monuments.
- To improve vocabulary and sentence structure related to history and architecture.
- To practice formal and informal communication in a historical context.

2.2 Specific Outcomes:

- Use appropriate historical and architectural vocabulary in conversations.
- Develop confidence in speaking English fluently when discussing history.
- Engage in role-play activities to simulate real-life conversations about historical spots.

First Phase

SO1 (10 minutes): Discuss the important Vocabulary and Phrases for Describing Monuments.

- Essential vocabulary:
 - *Heritage, architecture, restoration, excavation, preservation, landmark, dynasty, inscription.*
- Descriptive phrases:
 - "This monument was built in the year..."
 - "One of its unique features is..."
 - "It is a symbol of..."
- Practice exercise:
 - Students form short sentences using the given vocabulary.

SO2 (10 minutes): Analyse the Common Conversational Scenarios

- Formal Description (e.g., description at monuments, official books)
- Informal Descriptions (e.g., discussing a monument with a friend)

Second Phase

SO1 (10 minutes): Discuss Role-Playing Exercise

- Activity: Pair students as a tour guide and a tourist.
- Each pair chooses a monument and practices a guided tour conversation.
- Example dialogue:
 - *Tourist:* "Could you tell me about the history of this place?"
 - *Guide:* "Certainly! The Taj Mahal was built in 1632 by Emperor Shah Jahan in memory of his wife Mumtaz Mahal. It is an example of Mughal architecture."

SO2 (10 minutes): Analyse Group Discussion & Storytelling

- Discussion questions:
 - "How would you describe the architecture of the Taj Mahal?"
 - "Why do people visit historical monuments?"

- Storytelling practice:
 - Students share a brief historical story about a monument.
 - Focus on clear pronunciation and engaging speech.

Mind Map (2 minutes)

Create a mind map illustrating:

- Historical spot Monument's name → History → Architecture → Cultural significance → Tourist appeal.

Summary (2 minutes)

- ☐ Importance of English fluency in historical conversations.
- ☐ Using correct vocabulary to describe spots effectively.
- ☐ Role of confidence and clarity in communication.

2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
U. Factual Knowledge	1	2		4	5	
V. Conceptual knowledge		2	3	4	5	
W. Procedural Knowledge			3			6
X. Meta Cognitive Knowledge						

2.14 Key Words:

- Heritage
- Architecture
- Conservation
- Landmark
- Dynasty
- UNESCO
- Excavation
- restoration

2.15 Key Diagrams (if any)

PowerPoint Presentation

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Picture Book

<https://drive.google.com/drive/u/0/search?q=picture>

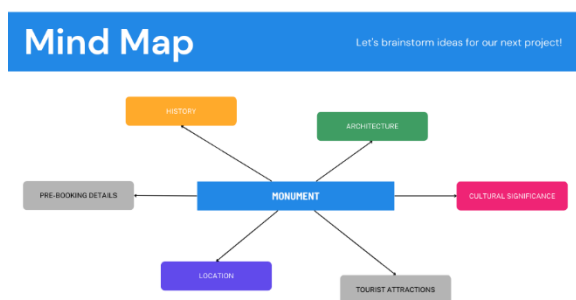
Video Sample

<https://youtu.be/lrggwrQpkIA>

37. Discussion:

Engage students in a conversation about the important historical monuments of India. Make them write descriptions.

38. Mind Map



39. Summary :

Importance of writing proper descriptions.

40. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. What are three key aspects to highlight when describing a historical monument?

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions:

1. "What is the role of UNESCO in monument preservation?"
2. "What are some common architectural styles found in historical monuments?"

FAQ's: MCQ's/ Descriptive questions.

1. Analyze the impact of descriptions in understanding a monument.

3. Construct a description on any one historical monument.

8. References

- Fletcher, Banister. *A History of Architecture*. London: Butterworth-Heinemann, 1996.
- Stierlin, Henri. *Architecture of the World's Great Monuments*. London: Thames & Hudson, 1994.
- Hourani, Albert. *A History of the Arab Peoples*. Cambridge: Harvard University Press, 1991.
- UNESCO. *World Heritage Sites: A Complete Guide*. Paris: UNESCO Publishing, 2012.
- Nuttgens, Patrick. *The Story of Architecture*. London: Phaidon Press, 2006.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

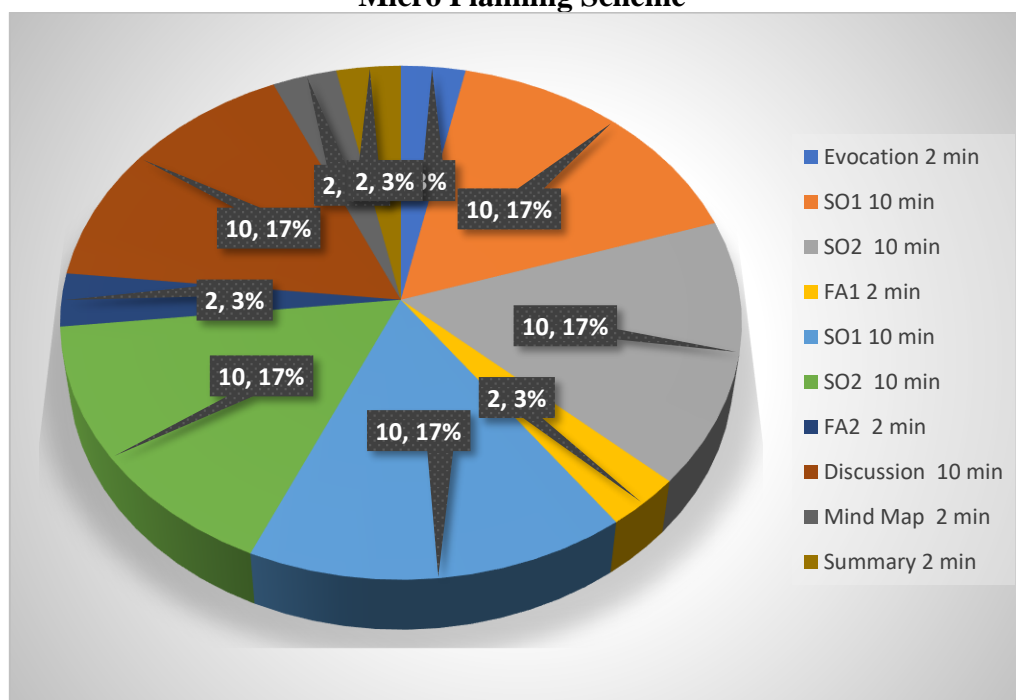
Lesson Plan

Programme	B.A. History
Semester	III
Course Title	History of India from AD 1526 to 1707 C.E
Course Code	21UHIC31
Hours	6
Total Hours	90
Credits	6
Max Marks	
Unit &Title	Unit V – Advent of Europeans
Name of the Faculty	Ms. S.S Anuja
T-L tools	Mind Maps, Flow chat Video, Picture Book, You Tube Video

Pre-requisite Knowledge : Basic understanding of the Advent of Europeans

Micro – Planning : 60 Minutes

Micro Planning Scheme



41. Topics for learning through Evocation:

Briefly introduce the topic by explaining the various innovations that happened along worldwide in connection with sea voyages. Ask the students to share their ideas regarding the advent of Europeans.

42. Topic Introduction

2.1 General Objectives:

- To understand the importance of the advent of sea voyages.

- To identify the impact led by the advent of Europeans.

2.2 Specific Outcomes:

- To appreciate the impact led by the advent of Europeans.
- Develop and understanding various settlements of Europeans in India.

First Phase

SO1 (10 minutes): Explain the innovation of sea voyages. Highlight the advent of each European countries to India.

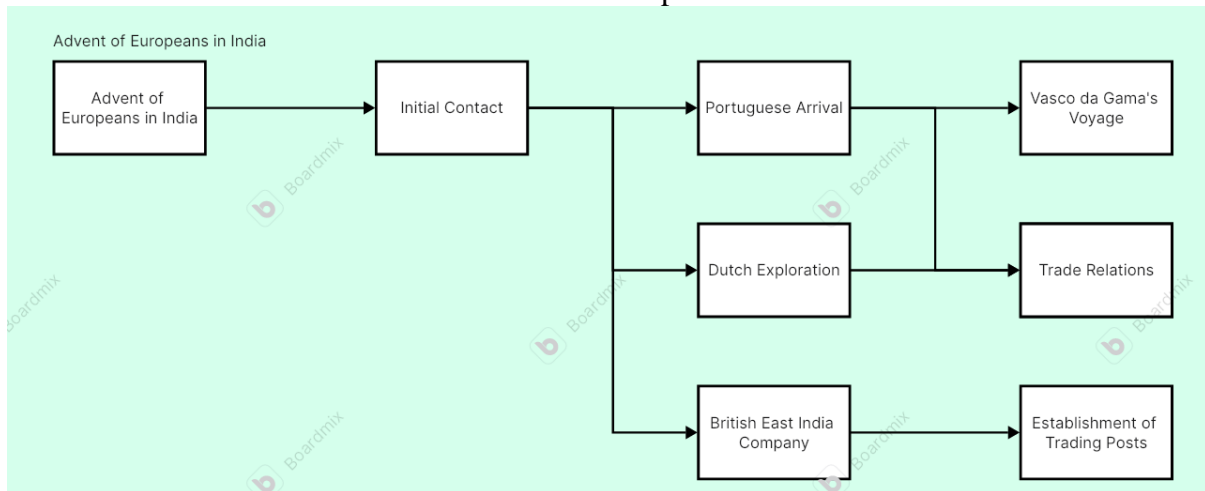
SO2 (10 minutes): Introduce the various settlements in India.

Second Phase

SO1 (10 minutes): Analyse the consequences led by the advent of Europeans.

SO2 (10 minutes): Explore the extension of the settlements of various Europeans in India.

Mind Map



Create a simple mind map that illustrate the basic ideas of the Advent of Europeans in India.

Summary (2 minutes)

Summarize the topic emphasizing the advent of Europeans.

2.3: Taxonomy

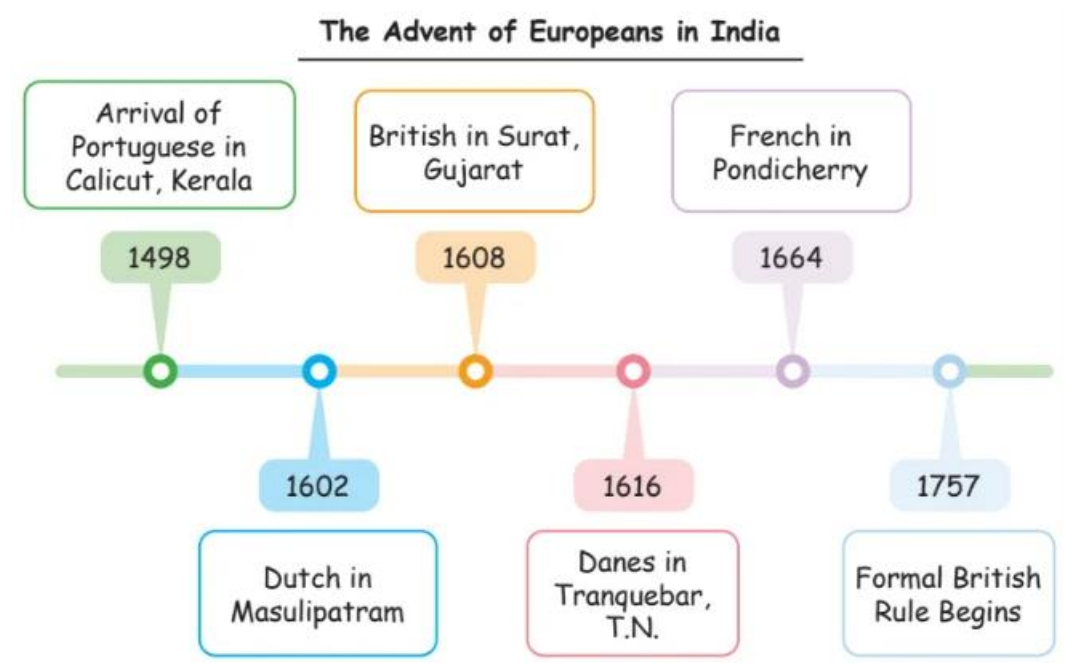
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Y. Factual Knowledge		1				
Z. Conceptual knowledge		2				
AA. Procedural Knowledge				1		
BB. Meta Cognitive Knowledge						

2.16 Key Words:

England
Dutch
Portugues
Denmark

2.17 Key Diagrams (if any)

Flow Chat (borrowed features of the Advent of Europeans)



PowerPoint Presentation

<https://docs.google.com/presentation/d/155jkH3QwyJKDUCCFnTOJQtYefdXuMBsiytOca1JuyIs/e dit?usp=sharing>

Picture book Sample

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Video Sample

<https://youtu.be/0nsrFof066A>

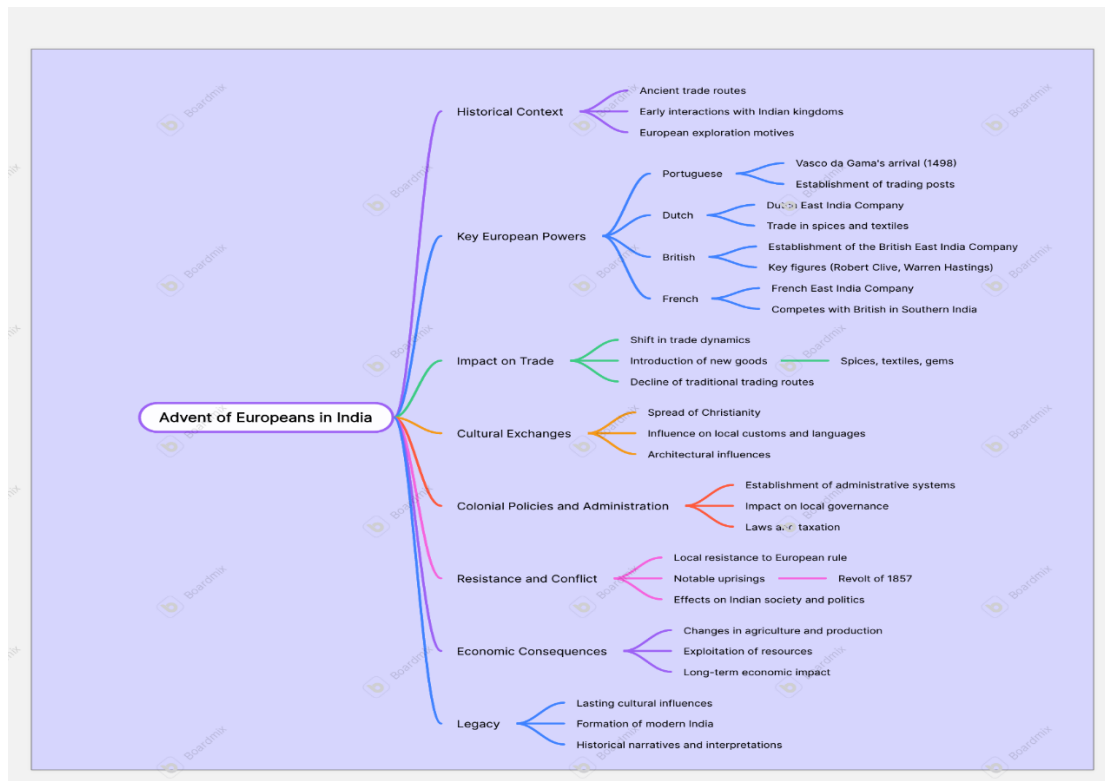
43. Discussion:

Engage the students in a discussion about the Advent of Europeans in India.

How far the impact of the Advent of Europeans in India affect?

What can we learn from the advancement of Europeans in India?

44. Mind Map



45. Summary :

The Europeans like the Portuguese, Dutch, Danes, French and English or British advent to India during the last decades of fifteenth century (1490's onwards). India had trade relations with Europe from the early period of her history. Trade was carried on by different difficult routes. After the discovery of new trade routes, many European countries as mentioned above has trade interests.

46. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. Which British company was granted a royal charter by Queen Elizabeth I in 1600?
2. Which European power established its first factory at Masulipatnam in 1605?
3. The Treaty of Paris (1763) ended the conflict between which two European powers in India?

Formative Assessment 2 (FA2) (2 minutes)

1. Ask students to describe the importance of the Advent of Europeans.
2. Explain the impact of the settlement of European powers in India

Short quiz or oral question on the Advent of Europeans.

1. Who among the following strengthened Portuguese power in India?
a) Vasco da Gama b) Alfonso de Albuquerque c) Henry the Navigator d) Francis Xavier
2. The first English factory in India was established at _____.
a) Surat b) Bombay c) Calcutta d) Madras
3. Name any two European countries that established trade relations with India.
4. What was the main motive of the European traders in coming to India?
5. Which European power first established a colony in Goa?

6. What was the significance of the Treaty of Paris (1763) in Indian history?
7. How did the Battle of Plassey impact British rule in India?

47. FAQ's: MCQ's/ Descriptive questions.

9. Examine the advent of Portuguese in India.
10. Analyse the impact of the advent of Europeans in India.

8. References

1. Irfan Habib. Medieval India : The Story of a Civilization. New Delhi : National Book Trust, 2008.
2. Satish Chandra. A History of Medieval India. Hyderabad : Orient Blackswan, 2007.
3. Banerjee Chandra Anil. New History of Medieval India. New Delhi : S.Chand & Company Pvt. Ltd,1983.
4. Khurana K.L. History of India from 1526 to 1967. Agra: Lakshmi Narain Agarwal, 1995.
5. Majumdar R.C. An Advanced History of India. London: Macmillan Company Ltd, 1983.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

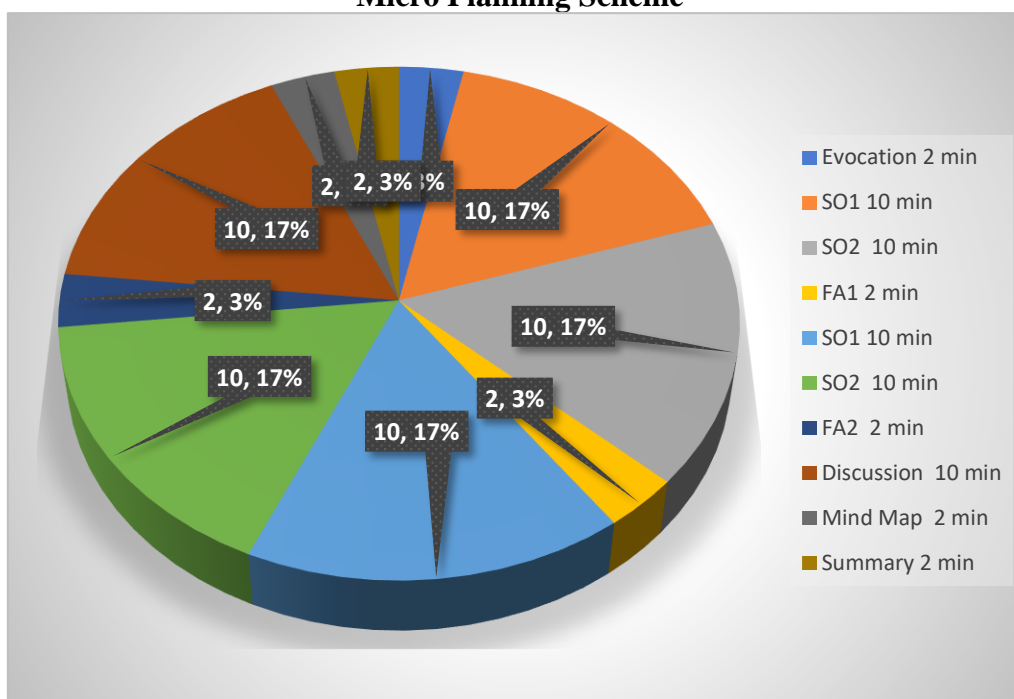
Lesson Plan

Programme	B.A. History
Semester	III
Course Title	Indus Valley Civilization
Course Code	21UHIA31
Hours	4
Total Hours	60
Credits	4
Max Marks	
Unit & Title	Unit I& Major and Minor sites of Indus valley civilization
Name of the Faculty	S.M.Rojapoo
T-L tools	Mind Maps, Flow chat Video,

Pre-requisite Knowledge: Basic understanding of Bronze Age and Indus valley Excavation.

Micro – Planning : 60 Minutes

Micro Planning Scheme



48. Topics for learning through Evocation:

Briefly introduce the Characteristic features of Bronze Age and archaeological excavation. Ask the students to share their known archaeological sites and their periodisation .

49. Topic Introduction

2.1 General Objectives:

- To update the Cultural Heritage of India.
- To highlight the ancient Indus valley civilization.

2.2 Specific Outcomes:

- To appreciate the vast extent of Indus valley civilization.
- Develop the basic understanding of various sites of Indus valley civilization

First Phase

SO1 (10 minutes): Explain the characteristic features of Bronze Age. Highlight the advancement of Bronze Age.

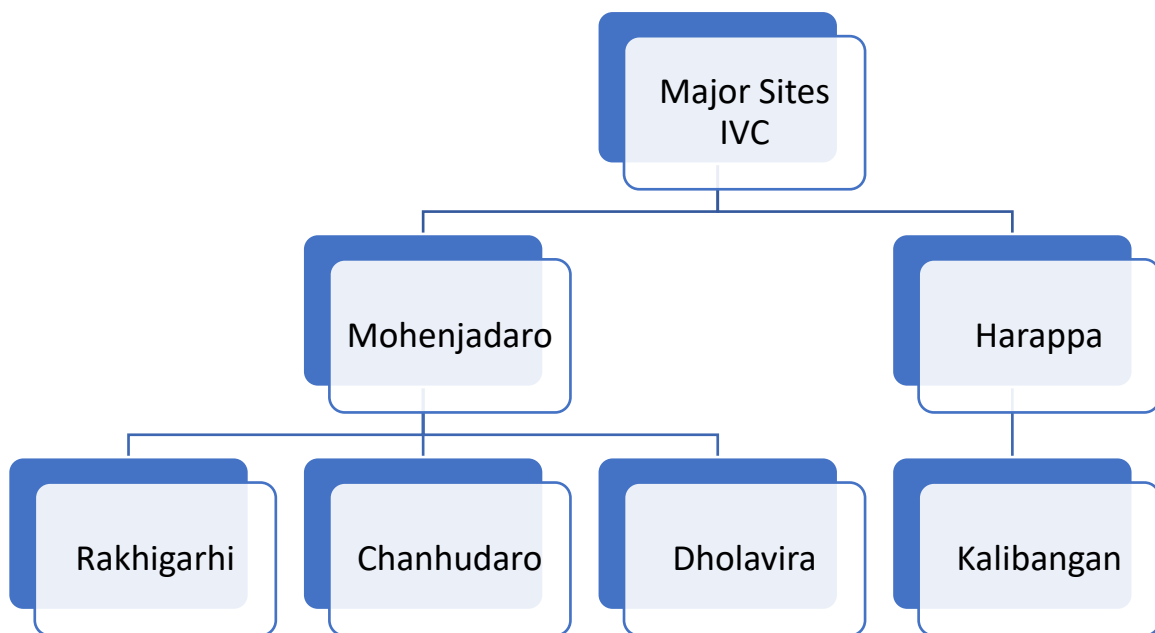
SO2 (10 minutes): Introduce the date and extent of Indus valley civilization

Second Phase

SO1 (10minutes): Analyse the unique features of various sites of Indus Valley civilisation.

SO2 (10 minutes): Explore the progress of the phases of Indus valley civilization.

Flow Chart



Create a simple Flow chart that illustrates the major sites of Indus Valley civilization.

Summary (2 minutes)

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

2.3: Taxonomy

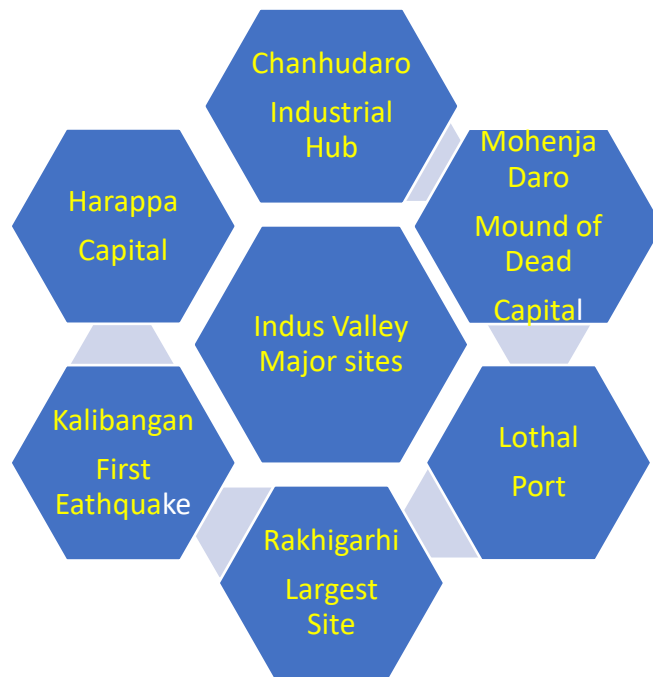
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
CC. Factual Knowledge	1					
DD. Conceptual knowledge		2		4		
EE. Procedural Knowledge						
FF. Meta Cognitive Knowledge						

2.18 Key Words:

Indus valley civilization
Mohenjo-Daro
Harappa
Chanhudaro

2.19 Key Diagrams (if any)

Mind Map (unique features of major sites of IVC)



PowerPoint Presentation

https://docs.google.com/presentation/d/1rC9II2uPXsac2ECnBSrAXN2MiPyoSmcq/edit?usp=drive_sdk&oid=113803904298970543614&rtpof=true&sd=true

Picture book Sample

https://www.google.co.in/books/edition/Smart_Green_Civilizations/-pzzxabWVgQC?hl=en&gbpv=1&pg=PT11&printsec=frontcover

https://www.google.co.in/books/edition/Photos_of_the_Gods/8hhXq7hgzSwC?hl=en&gbpv=1&dq=india%20religion%20picture%20%20book&pg=PT7&printsec=frontcover

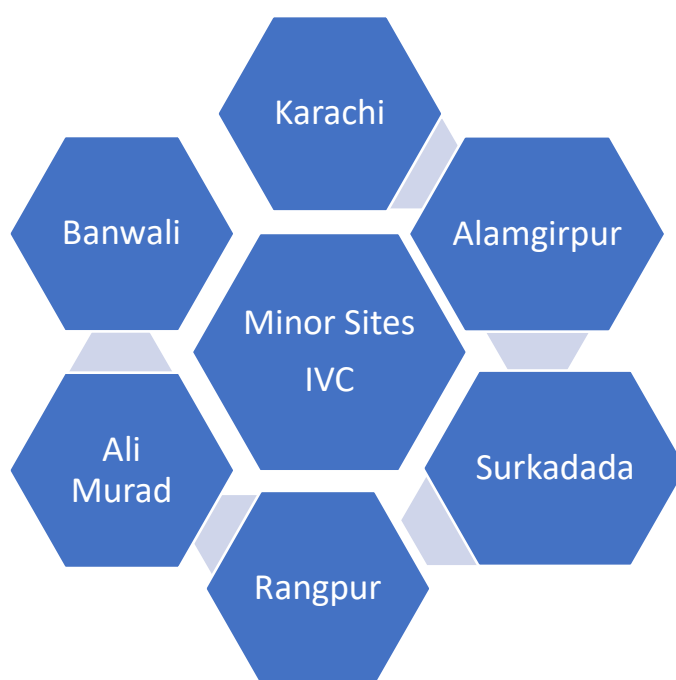
Video Sample

<https://youtu.be/KhDY4KJuvc0>

50. Discussion:

Engage the students in a discussion about the major and minor sites of IVC.
How does the imprints of IVC reflected today?
What can we learn from the spatial data of IVC?

51. Mind Map



5. Summary:

Indus Valley civilization flourished in the river basins of the Indus and the Ghaggar-Hakra River. The Indus may once have flowed to the west of Mohenjo Daro, but it is now located to the east. Harappa, Mohenjodaro, Chanhudaro, Kalibangan, Dholavira and Rakhigarhi are considered as the four main Harappan Sites. The first city discovered by excavation, located in the Punjab region of Pakistan. Rakhigarhi is the largest site in the Indus Valley Civilization. The Indus civilization is known to have consisted of two large cities, Harappa and Mohenjo-daro, and more than 100 towns and villages, often of relatively small size.

52. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the major sites of IVC.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on sites of IVC

53. FAQ's: MCQ's/ Descriptive questions.

11. Examine the importance of major sites of IVC.

12. Analyse the significance of industrial hub of IVC.

54. References

1. Basham, A.L. The Wonder That Was India, London: Sidgwick & Jackson, 1967.
2. Shereen Ratnagar. Harappan Archaeology: Early State Perspectives. Delhi : Primus Books, 2015.
3. Andrew Robinson. The Indus : Lost Civilizations. London : Reaktion Books, 2015.
4. Chopra P.N. Puri B.N., Das, M.N. A Social Cultural and Economic History of India (Vol. II). New Delhi: Macmillan, 1974.
5. Lunia, B.N. Evolution of Indian Culture. Agra: Lakshmi Narain Agarwal Education Publishers, 1955.

6. Mahajan, V.D. Ancient History of India. New Delhi: S. Chand and Company Ltd.,1980.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

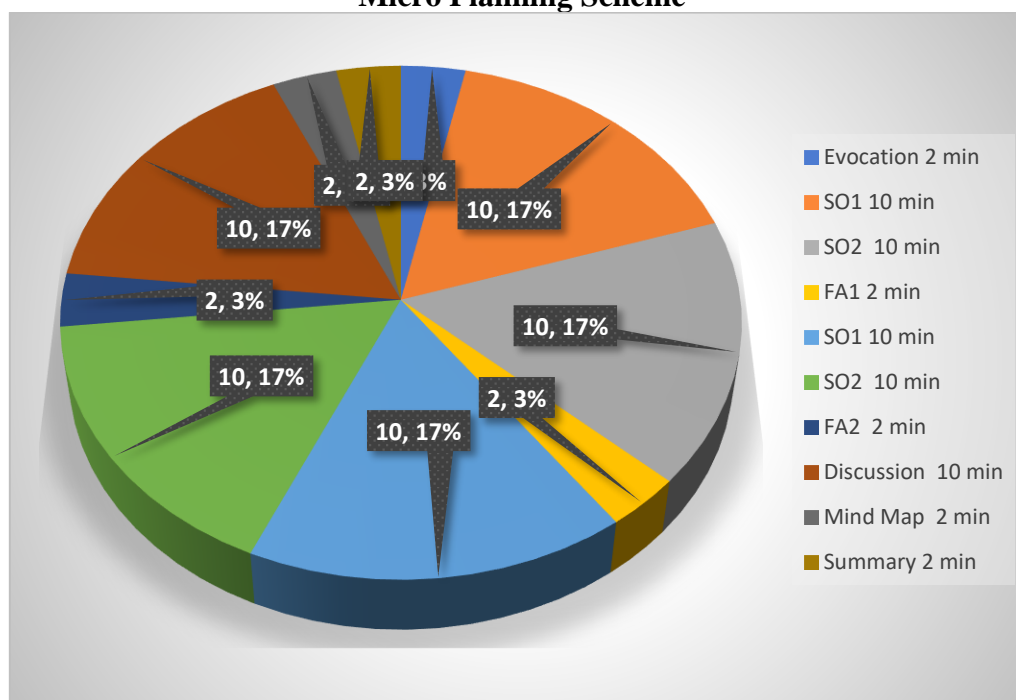
Lesson Plan

Programme	B.A. History
Semester	III
Course Title	Archives and Museums
Course Code	21UHIS31
Hours	4
Total Hours	60
Credits	4
Max Marks	
Unit &Title	Unit IV & Kinds of Archives
Name of the Faculty	Dr. D. Vinoba Gladis
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

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

Micro – Planning : 60 Minutes

Micro Planning Scheme



Topics for learning through Evocation:

Briefly introduce the various Archives in India. Ask the students to share their known Archives in Tamil Nadu.

55. Topic Introduction

2.1 General Objectives:

- To familiarize to Archives for proper understanding of History.
- To analyse and appreciate history and its heritage through archives.

2.2 Specific Outcomes:

- To understand the salient features of the Archives.
- To highlight the primary sources of Archives.
- To understand the organisations and functions of Archives.

First Phase

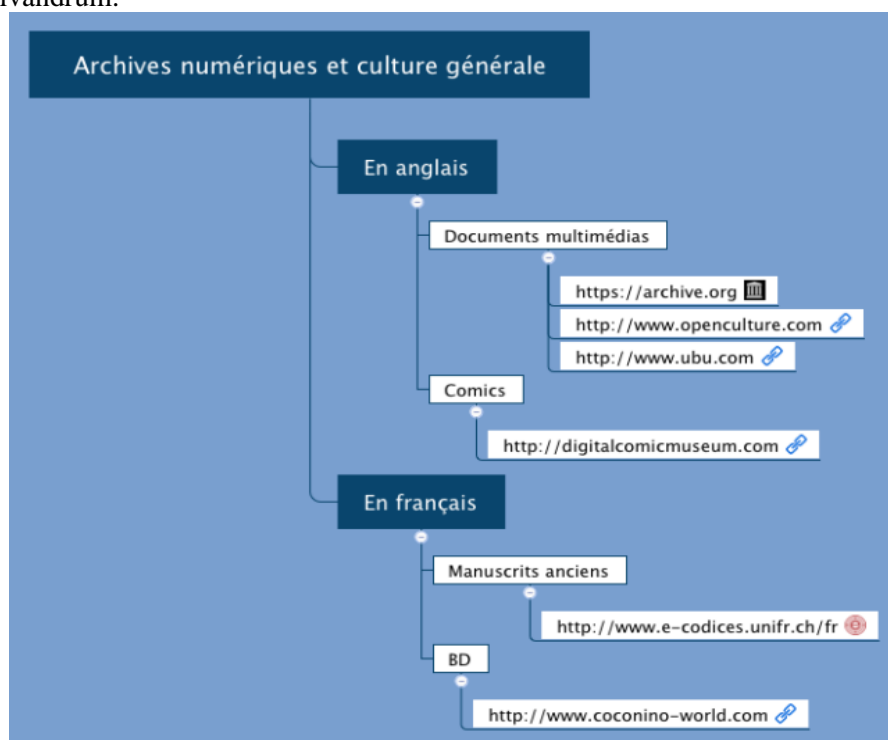
SO1 (10 minutes): Explain the formation of Public Archives.

SO2 (10 minutes): Introduce the significance of Private Archives..

Second Phase

SO1 (10minutes): Analyse the uses of National Archives of India, Delhi; and Tamil Nadu Archives, Chennai.

SO2 (10 minutes): Analyse the uses of Shenbaganoor Archives, Kodaikanal; and Kerala State Archives, Trivandrum.



Create a simple mind map that illustrates the salient features of Archives.

Summary (2 minutes)

Summarize the topic emphasizing the repository of kinds of Archives.

2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remembe r	Understan d	Appl y	Analys e	Evaluat e	Creat e

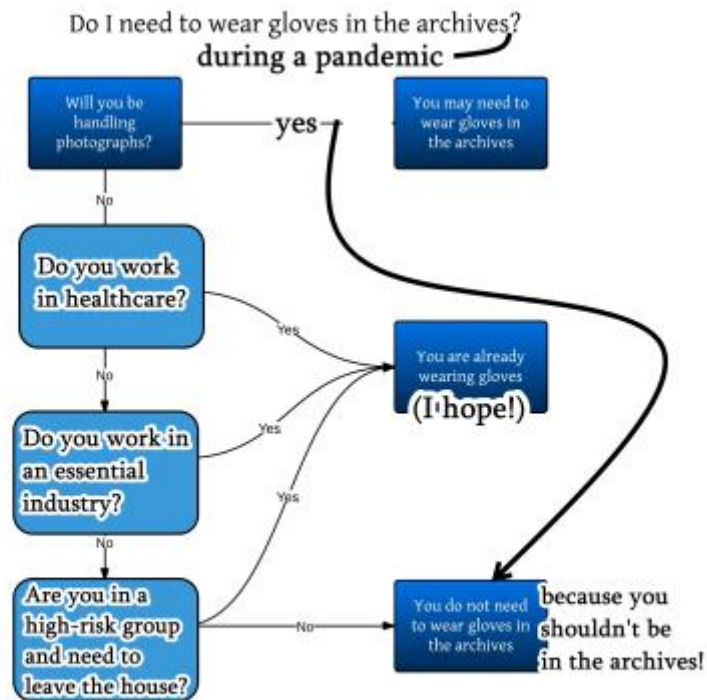
GG. Factual Knowledge		1				
HH. Conceptual knowledge		2				
II. Procedural Knowledge				1		
JJ. Meta Cognitive Knowledge						

2.20 Key Words:

Archives
Private Archives
Public Archives

2.21 Key Diagrams (if any)

Flow Chat (borrowed features of Indian Constitution)



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Derangement and Description
derangementanddescription.wordpress.com

PowerPoint Presentation

https://docs.google.com/presentation/d/1n2A_JxmreeVc21Gfo-gH8GBrp5NEnmud/edit?usp=drive_link&oid=114815243662028513171&rtpof=true&sd=true

Picture book Sample

https://en.wikipedia.org/wiki/Archive#/media/File:Fondos_archivo.jpg

Video Sample

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

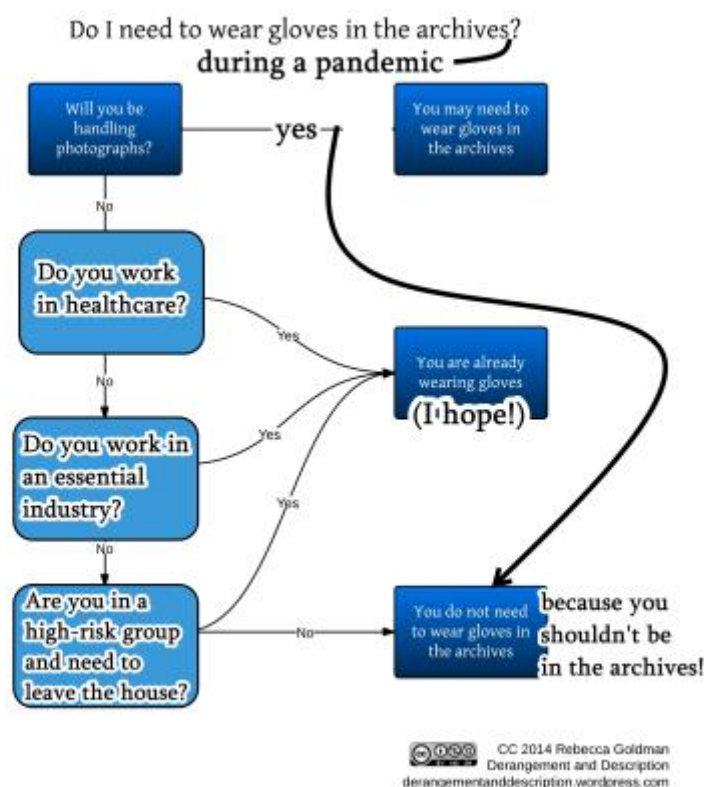
56. Discussion:

Engage the students in a discussion about kinds of Archives.

What are the uses of Archives?

What can we learn from different kinds of Archives?

57. Mind Map



58. Summary :

Indian Archives can be conveniently divided into Public Archives and Private Archives. Public Archives are as a rule deposited in the public constructed repositories and they are managed by the government. Private Archives are in the houses of old historical families in the custody of temples and monasteries. It gives the importance of types of Archives in India.

59. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the kinds of Archives.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral questions on kinds of Archives.

60. FAQ's: MCQ's/ Descriptive questions.

13. Examine the significance of Private Archives.
14. Discuss about the various Archives in India.

8. References

1. Jeyaraj, V. Hand Book on Conservation in Museums. Chennai : Commissioner of Museums, 1995.
2. Thiyagarajan J. Archives Keeping. Madurai: Prabha Publications, 2007.
3. A Guide to the National Museum. New Delhi: National Museum, 1997.
4. Agarwal, O.P. Essentials of Conservation and Museology. Delhi: Sundeep.Prakasan, 2007.
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6. Macdonald Sharon (ed). A Companion to Museum Studies. UK: BlackwellPublishing Ltd, 2006.
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9. Verified by Subject Expert:



Course In-charge



Approved by HoD.

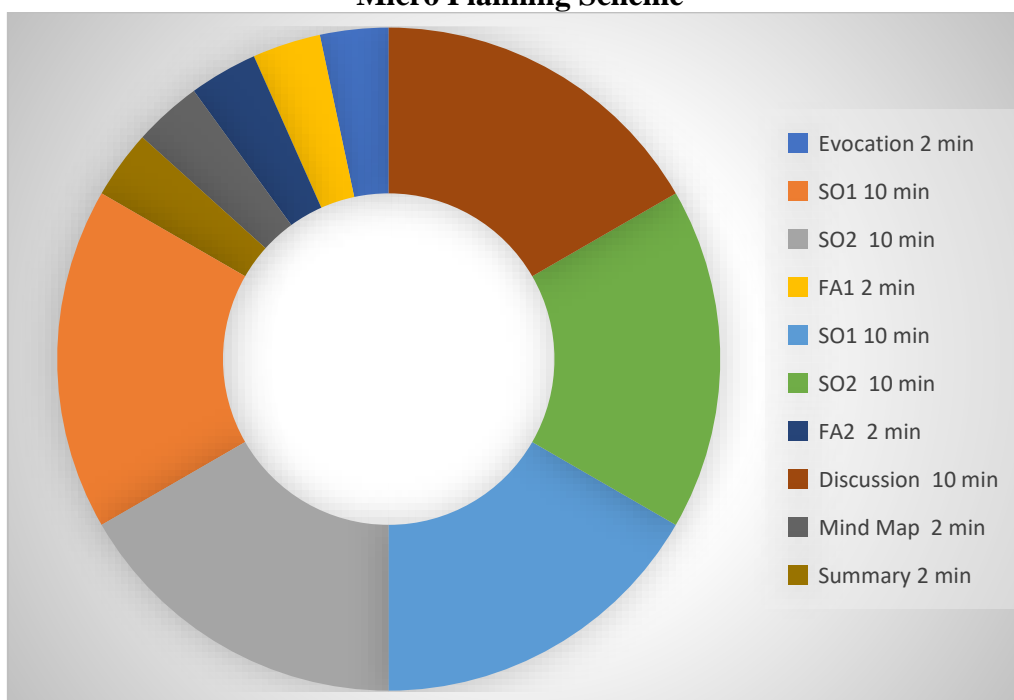
Lesson Plan

Programme	B.A. History
Semester	III
Course Title	Freedom Movement in India
Course Code	21UHN31
Hours	2
Total Hours	30
Credits	2
Max Marks	
Unit & Title	Unit II - Jallianwala Bagh Massacre
Name of the Faculty	Dr. K. Mary Vino Lobo
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge : Basic understanding provisions of Rowlatt Act and Montague Chelmsford act

Micro – Planning : 60 Minutes

Micro Planning Scheme



61. Topics for learning through Evocation:

Briefly introduce the provisions of Rowlat Act and its impacts. Ask the students to share the British policies towards the Indians

62. Topic Introduction

The Jallianwala Bagh Massacre, also known as the Amritsar Massacre, occurred on April 13, 1919, in Amritsar, India, during British colonial rule. British troops, led by General

Reginald Dyer, opened fire on a large gathering of unarmed Indian civilians who were protesting against the repressive Rowlatt Act.

2.1 General Objectives:

- To update the journey of freedom struggle in India.
- To highlight the freedom fighters and their sacrifice.

2.2 Specific Outcomes:

- Evaluate the ethical implications of General Dyer's actions.
- Explain the Historical context, including the Rowlatt Act and its impact on the Indian population.

First Phase

SO1 (10 minutes): Understanding the oppressive nature of the Rowlatt act and its provision. Explaining why Amritsar became the focal point of resistance.

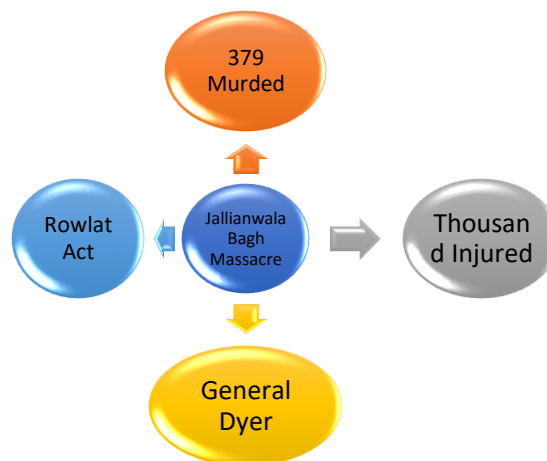
SO2 (10 minutes): Introduce the basic concepts of freedom fighters.

Second Phase

SO1 (10 minutes): Analyse the Jallianwala Bagh Massacre and its immediate impact on Indian Society.

SO2 (10 minutes): Explain the key events of the massacre and its immediate effects on the people of Amritsar.

Mind Map



Create a simple mind map that illustrate the Jallianwala Bagh Massacre.

Summary (2 minutes)

Summarize the topic emphasizing the repository of freedom fighters and their implications.

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		

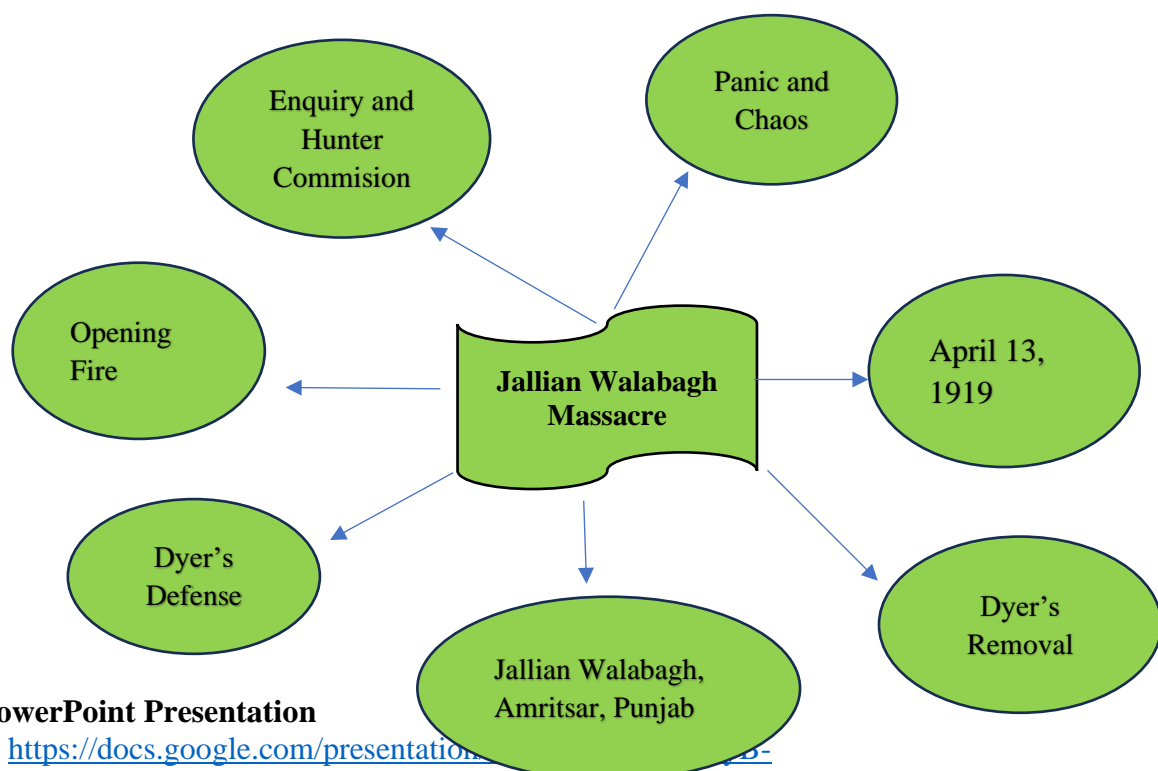
NN. Meta Cognitive Knowledge						
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2.22 Key Words:

Massacre
Amritsar
General Dyer

2.23 Key Diagrams (if any)

Flow Chat : Jallianwala Bagh Massacre



PowerPoint Presentation

<https://docs.google.com/presentation/d/1B-BSa9Rg7Si71KCIQWnm/edit?usp=sharing&ouid=110678174030475910153&rtfop=true&sd=true>

Picture book Sample

https://archive.org/details/scanned-document-72_202009/mode/2up

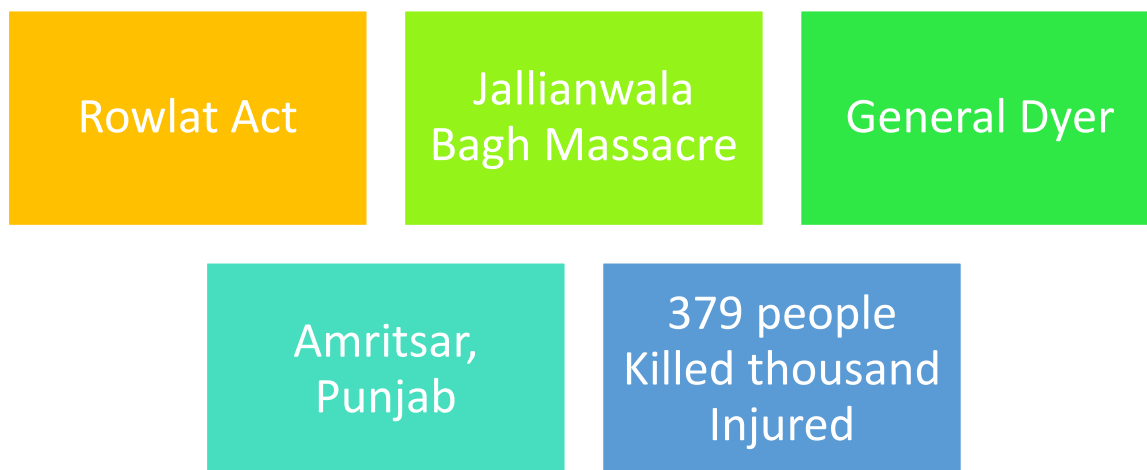
Video Sample

<https://youtu.be/0OegcJfKHsA>

63. Discussion:

Engage the students in a discussion about the Jallianwala Bagh Massacre.
How does the Massacre suitable for Indian Independence?
What can we learn from the freedom fighters of India's struggle for freedom?

64. Mind Map



65. Summary :

The Massacre became a turning point in Indian history, sparking mass protests and significantly fuelling the Indian Freedom Struggle.

Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the causes of the Jallianwala Bagh Massacre.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Massacre.

66. FAQ's: MCQ's/ Descriptive questions.

15. Explain General Dyer's actions and his justification for the Massacre.

16. Analyse the role of the Jallianwala Bagh Massacre in uniting Indians against British rule.

67. References

1. Mahajan, V.D., Modern Indian History. New Delhi : S.Chand &Co., 2016. Books for Reference 1. Bipan Chandra. India's Struggle for Independence. New Delhi : Penguin India 2016.
2. Bipan Chandra. India's Struggle for Independence. New Delhi : Penguin India 2016.

9.Verified by Subject Expert:

K. May V.L

Course In-charge

Shafiq

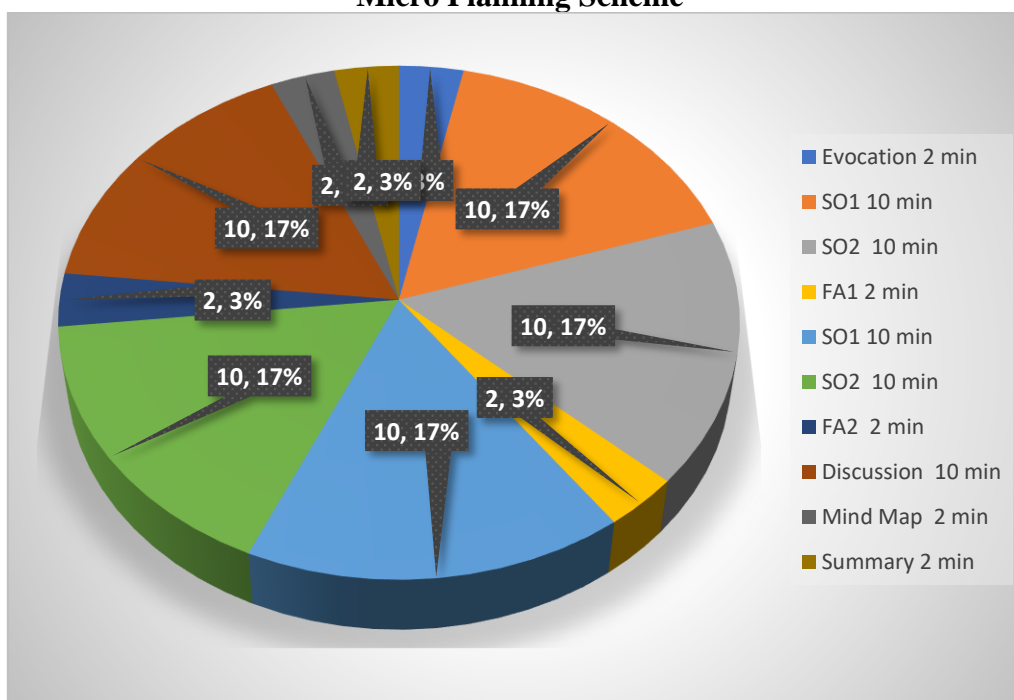
Approved by HOD.

Lesson Plan

Programme	B.A. History
Semester	IV
Course Title	History of India from AD 1707 to 1858 C.E
Course Code	21UHIC41
Hours	6
Total Hours	90
Credits	6
Max Marks	
Unit &Title	Unit I – Carnatic Wars
Name of the Faculty	Ms. S.S. Anuja
T-L tools	Mind Maps, Flow chat, Picture Book, Youtube Video,

Pre-requisite Knowledge : Basic understanding of Cause and Effects of Carnatic Wars.
Micro – Planning : 60 Minutes

Micro Planning Scheme



68. Topics for learning through Evocation:

Briefly introduce the causes of the rivalry between the English and French. Ask the students to share their view on the extension of settlements of English and French in India during the early seventeenth century.

69. Topic Introduction

2.1 General Objectives:

- To understand the advent of Europeans in India.
- To highlight the greater transformation happened in the 17th century India.

2.2 Specific Outcomes:

- To enhance the trade extension and strong hold of British in India.
- To educate the out come of the existence of European powers in India.

First Phase

SO1 (10 minutes): Explain the relevance of the advent of Europeans in 17th century. Highlight the intention of the Europeans in India.

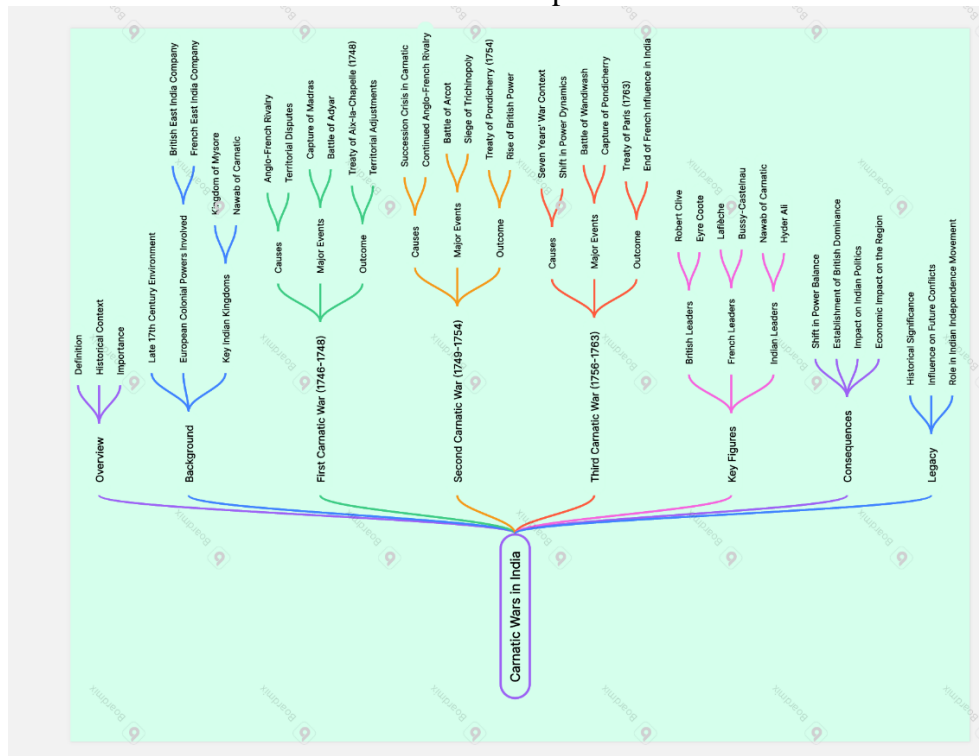
SO2 (10 minutes): Introduce the state of reference in connection with the Carnatic War.

Second Phase

SO1 (10 minutes): Analyse the relationship of British and France both in India and Europe countries. Discuss how the involvement of the Indian regional rulers in the Carnatic Wars.

SO2 (10 minutes): Assess the impact of the Carnatic War.

Mind Map



Create a simple mind map depicting the Carnatic War.

Summary (2 minutes)

Summarize the topic emphasizing the cause and effects of Carnatic war.

2.3: Taxonomy

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

RR. Meta Cognitive Knowledge						
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2.24 Key Words:

Carnatic War

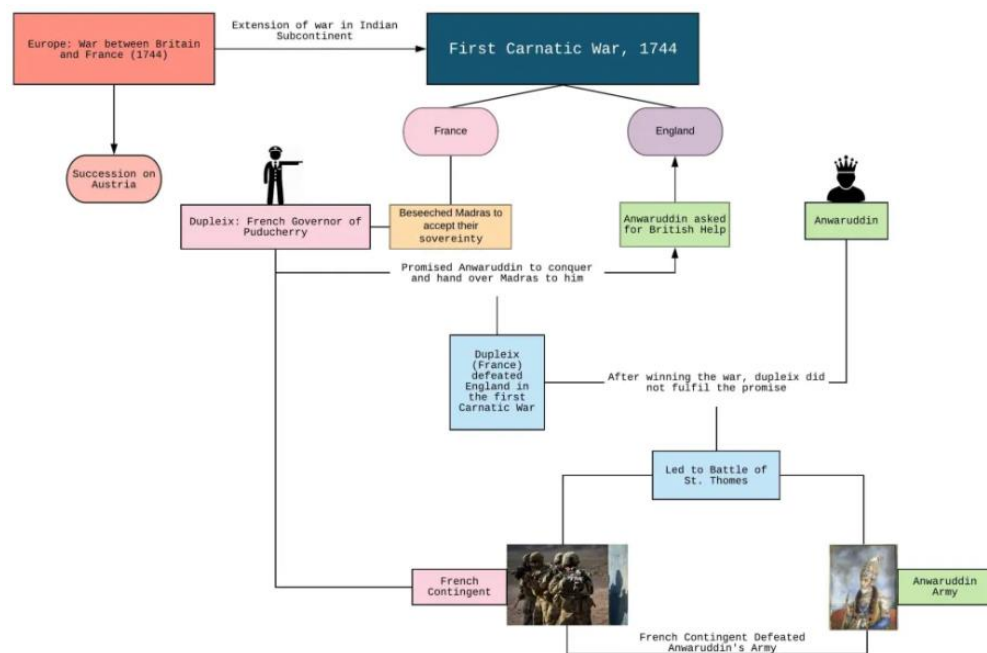
Pondicherry

Dupleix

Nazir Jung

2.25 Key Diagrams (if any)

Flow Chat



PowerPoint Presentation

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Picture Book

<https://docs.google.com/presentation/d/1s436x8BI0ALkKdiL-y77ZDLnC7gzeh4sycruFa-NT7A/edit?usp=sharing>

Video Sample

<https://youtu.be/yoO0XckTU-k>

70. Discussion:

Examine how internal power struggles among Indian kingdoms, along with local rivalries and succession disputes, set the stage for the Carnatic Wars.

Explore the tactical approaches and battlefield innovations that characterized the Carnatic Wars.

71. Mind Map



72. Summary :

The Carnatic Wars were a series of mid-18th-century military conflicts in South India, primarily fought between the British and French East India Companies along with their respective Indian allies. These wars emerged from intense competition over trade, territory, and political influence in the resource-rich Carnatic region. As local power struggles and succession disputes among Indian rulers intertwined with European ambitions, the conflicts grew in complexity and scale.

73. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. Explain the role of local Indian rulers in the Carnatic Wars and how their alliances influenced the outcome of the conflict.
2. Identify two major causes that led to the outbreak of the Carnatic Wars.

Formative Assessment 2 (FA2) (2 minutes)

1. Discuss the significance of the Carnatic Wars in the broader context of 18th-century colonial competition in India.
2. In what ways did the Carnatic Wars affect the economic landscape of South India?

Short quiz or oral question on Carnatic War

1. **Which two European powers were the main contenders in the Carnatic Wars?**
a) British and Dutch b) French and Portuguese c) British and French d) Dutch and French
2. **The Carnatic Wars were fought primarily in which part of India?**
a) North India b) South India c) East India d) West India

74. FAQ's: MCQ's/ Descriptive questions.

3. Evaluate the legacy of the Carnatic Wars in shaping modern Indian history.
4. Describe one military or strategic innovation used during the Carnatic Wars and its impact on the battles fought.

8. References

1. Ayer Sathianatha S. A Political and Cultural History of India. Vol.III. Modern India. Madras: Viswanathan Private Limited, 1982.
2. Grover B.L. A new look on Modern Indian History. New Delhi: S. Chand &

Co., Limited, 2016.

3. Chandra, Bipan. History of Modern India. Delhi : Orient Blackswan PVT LTD, 2020.

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9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

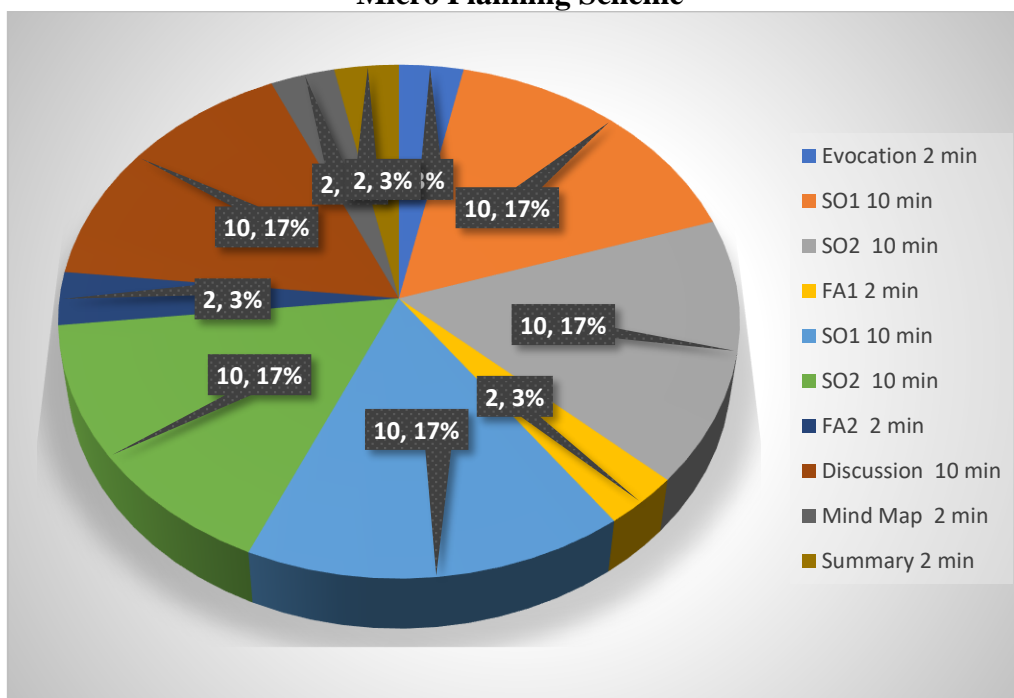
Lesson Plan

Programme	B.A. History
Semester	IV
Course Title	Socio-Religious Reform Movements in India
Course Code	21UHIA41
Hours	4
Total Hours	60
Credits	4
Max Marks	
Unit & Title	Unit I – Raja Ram Mohan Roy
Name of the Faculty	Ms. S.S. Anuja
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge : Basic understanding of phases of Freedom Struggle in India and Independence of India.

Micro – Planning : 60 Minutes

Micro Planning Scheme



75. Topics for learning through Evocation:

Briefly introduce the contribution of Raja Ram Mohan Roy. Ask the students to share their view and pre-knowledge on the socio-religious reform movements in India.

76. Topic Introduction

2.1 General Objectives:

- To understand the status of Indian society.

- To highlight the greater transformation period happened in the 19th century.

2.2 Specific Outcomes:

- To enhance the Contribution of social and religious reformers for the eradication of social and religious evils.
- To educate about the societal and religious changes and its impact.

First Phase

SO1 (10 minutes): Explain the relevance of the 19th century. Highlight the services rendered by Raja Ram Mohan Roy to eradicate the social evils.

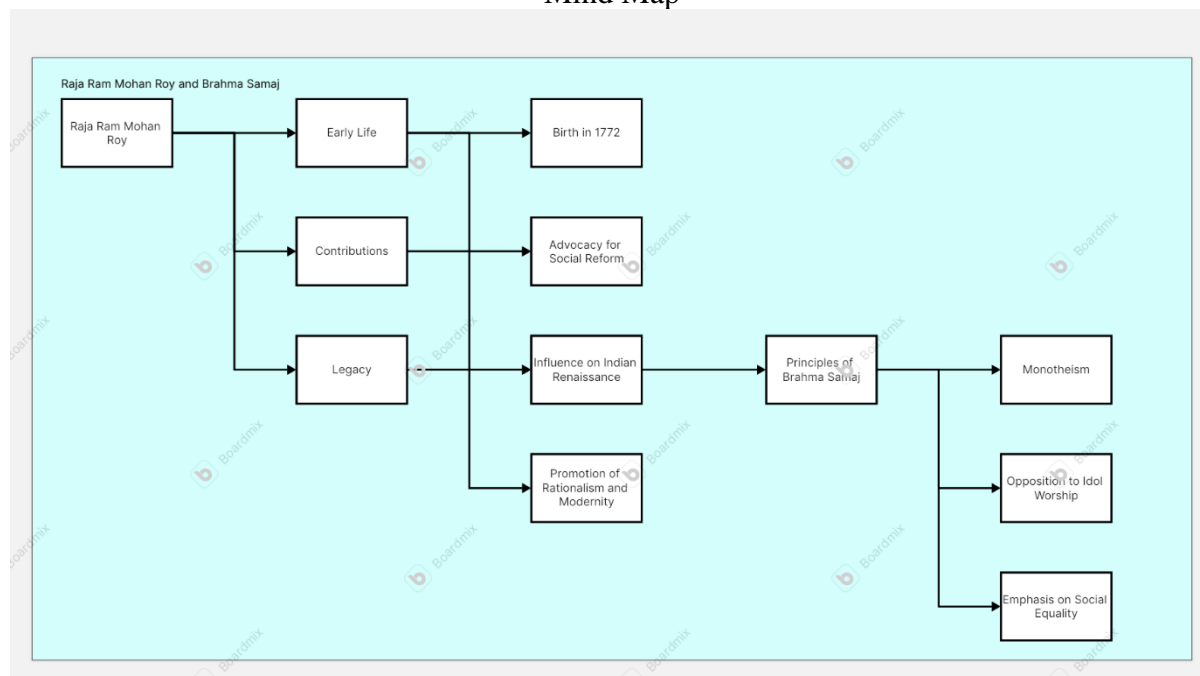
SO2 (10 minutes): Introduce the various factors that lead for the social transition.

Second Phase

SO1 (10 minutes): Analyse the working and contribution of the Brahma Samaj. Discuss how the ways of measure rented by the Brahma Samaj.

SO2 (10 minutes): Estimate overall impact of the Socio-religious movement in India.

Mind Map



Create a simple mind map depict the contribution of Raja Ram Mohan Roy.

Summary (2 minutes)

Summarize the topic emphasizing the services of Brahma Samaj.

2.3: Taxonomy

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

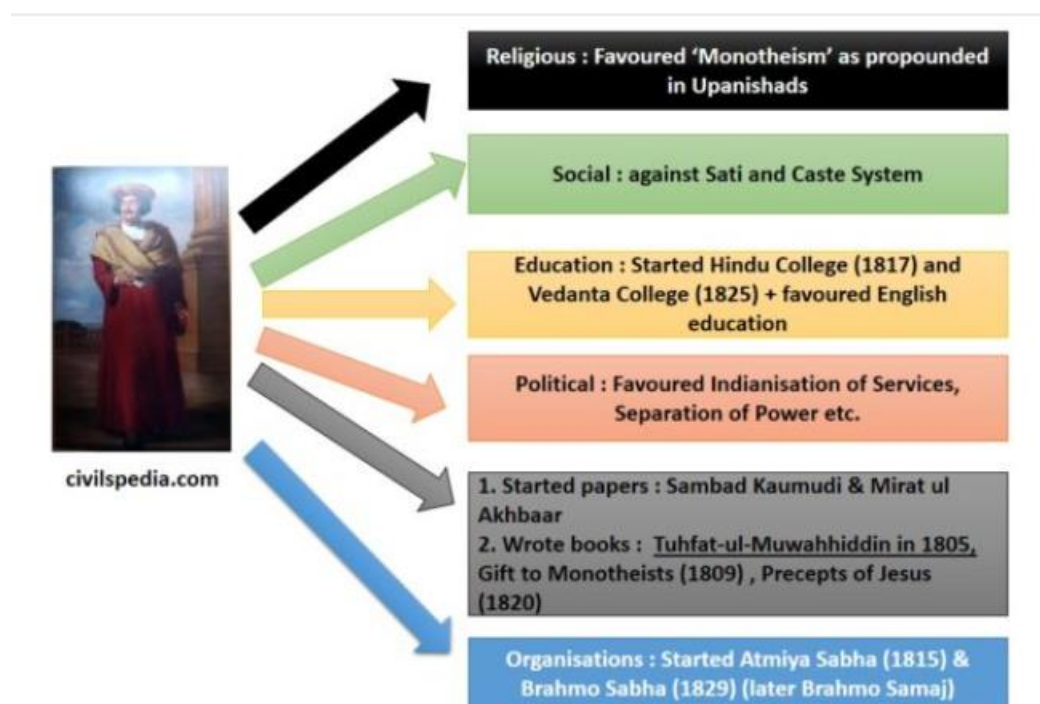
VV. Meta Cognitive Knowledge						
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2.26 Key Words:

Raja Ram Mohan Roy
Brahma Samaj
Social Evil
Eradication

2.27 Key Diagrams (if any)

Flow Chat



PowerPoint Presentation

<https://docs.google.com/presentation/d/1Qbojscxi10C-sZqwNZrINLRg-AoengBr7KfDUg9Hglw/edit?usp=sharing>

Picture Book

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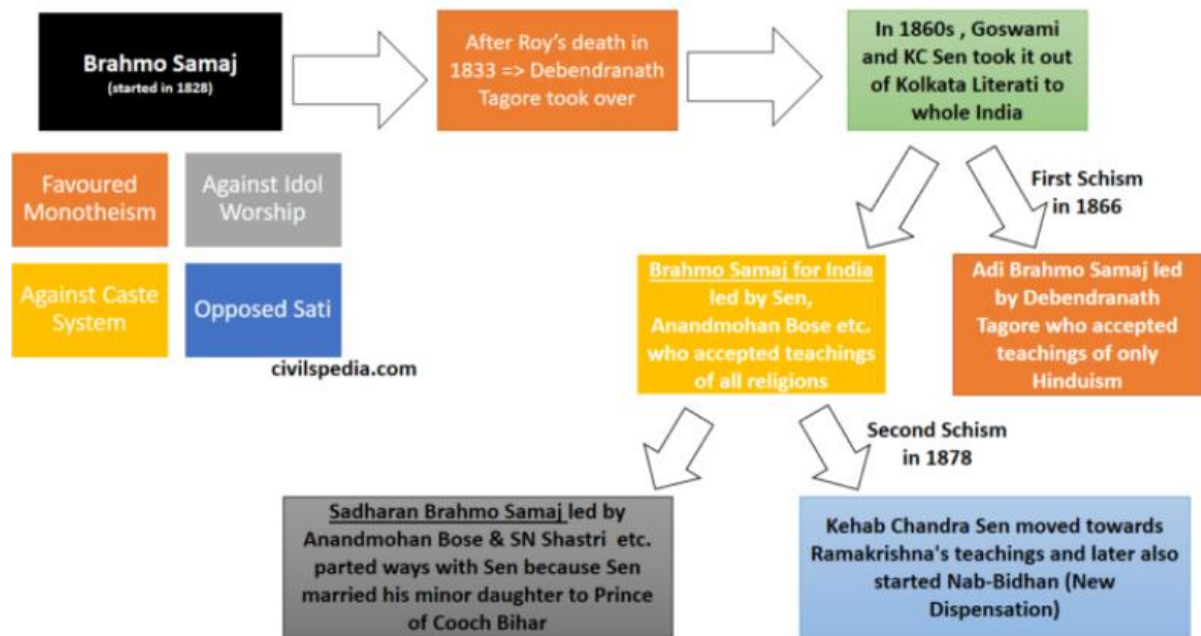
Video Sample

<https://youtu.be/MIUPYWfmqV0>

77. Discussion:

Engage the students in a discussion about the importance of Socio-religious Movements. Discuss the major part played by Raja Ram Mohan Roy. Consolidate the ideas of students to generate valuable comment on the services rendered by Raja Ram Mohan Roy

78. Mind Map



79. Summary :

Raja Ram Mohan Roy (1772–1833) was a pioneering Indian social reformer and intellectual who played a key role in modernizing Indian society during the early 19th century. He is best known for his efforts to abolish the inhumane practice of sati (the ritual burning of widows), promote women's rights, and advocate for education and legal reforms. As a founder of the Brahmo Samaj, he encouraged a move towards monotheism and rational religious practices, challenging orthodox traditions and superstitions. His work laid the groundwork for future reform movements in India and helped bridge traditional Indian culture with modern, progressive ideas.

80. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

1. Explain why Raja Ram Mohan Roy is often referred to as the "Father of Indian Renaissance."
2. Describe how Raja Ram Mohan Roy's efforts contributed to improving the status of women in Indian society.

Formative Assessment 2 (FA2) (2 minutes)

3. How did Raja Ram Mohan Roy challenge traditional religious practices in India?
4. What role did Raja Ram Mohan Roy play in the development of modern education in India?
5. Discuss the significance of the Brahmo Samaj in Raja Ram Mohan Roy's reform movement.

Short quiz or oral question on Raja Ram Mohan Roy

1. Which social practice did Raja Ram Mohan Roy famously campaign against?
 - a) Child marriage
 - b) Sati (the burning of widows)
 - c) Caste discrimination
 - d) Land reforms
2. Raja Ram Mohan Roy is best known for founding which reformist organization?

- a) Arya Samaj b) Brahmo Samaj c) Ramakrishna Mission d) Theosophical Society
3. Discuss the main objectives behind the founding of the Brahmo Samaj.
 4. Discuss the impact of the Brahmo Samaj on social and religious reforms in India.
 5. What were some of its long-term contributions to modern Indian society?

81. FAQ's: MCQ's/ Descriptive questions.

17. Estimate the contributions rendered by Raja Ram Mohan Roy, as the father of Indian Renaissance
18. Analyse the activities of Brahma Samaj.

8. References

1. Anurag Kumar. The Great Indian Social Reformers. Haryana : Shubhi Publications, 2016.
2. Tara Chand. History of the Freedom Movement in India. New Delhi: Publications Division Ministry of Information and Broadcasting Government of India, 1967.
3. Sen S. P. Social and Religious Reform Movements in the Nineteenth and Twentieth Centuries'. Calcutta: Institute of Historical Studies, 1979.
4. Pruthi, R. K. Social Reformers. New Delhi : Raj Publication, 2013.
5. Sen S.P. Social Contents of Indian Religious Reform Movements. Calcutta: Institute of Historical Studies, 1978.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

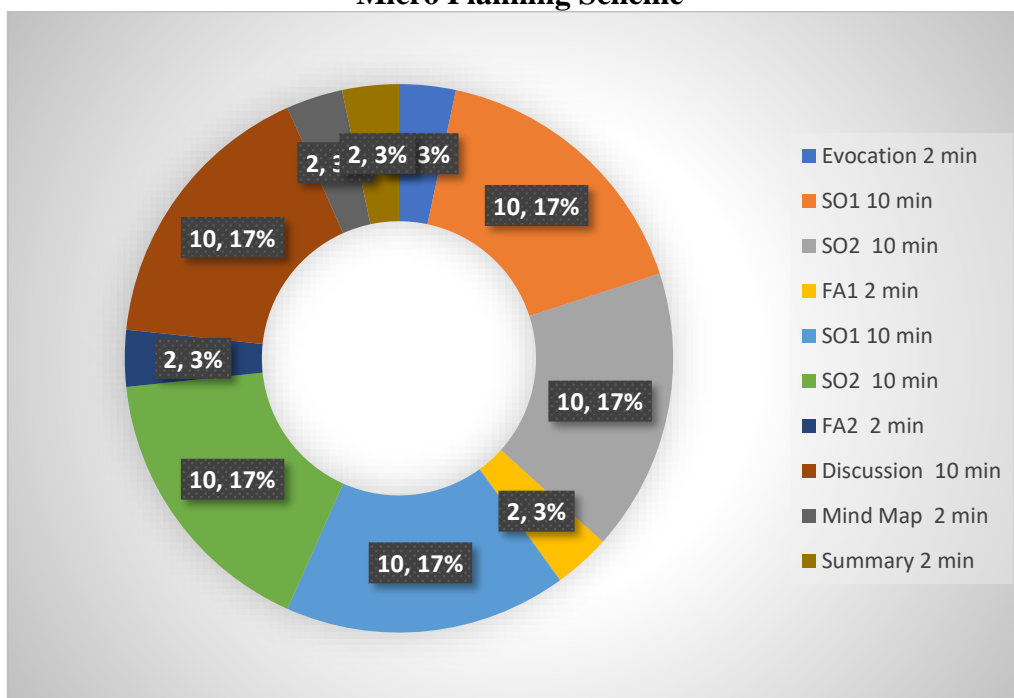
Lesson Plan

Programme	B.A. History
Semester	IV
Course Title	Introduction to Archaeology
Course Code	21UHIS41
Hours	4
Total Hours	60
Credits	4
Max Marks	
Unit & Title	Unit I & Kinds of Archaeology
Name of the Faculty	Dr. S.M. Vimala
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair-Share

Pre-requisite Knowledge: Basic understanding of the study of ancient and recent human past through material remains.

Micro – Planning : 60 Minutes

Micro Planning Scheme



82. Topics for learning through Evocation:

When learning about the different kinds of archaeology, students can explore prehistoric archaeology, historical archaeology, archaeological ethics, application of scientific techniques in archaeology and study of specific ancient civilizations and their material culture across different geographical regions and time periods.

83. Topic Introduction

2.1 General Objectives:

- To understand past human life, cultural evolution.
- To explore ancient civilizations, to ensure the conservation of artifacts, settlements significant to history and to focus on common people's lives.

2.2 Specific Outcomes:

- To educate the communities about the importance of preserving archaeological sites.
- To examine and interpret human history through its physical remains and material culture.

First Phase

SO1 (10 minutes): Explain the main goal of archaeology. Highlight the different types of archaeology.

SO2 (10 minutes): Introduce the concept of archaeology as a broad field with various specializations, then delve into specific types like prehistoric, historic archaeology.

Second Phase

SO1 (10 minutes): Analyse the different archaeological methods. Define the term and explain its primary goal of studying past human cultures through material remains.

SO2 (10 minutes): Explore the ancient cultures of people and its roots in history.



Create a simple mind map that illustrate the various Kinds of Archaeology.

Summary (2 minutes)

Summarize the topic to unravel the human past through material remains.

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		

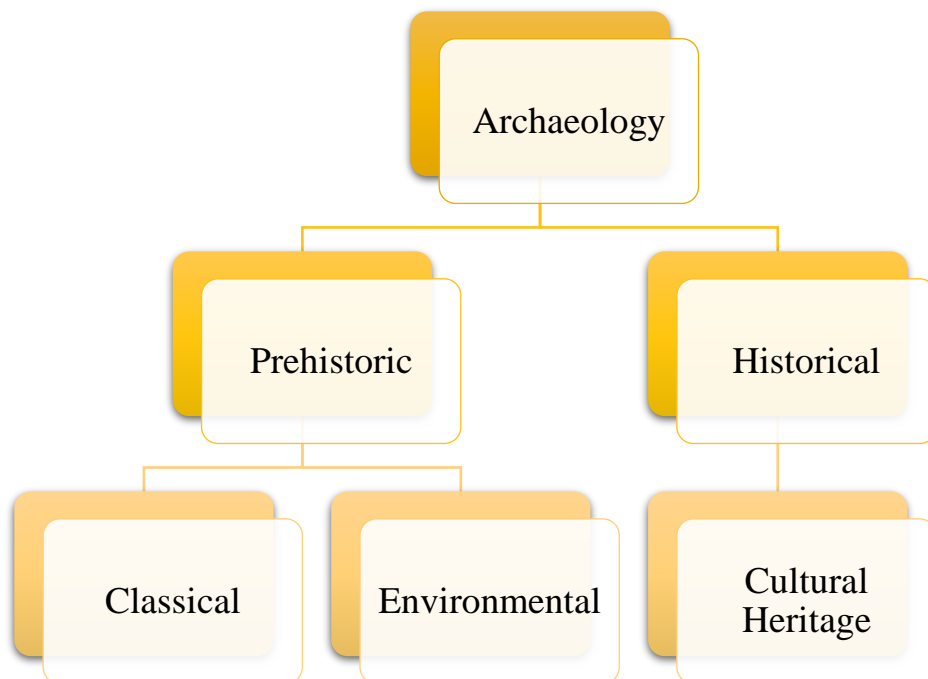
ZZ.Meta Cognitive Knowledge						
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2.28 Key Words:

Archaeology
Antiquities
Archaeological sites
Artefacts

2.29 Key Diagrams (if any)

Flow Chat (borrowed features of Kinds of Archaeology)



PowerPoint Presentation

https://docs.google.com/presentation/d/11skksAESmF1AcPf9rXNkzIP40qkLMC/edit?usp=drive_link&ouid=100722781911913995778&rtpof=true&sd=true

Picture Book Sample

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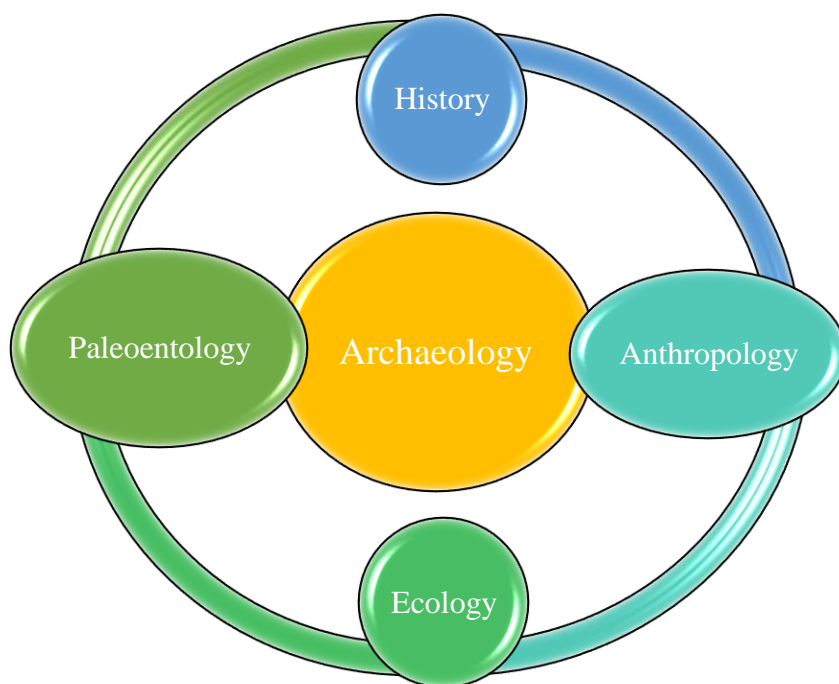
Video Sample

<https://youtu.be/BD16UwSJ02g>

84. Discussion:

Engage the students in a discussion about the Nature and Meaning of Archaeology.
How does the archaeologists determine the age and significance of artifacts?
What can Archaeology teach us?

85. Mind Map



86. Summary :

Archaeology, the scientific study of the material remains of past human life and activities. These include human artifacts from the earliest stone tools to the man – made objects that are buried or thrown away in the present day. The aims of archaeology are to reconstruct extinct cultures and understand cultural changes by studying artifacts and sites.

87. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the Aims and Scope of Archaeology.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Kinds of Archaeology

88. FAQ's: MCQ's/ Descriptive questions.

19. Examine the origin and development of Archaeology in India.

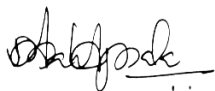
20. Analyse the value of Archaeology for the reconstruction of History.

8. References

1. Raman K.V. Principles & Methods of Archaeology. Chennai: Parthajan Publications, 1998.
2. Venkatraman R. Indian Archaeology- A Survey. Udumalpet: Ennes Publications, 1999.

9. Verified by Subject Expert:


Course In-charge


Approved by HoD.

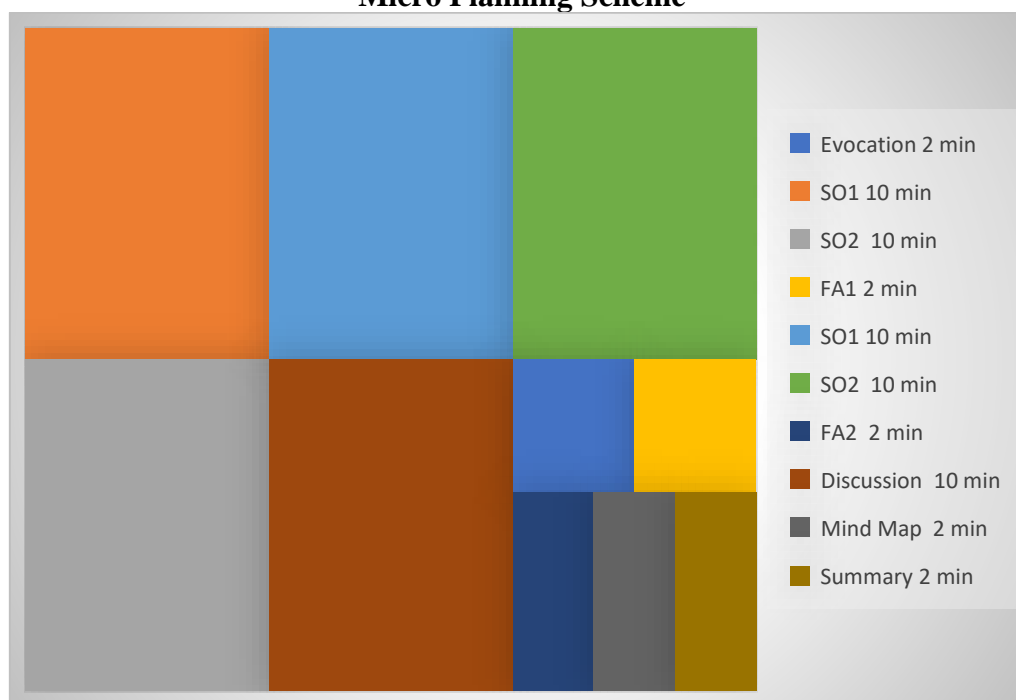
Lesson Plan

Programme	B.A. History
Semester	IV
Course Title	Constitution of India
Course Code	21UHIN41
Hours	2
Total Hours	30
Credits	2
Max Marks	
Unit & Title	Unit I & Making of the Indian Constitution
Name of the Faculty	Dr. K. Mary Vino Lobo
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge: Basic understanding provisions of Indian Independence.

Micro – Planning : 60 Minutes

Micro Planning Scheme



89. Topics for learning through Evocation:

Briefly introduce the noble ideals of our Freedom Fighters and their sacrifice to the nation. Ask the students to share their favourite freedom fighters and their unique role in freedom struggle.

90. Topic Introduction

The making of the Indian Constitution was a monumental task that took place over nearly three years, from 1946 to 1949, in the backdrop of India's transition from British colonial rule to independence.

2.1 General Objectives:

- To update the Constitution of India.
- To highlight the making of the Indian Constitution.

2.2 Specific Outcomes:

- To respect the fathers of Constituent Assembly.
- Identify the major steps in the formation of the Constituent Assembly

First Phase

SO1 (10 minutes): Explain the role of prominent leaders like Dr. B.R Ambedkar, Jawaharlal Nehru, and others in drafting the constitution

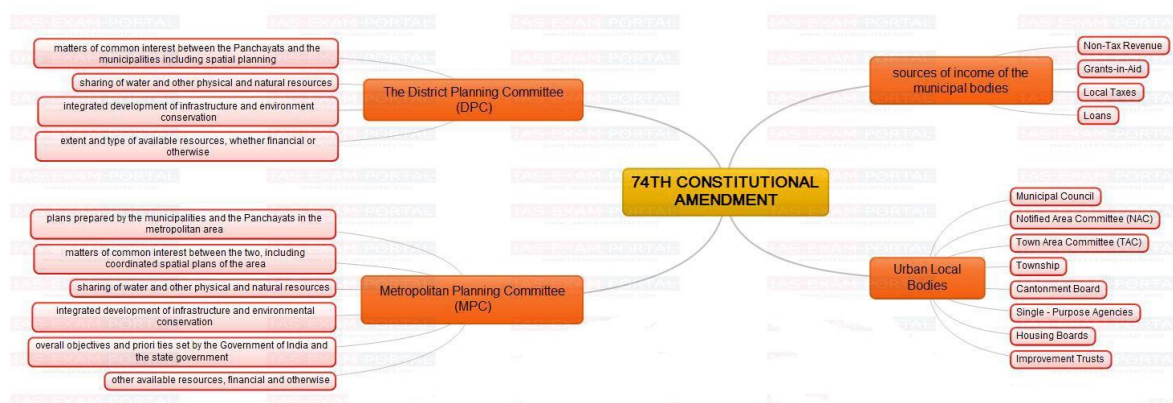
SO2 (10 minutes): Introduce the basic concepts in Indian Constitution and the borrowed features from other constitutions.

Second Phase

SO1 (10 minutes): Analyse how the Constituion upholds justice, liberty, equality, and fraternity in governance.

SO2 (10 minutes): Explore the sovereignty of the Indian Constitution and Judicial review.

Mind Map



Create a simple mind map that illustrate the salient features of the Indian Constitution.

Summary (2 minutes)

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

2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remembe r	Understan d	Appl y	Analys e	Evaluat e	Creat e
AAA. Factual Knowledge		1				
BBB. Conceptual knowledge		2				
CCC. Procedural Knowledge				1		
DDD. Meta Cognitive Knowledge						

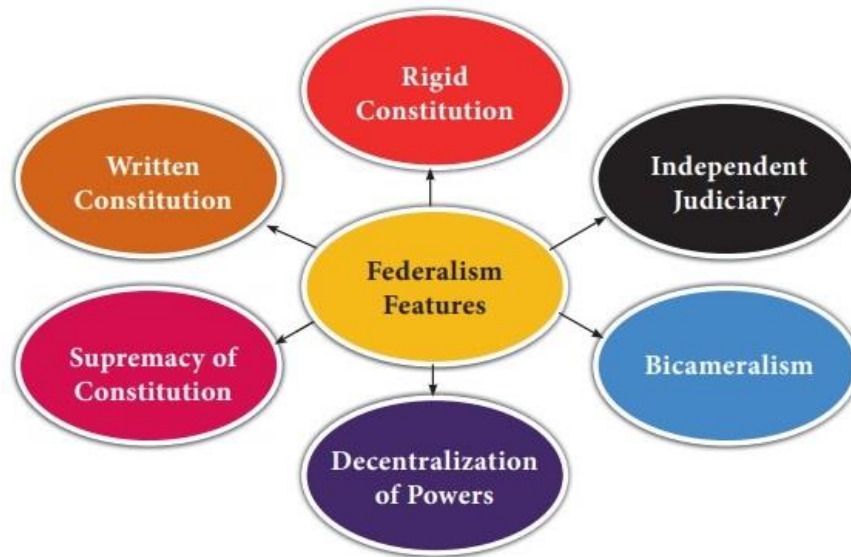
2.30 Key Words:

Constitution
Preamble

Secularism
Sovereign
Democracy
Rule of Law

2.31 Key Diagrams (if any)

Flow Chat (borrowed features of Indian Constitution)



PowerPoint Presentation

https://docs.google.com/presentation/d/1C_3ss9hnxnS2e-IgHNwBVhiaJmyXYr1C/edit?usp=sharing&ouid=110678174030475910153&rtpof=true&sd=true

Video Sample

https://youtu.be/E0_mOnAnaYo

91. Discussion:

Engage the students in a discussion about the Indian Constitution.
How do Directive Principles guide the government's policies?
What can we learn from the rigidity of the Indian Constitution?

92. Mind Map



93. Summary :

The Indian Constitution was meticulously framed to lay the foundation for a democratic, sovereign and inclusive nation. After gaining independence from British rule in 1947, India required a comprehensive legal framework to govern itself.

94. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the flexible and rigid features of Indian Constitution.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Indian Constitution

95. FAQ's: MCQ's/ Descriptive questions.

21. Explain the political and social conditions that necessitated the framing of the Indian Constitution.
22. Explain the significance of the Preamble to the Indian Constitution.

8. References

1. Kapur A.C. Constitutional History of India. New Delhi: S.Chand and Co. (Pvt) Ltd., 1983.
2. Agarwal, R.C. Bhatnagar Mahesh. Constitutional Development and National Movement in India. New Delhi : S. Chand and Co., 2006.
3. Sharma, M.P. The Government of Indian Republic. Allahabad: Kitab Mahal, 1968.

9.Verified by Subject Expert:

K. May V.L

Course In-charge

Shubodk

Approved by HOD.

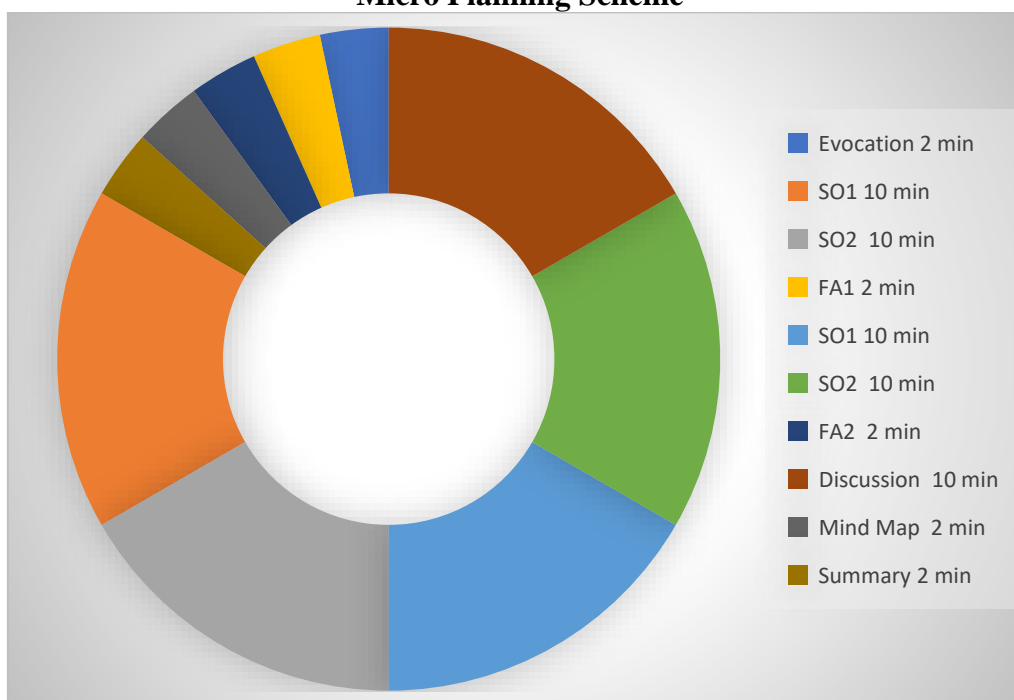
Lesson Plan

Programme	B.A. History
Semester	V
Course Title	History of India from 1858 to 1947 C.E
Course Code	21UHIC51
Hours	6
Total Hours	90
Credits	4
Max Marks	
Unit &Title	Unit III – Jallianwala Bagh Massacre
Name of the Faculty	Dr. K. Mary Vino Lobo
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge : Basic understanding provisions of Rowlatt Act and Montague Chelmsford act

Micro – Planning : 60 Minutes

Micro Planning Scheme



96. Topics for learning through Evocation:

Briefly introduce the provisions of Rowlat Act and its impacts. Ask the students to share the British policies towards the Indians

97. Topic Introduction

The Jallianwala Bagh Massacre, also known as the Amritsar Massacre, occurred on April 13, 1919, in Amritsar, India, during British colonial rule. British troops, led by General

Reginald Dyer, opened fire on a large gathering of unarmed Indian civilians who were protesting against the repressive Rowlatt Act.

2.1 General Objectives:

- To update the journey of freedom struggle in India.
- To highlight the freedom fighters and their sacrifice.

2.2 Specific Outcomes:

- Evaluate the ethical implications of General Dyer's actions.
- Explain the Historical context, including the Rowlatt Act and its impact on the Indian population.

First Phase

SO1 (10 minutes): Understanding the oppressive nature of the Rowlatt act and its provision. Explaining why Amritsar became the focal point of resistance.

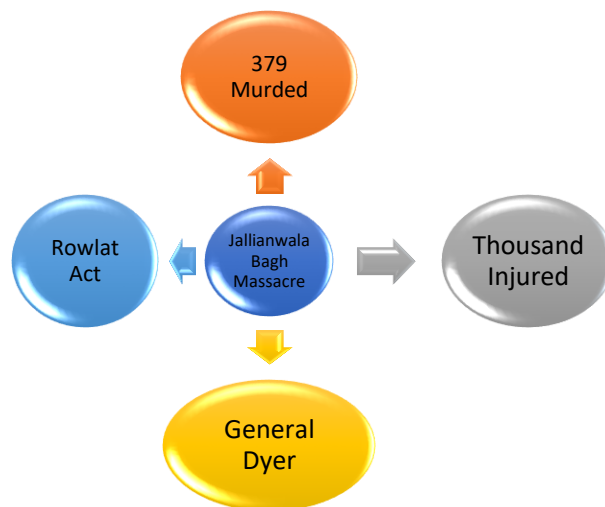
SO2 (10 minutes): Introduce the basic concepts of freedom fighters.

Second Phase

SO1 (10 minutes): Analyse the Jallian Walabagh Massacre and its immediate impact on Indian Society.

SO2 (10 minutes): Explain the key events of the massacre and its immediate effects on the people of Amritsar.

Mind Map



Create a simple mind map that illustrate the Jallianwala Bagh Massacre.

Summary (2 minutes)

Summarize the topic emphasizing the repository of freedom fighters and their implications.

2.3: Taxonomy

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

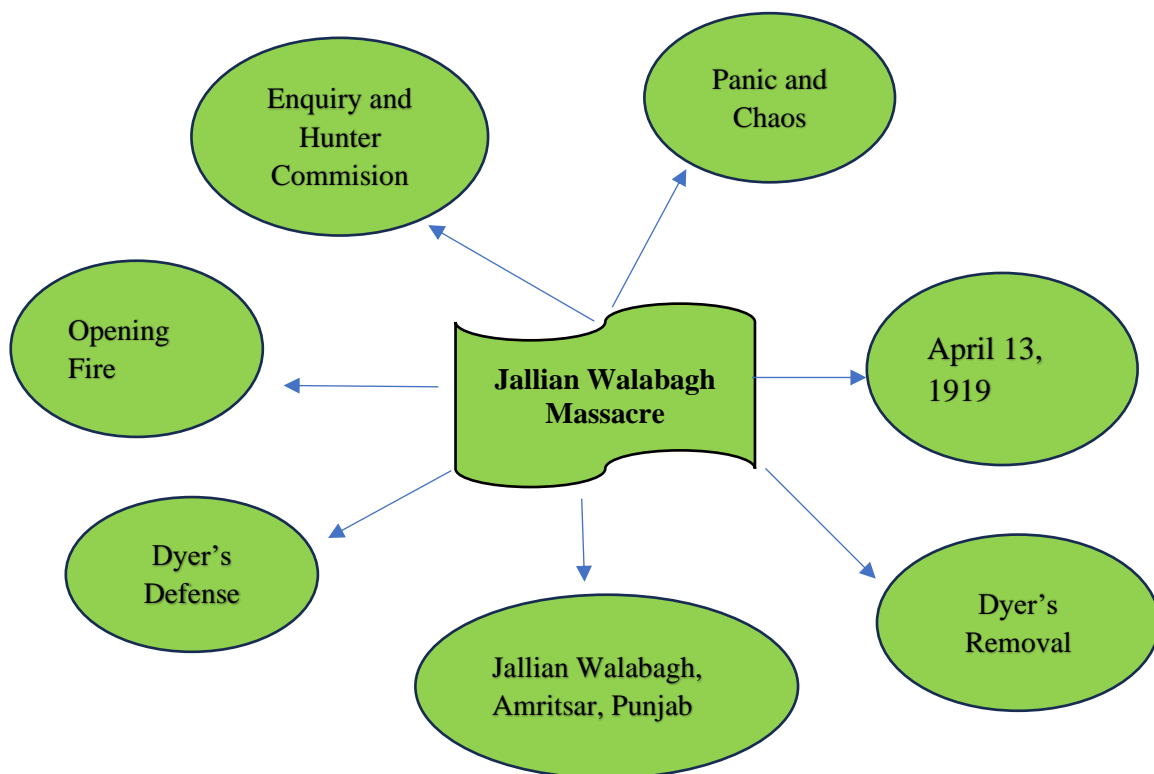
HHH. Meta Cognitive Knowledge						
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2.32 Key Words:

Massacre
Amritsar
General Dyer

2.33 Key Diagrams (if any)

Flow Chat : Jallianwala Bagh Massacre



PowerPoint Presentation

https://docs.google.com/presentation/d/1S7_uA9gEtwCyB-BSa9Rg7Si71KClQWnm/edit?usp=sharing&ouid=110678174030475910153&rtpof=true&sd=true

Picture book Sample

https://archive.org/details/scanned-document-72_202009/mode/2up

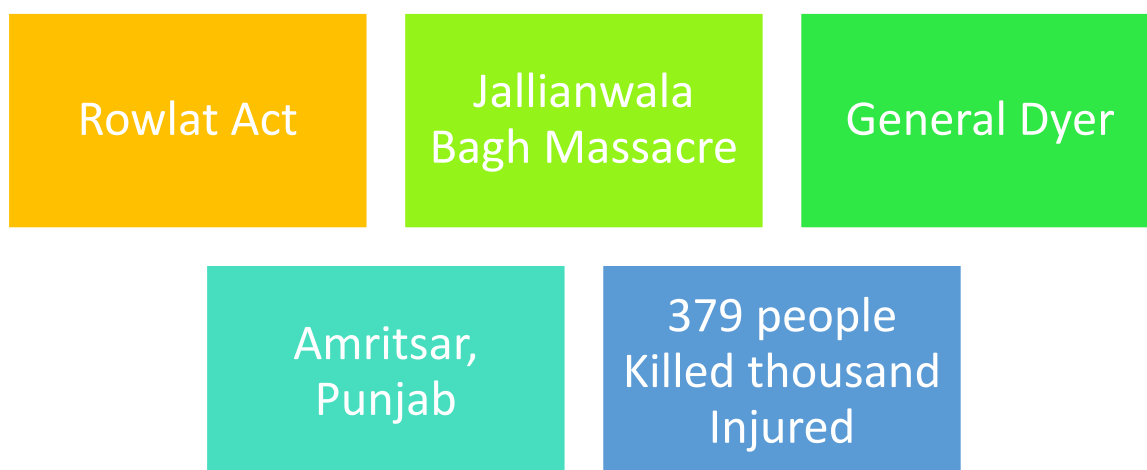
Video Sample

<https://youtu.be/0OegcJfKHsA>

98. Discussion:

Engage the students in a discussion about the Jallianwala Bagh Massacre.
How does the Massacre suitable for Indian Independence?
What can we learn from the freedom fighters of India's struggle for freedom?

99. Mind Map



100. Summary :

The Massacre became a turing point in Indian history, sparking mass protests and significantly fuelling the Indian Freedom Struggle.

Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the caused by the Jallianwala Bagh Massacre.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Massacre.

101. FAQ's: MCQ's/ Descriptive questions.

23. Explain General Dyer's actions and his justification for the Massacre.

24. Analyse the role of the Jallianwala Bagh Massacre in uniting Indians against British rule.

8. References

1. K.L.Khurana. History of India from 1526 to 1967 A.D. Agra: Lakshmi Narain Agarwal, 2005.
2. Grover B.L. and Alka Mehta. A new look at Modern Indian History. New Delhi: S. Chand and Company Ltd. 2010.

9.Verified by Subject Expert:

K. Mary Vill

Course In-charge

Shilpa

Approved by HOD.

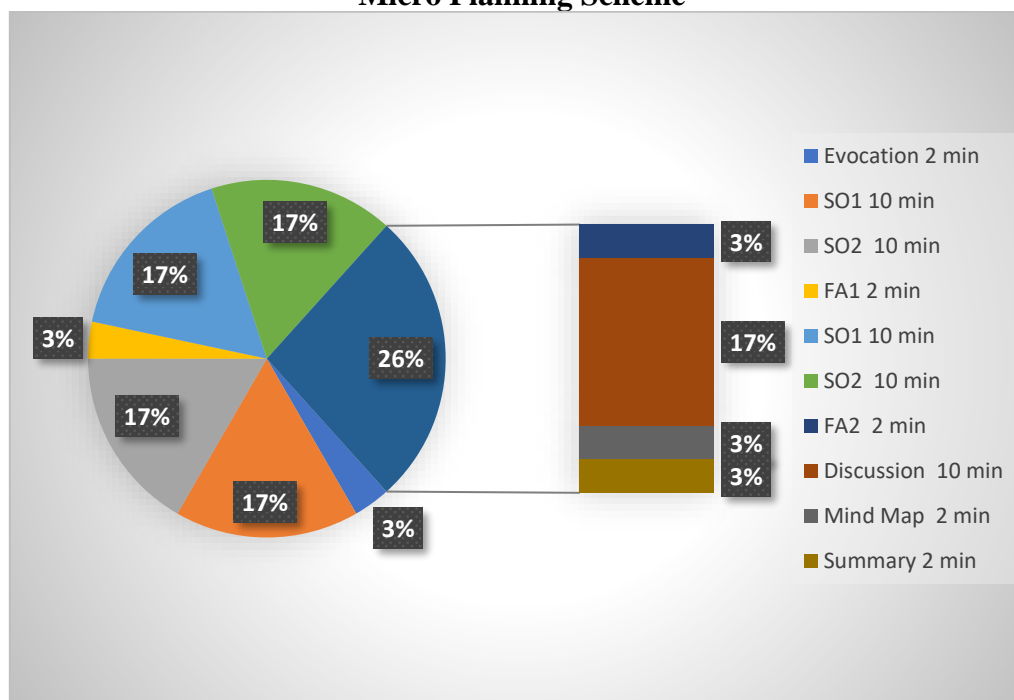
Lesson Plan

Programme	B.A. History
Semester	V
Course Title	History of Tamil Nadu upto 1336 C.E
Course Code	21UHIC52
Hours	6
Total Hours	90
Credits	4
Max Marks	
Unit &Title	Unit II - Pallavas
Name of the Faculty	Dr. K. Mary Vino Lobo
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge: Basic understanding the origin and rise of Pallava Dynasty.

Micro – Planning : 60 Minutes

Micro Planning Scheme



102. Topics for learning through Evocation: Basic understanding of the origin and growth of Pallavas

103. Topic Introduction: Introduce the Pallavas as one of the greatest dynasties of South India.

2.1 General Objectives:

- To help students connect, reflect, and engage with Pallava architecture using their prior knowledge and imagination before formal learning.
- To know the various styles of architecture.

2.2 Specific Outcomes:

- Identify the Pallavas as ruling dynasty in South India and locate their capital city.
- Analysing the Pallava art and architecture distinguishing between rock -cut and structural temples.

First Phase

SO1 (10 minutes): Explain the features of Pallava administration, including governance, society, and trade.

SO2 (10 minutes): Identify the major Pallava rulers such as Mahendravarman I, Narasimhavarman I rajasimha, and Nandivarman.

Second Phase

SO1 (10 minutes): Understand the cultural impact of the Pallavas, including their contributions to Tamil and Sanskrit literature.

SO2 (10 minutes): Explain the political achievements, including wars, conquests and administration.

Mind Map

Pallava Dynasty Timeline

Period	Ruler	Significant Events
3rd Century CE	Unknown, early rulers	Formation of Pallava Dynasty. The early Pallavas were vassals of the Satavahanas.
4th Century CE	Simhavishnu	First notable Pallava ruler, establishing Pallava rule in the Tamil region.
5th Century CE	Mahendravarman I	Initiates the expansion of Pallava power in South India. Introduces art and architecture reforms.
6th Century CE	Narashimhavarman I	Known for his victory against the Chalukyas at the Battle of Pullalur. Construction of the Shore Temple at Mamallapuram.
7th Century CE	Rajendra I (continued by his descendants)	The dynasty reaches its peak under the leadership of Rajendra I. Mamallapuram flourishes as a center for culture and art.
8th Century CE	Nandivarman II	Significant advancements in administration and culture. Pallavas lose some power due to Chalukyan invasions.
9th Century CE	End of Pallava Rule	Decline in power, eventually succeeded by the Cholas after a prolonged decline due to internal strife and external invasions.

Create a simple mind map that illustrate the Administration of the Pallavas

Summary (2 minutes)

Summarize the topic on centralized monarchy with efficient local governance..

2.3: Taxonomy

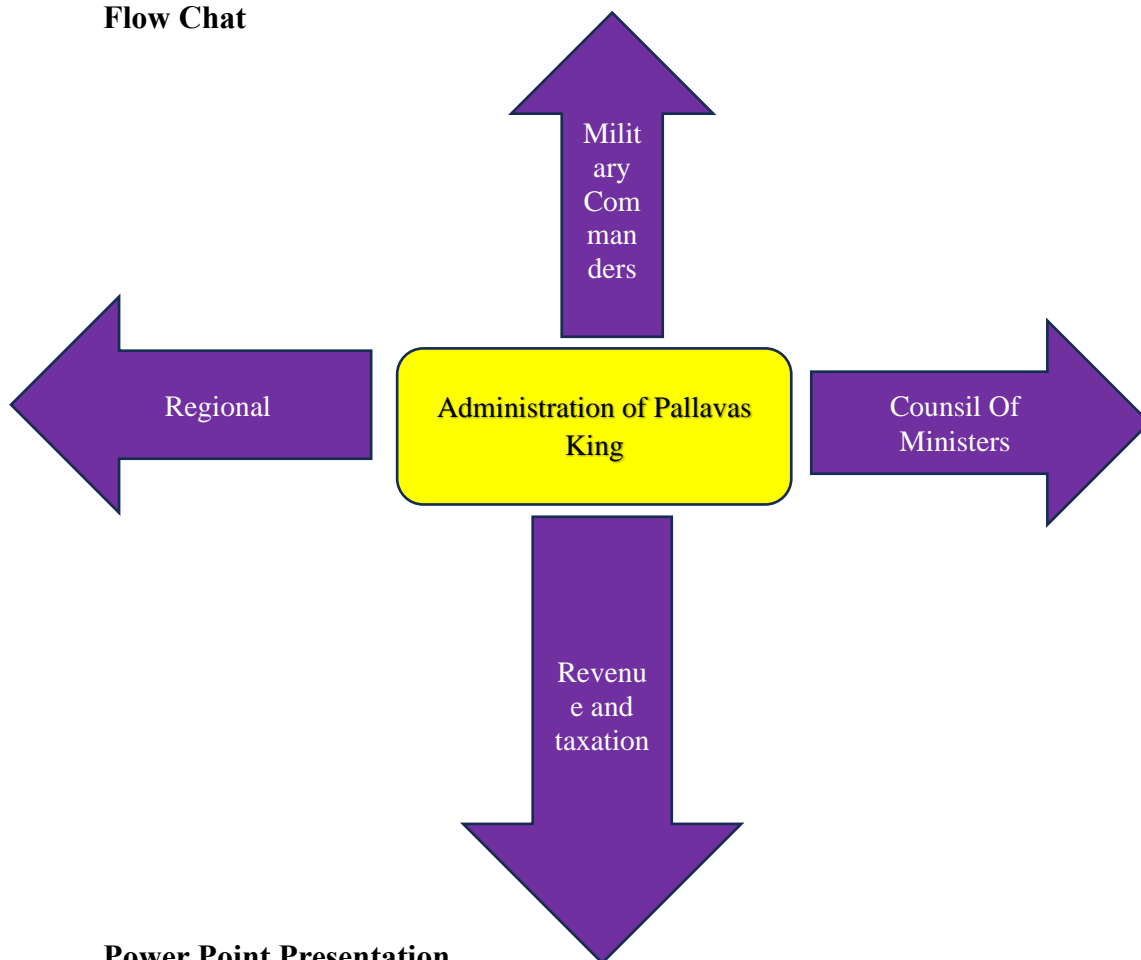
Taxonomy of Objectives	
Knowledge Dimension	The Cognitive Process Dimension

	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:

Pallavas
Art
Architecture

2.35 Key Diagrams (if any) Flow Chat



Power Point Presentation

https://drive.google.com/file/d/1fvuOxyFO-LdmmNv7nz6j0hZnrQMBB3Er/view?usp=drive_web

Video Sample

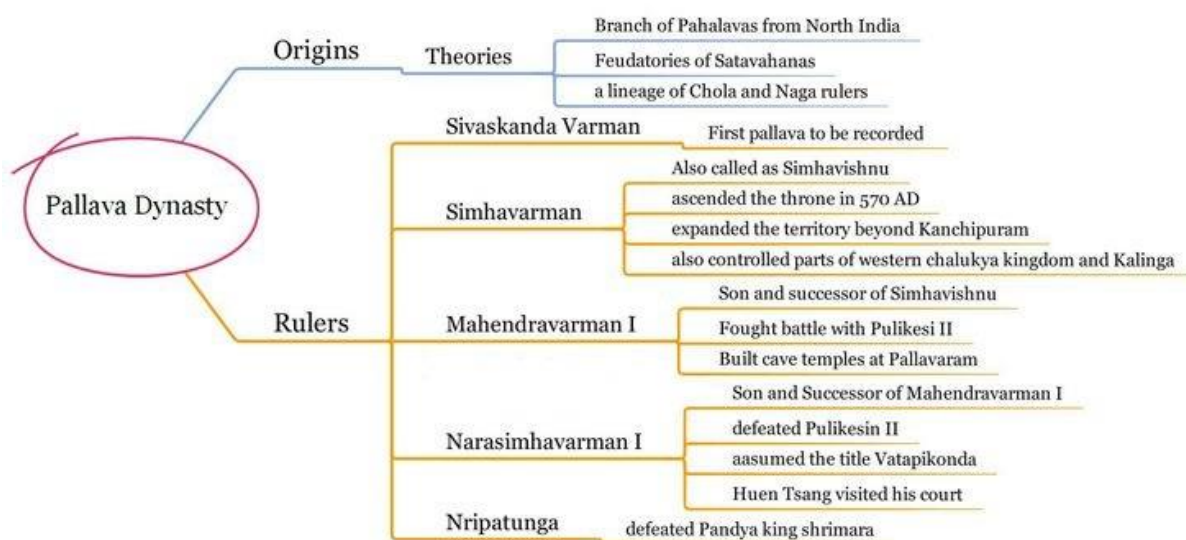
104. Discussion:

Engage the students in a discussion about compare the governance of the Pallavas with that of the Cholas.

How did the Pallavas establish their rule in Tamilnadu, and what strategies helped them maintain power?

What can we learn from the Pallava rulers were patrons of literature, art, and aducation.

105. Mind Map



106. Summary :

The administration of the Pallavas an ancient Tamil dynasty that ruled parts southern India from 4th to the 9th cenruries, was well – structured and highly organized.

Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the Art and Architecture of Pallavas

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Administration of Pallavas.

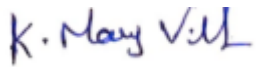
107. FAQ's: MCQ's/ Descriptive questions.

25. Explain the administrative system of Pallavas.
26. Analyse the role of the Simhavishnu and his administration.

108. References

1. Rajayyan, K. History of Tamil Nadu – A Real History. Trivandrum : Ratna Publications, 2005.
2. Sathyanatha Aiyar. R. History of the Nayaks of Madura. Madras : Oxford University Press, 1924.

9.Verified by Subject Expert:



Course In-charge



Approved by HOD.

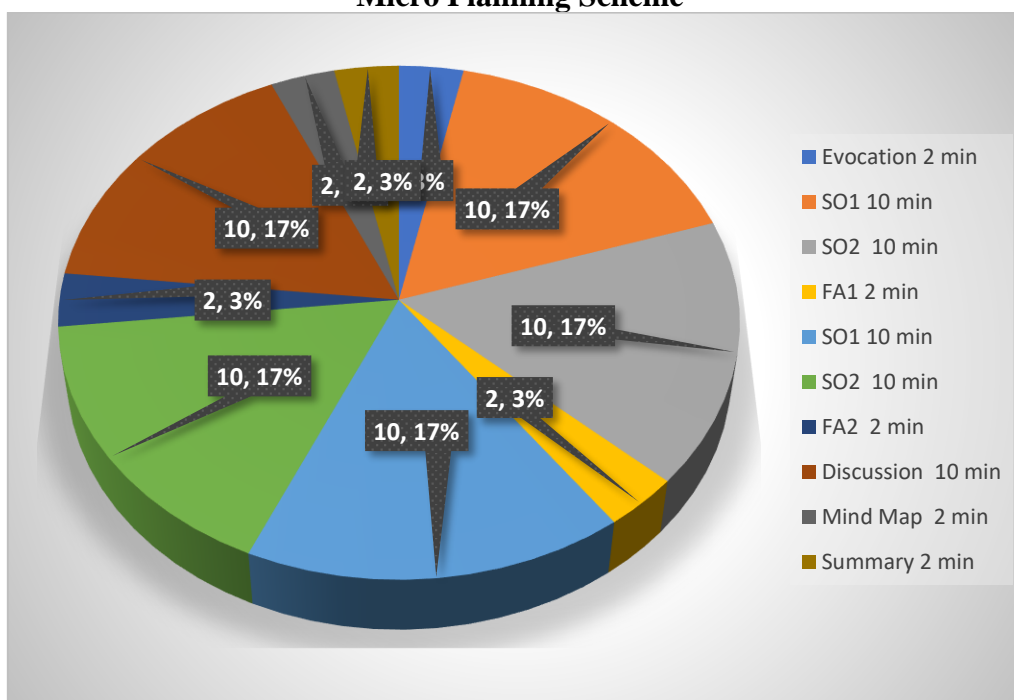
Lesson Plan

Programme	B.A. History
Semester	V
Course Title	History of Europe from 1453 to-1789 C.E
Course Code	21UHIC53
Hours	5
Total Hours	75
Credits	4
Max Marks	
Unit &Title	Unit I – Period of Transition
Name of the Faculty	Ms. S.S Anuja
T-L tools	Mind Maps, Flow chat Video, Picture Book, You Tube Video

Pre-requisite Knowledge : Basic understanding of phases of Period of Transition.

Micro – Planning : 60 Minutes

Micro Planning Scheme



109. Topics for learning through Evocation:

Briefly introduce the significance of the period of Transition in Europe history. Ask the students to share their views on social hierarchy and the feudal system.

110. Topic Introduction

2.1 General Objectives:

- To generate knowledge of the feudal system in Europe.

- To highlight the changes led during the 15th and 16th century.
- To identify the impact of the geographical discoveries in Europe.

2.2 Specific Outcomes:

- To appreciate the impact of Geographical discoveries.
- Develop and understanding the significance of Period of Transition.

First Phase

SO1 (10 minutes): Explain the salient features of the geographical discoveries. Highlight the consequences of the Italian War the various discoveries happened.

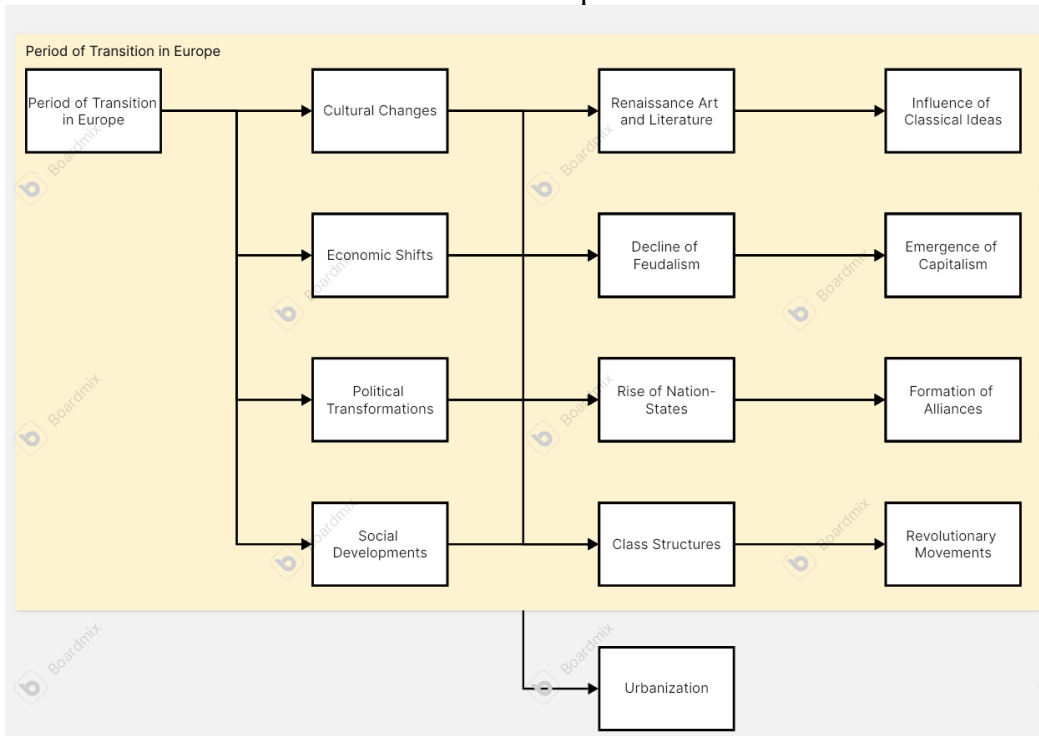
SO2 (10 minutes): Introduce the historical relevance of the Age of Exploration.

Second Phase

SO1 (10 minutes): Analyse the unique importance of the development of Art, Architecture, Literature, Religion.

SO2 (10 minutes): Explore the impact of the Period of Transition in Europe history.

Mind Map



Create a simple mind map that illustare the importance of Period of Transition.

Summary (2 minutes)

Summarize the topic emphasizing the repository of the Period of Transition.

2.3: Taxonomy

Taxonomy of Obejtives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remembe r	Understan d	Appl y	Analys e	Evaluat e	Creat e
MMM. Factual Knowledge		1				
NNN. Conceptua l knowledge		2				
OOO. Procedural Knowledge				1		

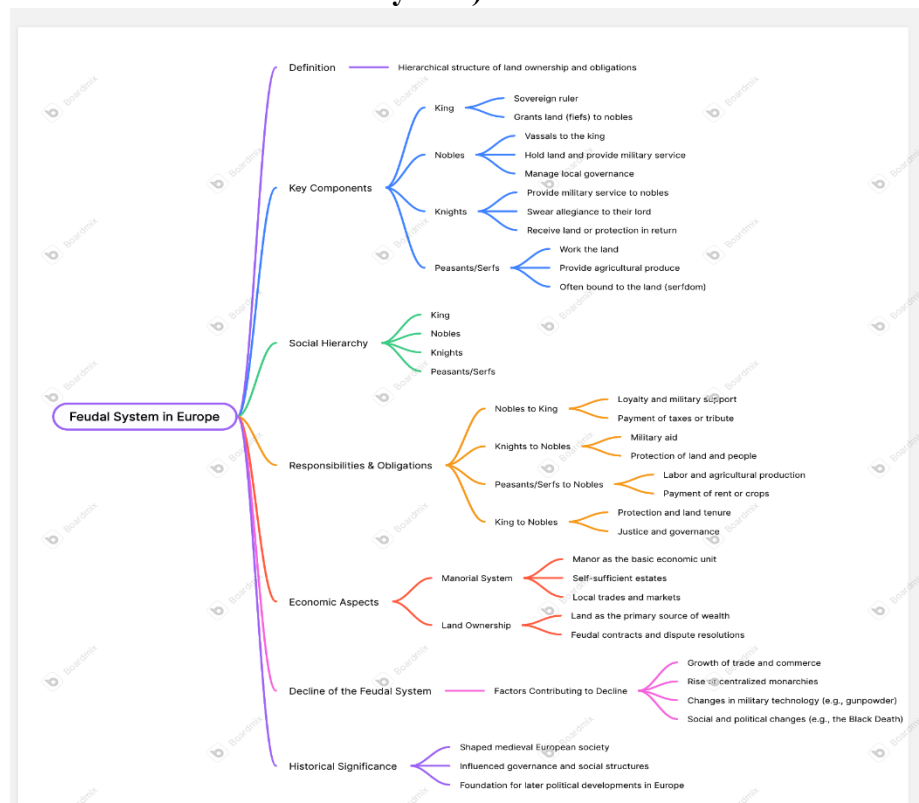
PPP. Meta Cognitive Knowledge						
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2.36 Key Words:

Europe
Geography
Louis XI
Vasco da Gama

2.37 Key Diagrams (if any)

Flow Chat (borrowed features of Feudal System)



PowerPoint Presentation

<https://docs.google.com/presentation/d/1ATpRCygA2Nik3BRXAN5pBCAAXBLElLfZOXm-CRdQsIU/edit?usp=sharing>

Picture book Sample

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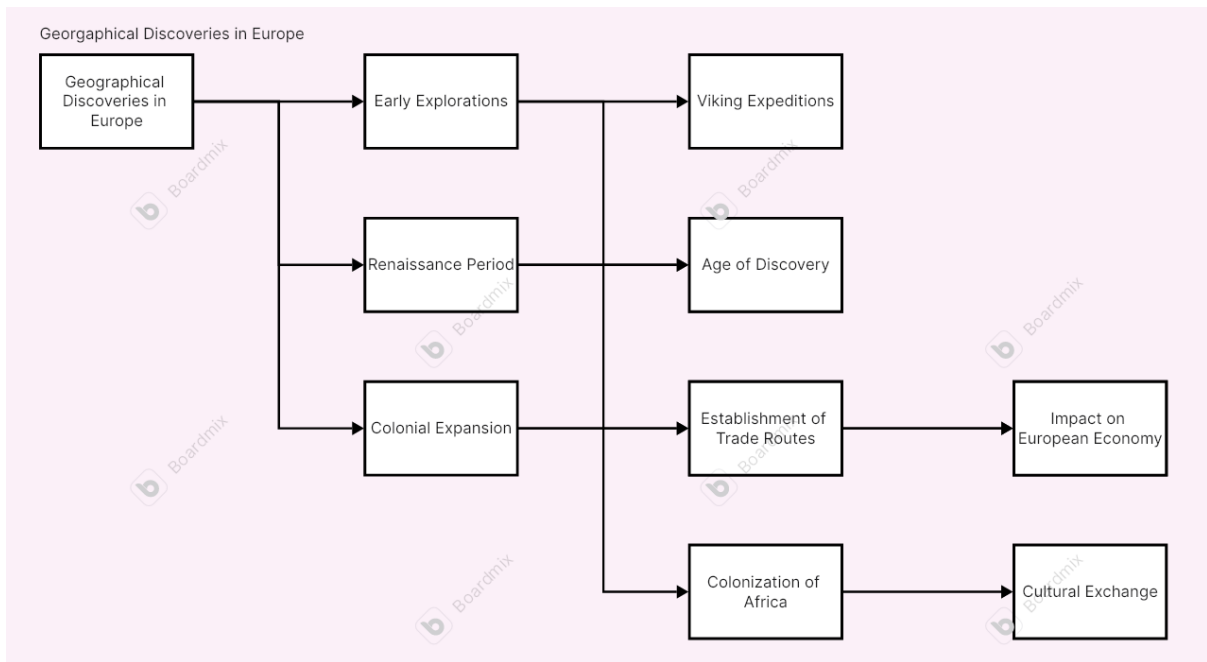
Video Sample

<https://youtu.be/VbbAjCdW7TY>

111. Discussion:

Engage the students in a discussion about the period of Transition in Europe history.
How far the period of transition create its impact in molding the Nation?
What are the impact of geographical discoveries in Worldwide?

112. Mind Map



113. Summary :

The 15th century as the period of transition and changes that marked the beginning of the modern Europe. This transition made a global impact that influenced the whole world for its transformation.

114. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the various consequences of the period of transition.

Discuss the causes for the geographical discoveries in Europe

Formative Assessment 2 (FA2) (2 minutes)

What was the significance of Vasco da Gama's voyage to India?

How did geographical discoveries impact trade and economy in Europe?

Name any two explorers and the places they discovered.

What were the major reasons for European explorations?

How did the discovery of new lands affect indigenous populations?

Short quiz or oral question on Indian Constitution

115. FAQ's: MCQ's/ Descriptive questions.

27. Estimate the salient features of the period of transition.

28. Analyse the factors led for the geographic discoveries and its impact.

29. Which period is known as the Age of Geographical Discoveries in Europe?

- a) 10th–12th century
- b) 14th–17th century
- c) 18th–19th century
- d) 5th–8th century

30. Who was the first European explorer to reach India by sea?

- a) Christopher Columbus
- b) Ferdinand Magellan
- c) Vasco da Gama
- d) Marco Polo

31.

8. References

1. Carsten F.L. The New Cambridge Modern History. London: Cambridge University Press, 1961.
2. Rohit Mahumdar. History of Europe : From Renaissance to the End of Cold War. New Delhi : Sage Publishers, 2020.
3. Khurana K.L. World History 1453- 1906 A.D. Agra: Lakshmi Narain Agarwal, 1997.
4. Will Durant. The Renaissance. New York: Simon and Schuster, 1953.
5. Will Durant. The Reformation. New York: Simon and Schuster, 1957.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

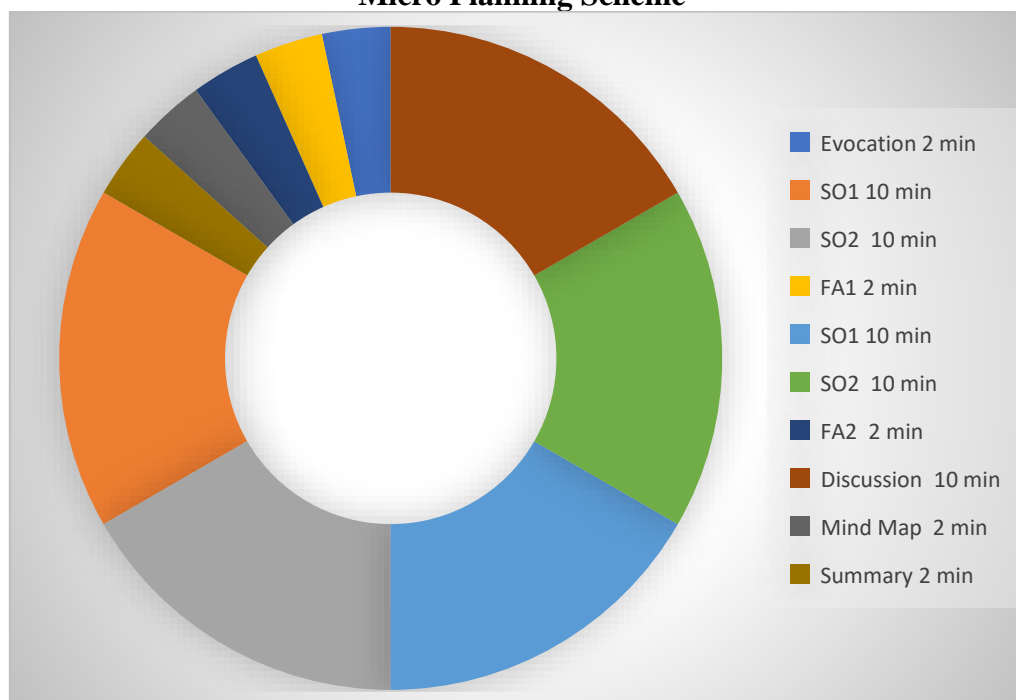
Lesson Plan

Programme	B.A. History
Semester	V
Course Title	History of Thoothukudi
Course Code	21UHIE51
Hours	5
Total Hours	75
Credits	4
Max Marks	
Unit &Title	Unit I -Thoothukudi through the Ages
Name of the Faculty	Dr. K. Mary Vino Lobo
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge: Basic understanding of Thoothukudi's History, It is a coastal city in southern Tamilnadu, India.

Micro – Planning : 60 Minutes

Micro Planning Scheme



116. Topics for learning through Evocation:

Briefly introduce the Antiquity of thoothukudi. Ask the students to share the Antiquities in thoothukudi.

117.Topic Introduction

Antiquity of Thoothukudi – Thoothukudi is also known as Tuticorin, has a deep -rooted history dating back to ancient times.

2.1 General Objectives:

- To Enrich the horizons of local history.
- To appreciate the role of Thoothukudi in the History of Freedom Struggle.

2.2 Specific Outcomes:

- Understanding Maritime Trade in Ancient Tamilnadu.
- Analysing how Thoothukudi's historical trade importance has shaped its present status as a major industrial and port city in Tamilnadu.

First Phase

SO1 (10 minutes): Understand how Tamilnadu's ancient ports contributed to global trade.

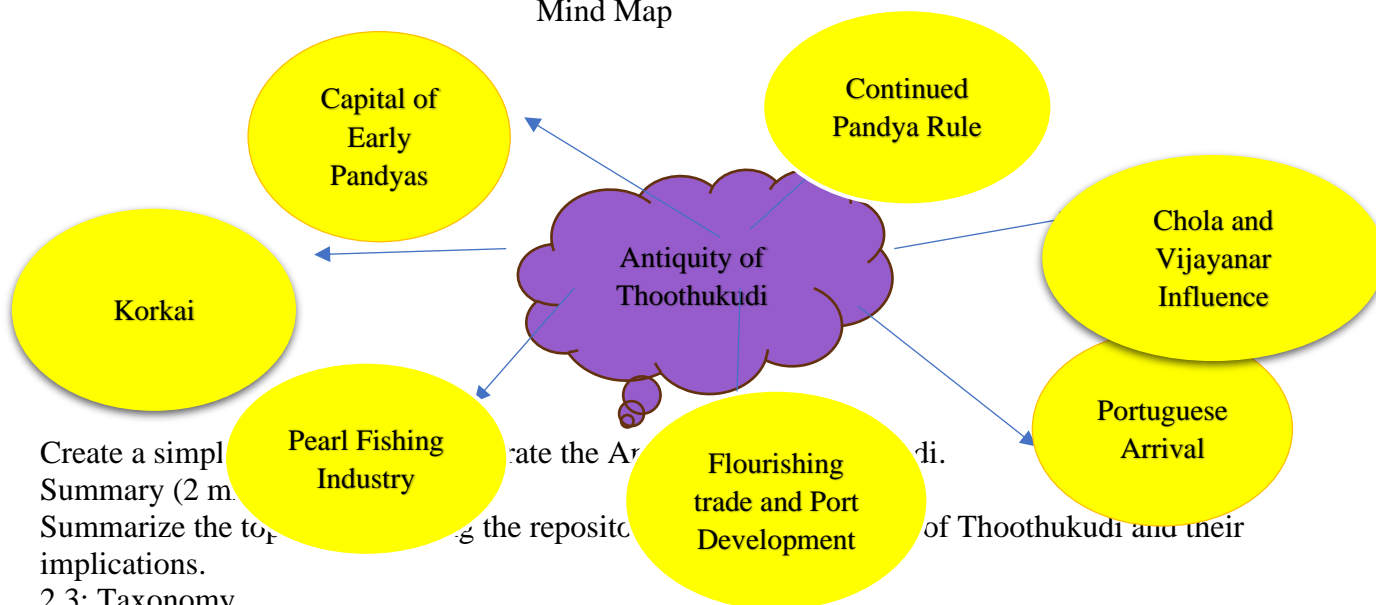
SO2 (10 minutes): Introduce the maritime trade in shaping the region's economy.

Second Phase

SO1 (10 minutes): Understand the historical importance of Korkai as a major urban and trade centre.

SO2 (10 minutes): Explore reference to Korkai in Sangam Literature like Silappathikaram and foreign records such as Periplus of the Erythraean Sea.

Mind Map



Create a simple summary (2 minutes) of the Antiquity of Thoothukudi. Summarize the top 5 points of the repository of Thoothukudi and their implications.

2.3: Taxonomy

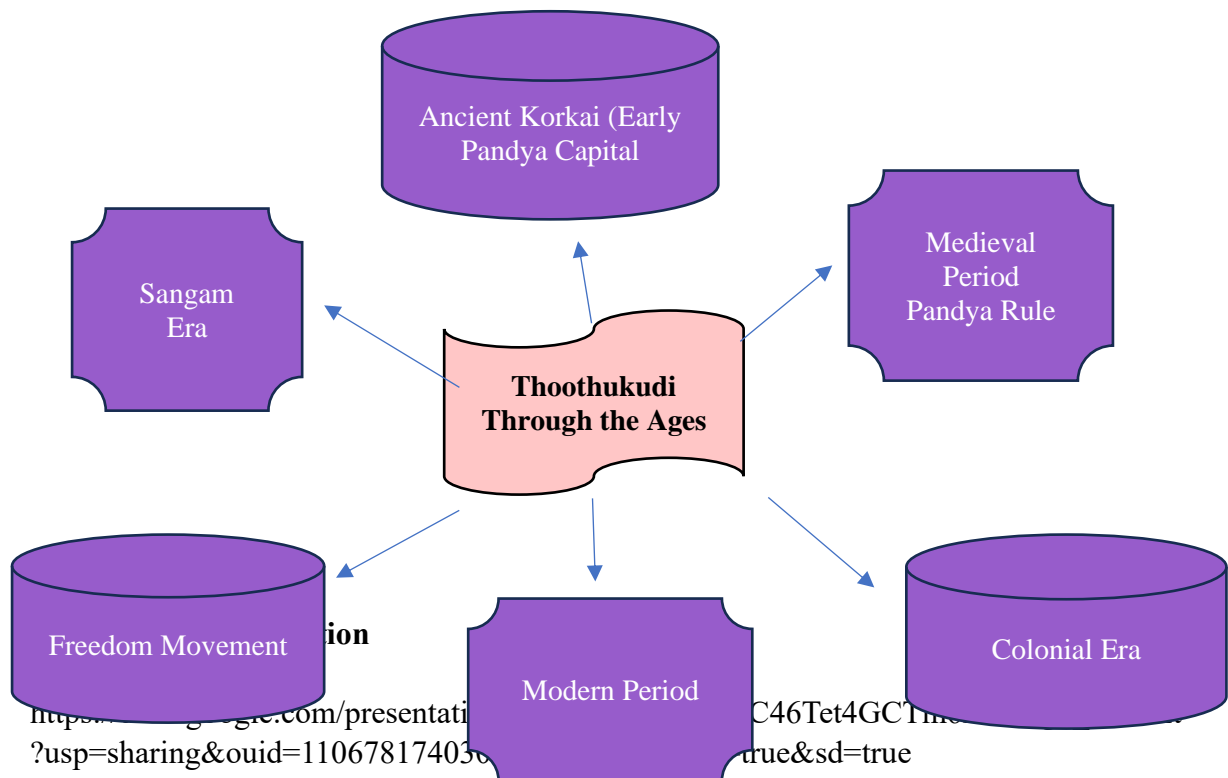
Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
QQQ. Factual Knowledge		1				
RRR. Conceptual knowledge		2				
SSS. Procedural Knowledge				1		
TTT. Meta Cognitive Knowledge						

2.38 Key Words:

Korkai
Sangam Literature
Portuguese Arrival
Salt Production

2.39 Key Diagrams (if any)

Flow Chat Thoothukudi Through the ages



Picture book Sample

Video Sample

<https://youtu.be/Q4HGDhsRXa4>

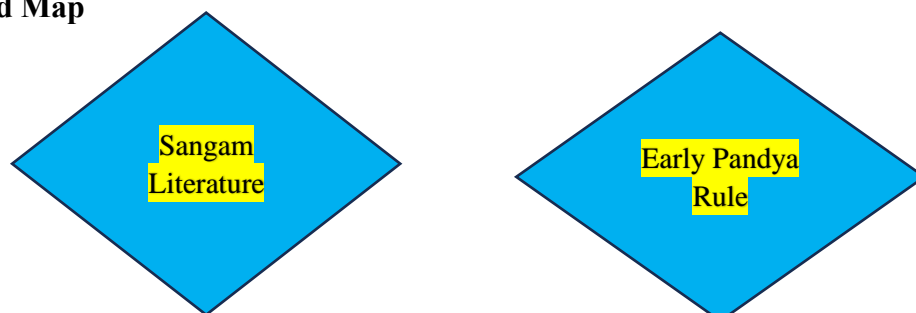
118. Discussion:

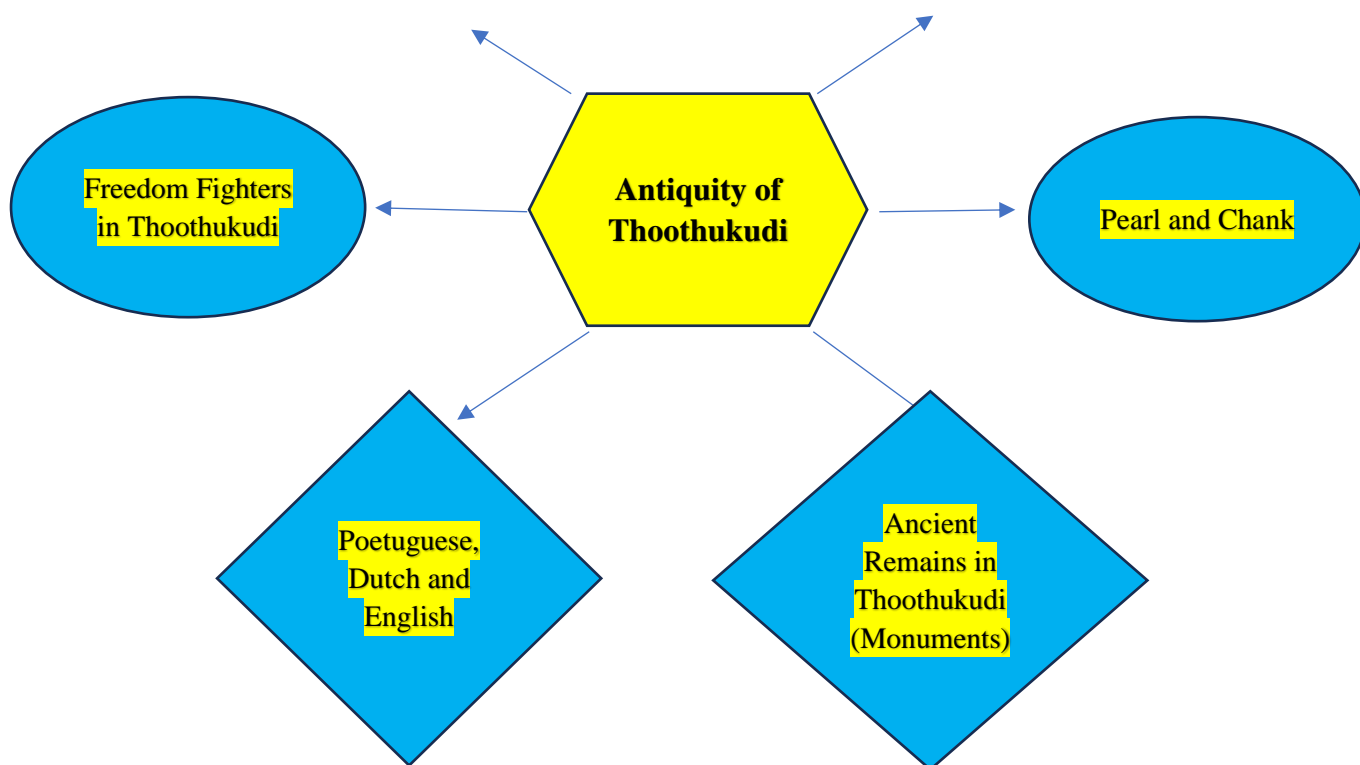
Engage the students in a discussion about the Monuments in Thoothukudi.

How **does the Massacre** suitable for **Indian Independence**?

What can we **learn from the freedom fighters of India's struggle for freedom**?

119. Mind Map





120. Summary :

Thoothukudi is a major industrial and port city, contributing significantly to tamilnadu's economy through shipping, fishing, and salt production while preserving its historical legacy.

Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the korkai contribute to the maritime trade of Tamilnadu

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Thoothukudi famous for during Sangam era..

121. FAQ's: MCQ's/ Descriptive questions.

32. Explain the Indian freedom fighter established the swadeshi Steam Navigation Company in Thoothukudi..
33. Analyse the role of V.O. Chidambaram Pillai's efforts influence the Indian freedom movement in Thoothukudi.

8. References

1. Decla, S. and Antony Raghu, J. (ed.). History of Thoothukudi. Chennai: Pavai Publications., 2011.
2. Caldwell R. A History of Tinnevely. New Delhi: Asian Educational Services, 1982.
3. Pate H.R. Tinnevely District Gazetteer. Tirunelveli: Manonmaniam Sundaranar University, 1993.

9.Verified by Subject Expert:

K. Mary Vell

Course In-charge

Shilpa

Approved by HOD.

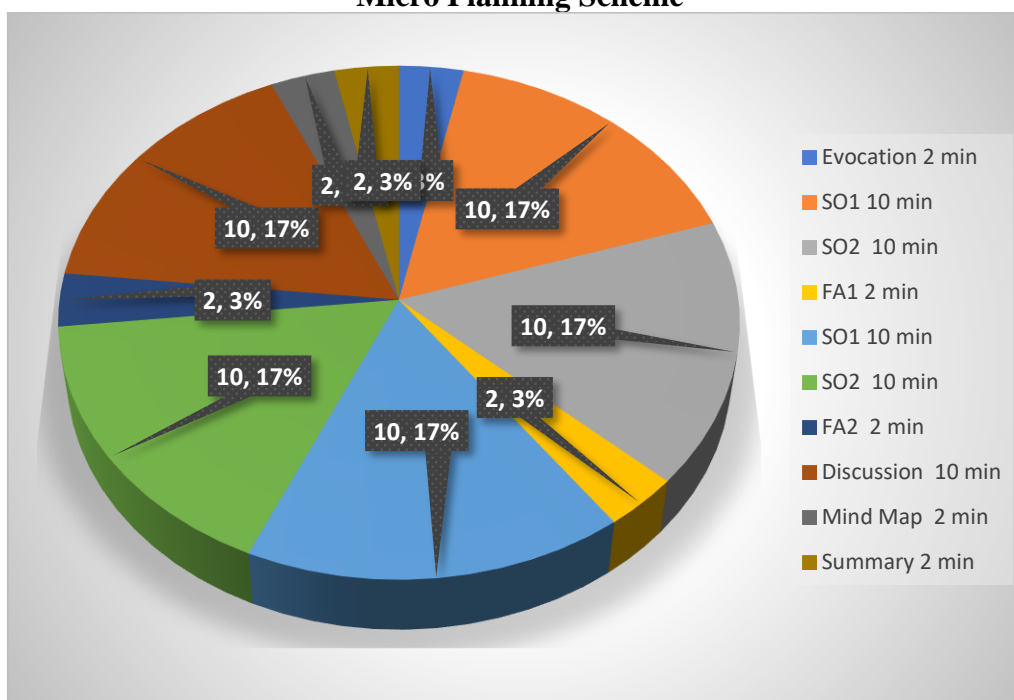
Lesson Plan

Programme	B.A. History
Semester	VI
Course Title	History of Tamil Nadu from 1336 C.E -2000 C.E
Course Code	21UHIC61
Hours	6
Total Hours	90
Credits	4
Max Marks	
Unit &Title	Unit V & Justice Party
Name of the Faculty	Dr. D. Vinoba Gladis
T-L tools	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



122. 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.

123. 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	Analyze	Evaluate	Create
UUU. Factual Knowledge		1				
VVV. Conceptual knowledge		2				

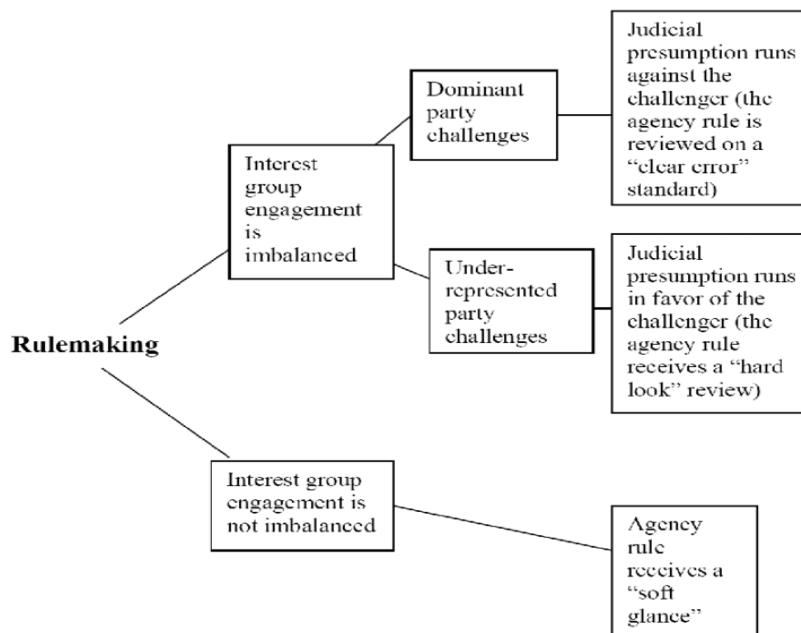
WWW. Procedural Knowledge				1		
XXX. Meta Cognitive Knowledge						

2.40 Key Words:

Electoral Committee
National Party
Non-Brahmins
Munsiffs

2.41 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

Picture book Sample

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

Video Sample

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

124. 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?

125. Mind Map



126. 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.

127. 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.

128. FAQ's: MCQ's/ Descriptive questions.

34. Examine the formation of Dravida Kazhaham.
35. 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 Angels: University of California Press, 1969.

9.Verified by Subject Expert:



Course In-charge



Approved by HoD.

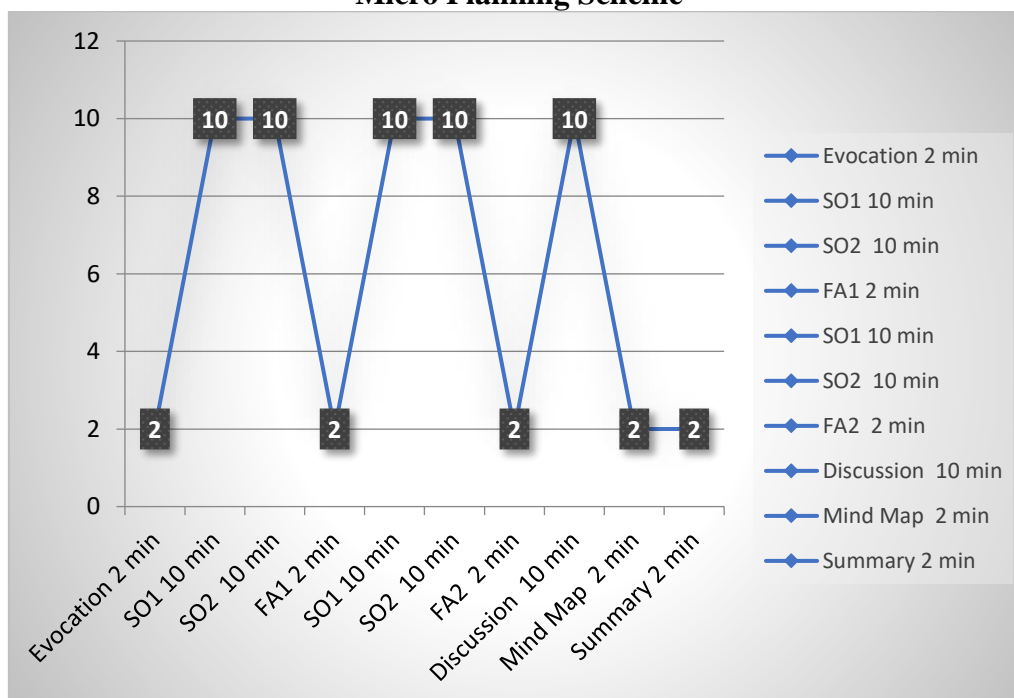
Lesson Plan

Programme	B.A. History
Semester	VI
Course Title	History of Europe from 1789 to 2000 C.E
Course Code	21UHIC63
Hours	6
Total Hours	90
Credits	4
Max Marks	
Unit &Title	Unit IV & First World War (1914-1919)
Name of the Faculty	Dr. J. Jane D' Almeida
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge: Basic understanding of various phases of First World War and Europe.

Micro – Planning : 60 Minutes

Micro Planning Scheme



129. Topics for learning through Evocation:

Briefly introduce the noble ideals of our leaders and their role in the history of Europe. Ask the students to share their favourite world leaders and their unique role in the history of Europe.

130. Topic Introduction

2.1 General Objectives:

- To have a proper understanding of History of Europe between world wars.

- To estimate the genesis of World Organizations

2.2 Specific Outcomes:

- To create an awareness on the role of Europe in International relations.
- To analyse the dictatorship of Hitler and Mussolini.

First Phase

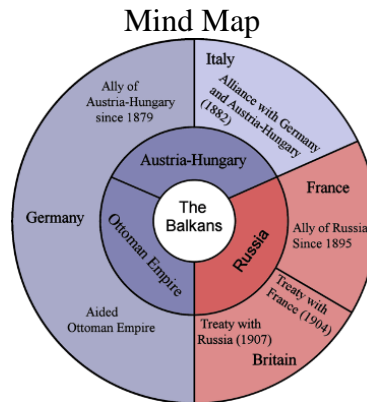
SO1 (10 minutes): Explain the early stages of the First World War.

SO2 (10 minutes): Introduce the basic concepts of First World War and war time alliances.

Second Phase

SO1 (10 minutes): Analyse the course of the First World War. Discuss the last phase of the war.

SO2 (10 minutes): Explore the condition of the defeated nations.



Create a simple mind map that illustrates the war time alliances of world countries.

Summary (2 minutes)

Summarize the topic emphasizing the impact of the Treaty of Versailles.

2.3: Taxonomy

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

2.42 Key Words:

Treaty of Versailles
Kaiser William II
Germany
Allied Powers

2.43 Key Diagrams (if any)

Flow Chat (Results of World War First)



PowerPoint

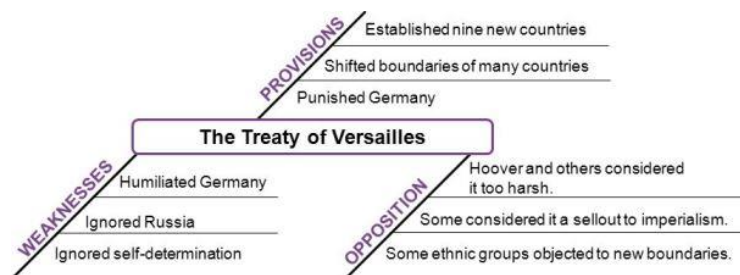
Presentation https://docs.google.com/presentation/d/1rlKse5J6PGGDpkDg_9yMBXAoulrUabKf/edit?usp=drive_link&ouid=117372614101772968698&rtpof=true&sd=true

Video Sample <https://youtu.be/3jtgZgq64yc>

131. Discussion:

Engage the students in a discussion about the course of the war.
How does the world war led to the outbreak of Second World War?
What can we learn from the impact of war?

132. Mind Map



133. Summary :

World War I lasted from 1914 to 1918. It was known at first as the Great War and the War to End All Wars.

More than 8 million soldiers and sailors died, and more than 20 million were injured.

The war was so bad that many people thought no one would ever start another war. However, the results of World War I helped to cause World War II, which broke out in 1939.

134. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the special features of the treaties of war.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Treaty of Versailles

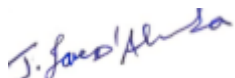
135. FAQ's: MCQ's/ Descriptive questions.

- 36. Examine the causes for the war.
- 37. Analyse the Treaty of Sevres and St. Germaine.

8. References

- 1. Bhattacharee Arun. A History of Europe. New Delhi: Sterling Publication, 1975.
- 2. Fisher, A.A.C. History of Europe. London: Eyre, Spottiswoode, 1989.
- 3. Gate South. A Text Book of Modern European History. London: J.M. Dent and Sons, 1970.
- 4. Grant A.J. and Temperley Harold. Europe in the 19th and 20th Centuries. London: Longman Publications, 1971.
- 5. Hazen Charles Dower. Modern Europe upto 1945. New Delhi: S. Chand & Company Ltd, 1956.
- 6. Mahajan V.D. Europe Since 1789. New Delhi: Chand Co., 1970

9. Verified by Subject Expert:



Course In-charge



Approved by HoD.

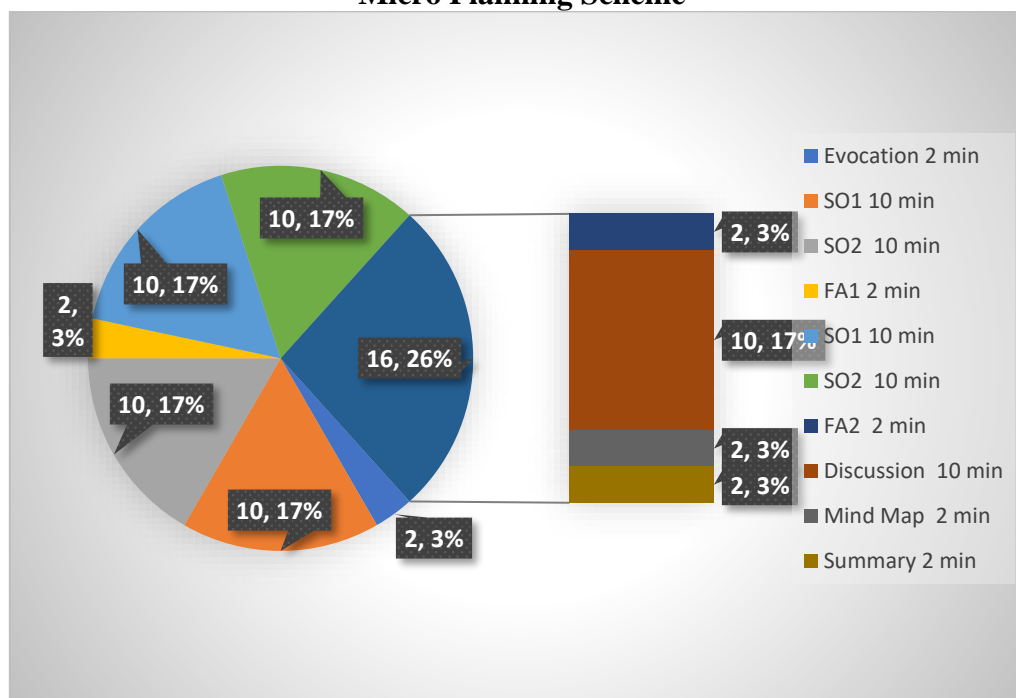
Lesson Plan

Programme	B.A. History
Semester	VI
Course Title	Historiography
Course Code	21UHIC64
Hours	6
Total Hours	90
Credits	4
Max Marks	
Unit &Title	Unit I & Nature and Scope of History
Name of the Faculty	Dr. S.M. Vimala
T-L tools	Mind Maps, Flow chat Video, Art Project, Think-Pair-Share

Pre-requisite Knowledge: Basic understanding of the study of life and society of past in all its aspects and in relation to present developments.

Micro – Planning : 60 Minutes

Micro Planning Scheme



136. Topics for learning through Evocation:

When learning about the meaning and nature of history, students can explore the role of historical sources, different types of historical analysis, concept of historical interpretation, nature of historical change over time and importance of critical thinking when studying the past.

137.Topic Introduction

2.1 General Objectives:

- To understand the past by analysing events, their causes and consequences.
- To gain insight into the development of human societies and learn from past experiences.

2.2 Specific Outcomes:

- Develop skills to distinguish historical facts from various interpretations influenced by historians' perspectives.
- To examine political, economic, social, and cultural developments throughout history.

First Phase

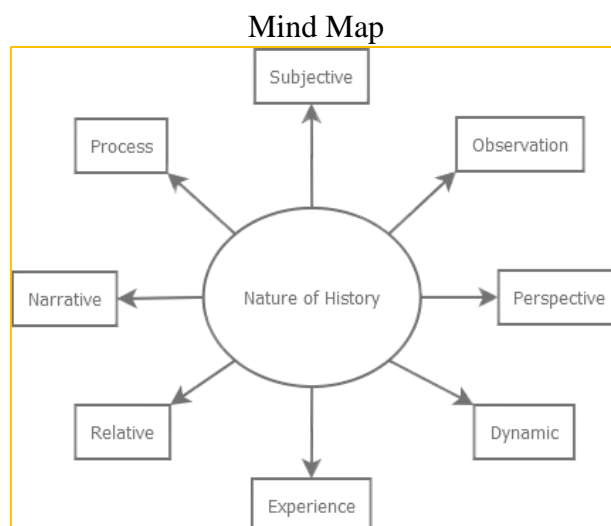
SO1 (10 minutes): Explain the meaning of the term 'History'. Highlight the various definitions of history.

SO2 (10 minutes): History aims at helping students to understand the present existing social, political, religious and economic conditions of the people.

Second Phase

SO1 (10 minutes): Analyse the aims and objectives of History and its values.

SO2 (10 minutes): Explore the historical events, timelines, ancient civilizations, different ideas and ideals of history.



Create a simple mind map that illustrate the Nature of History.

Summary (2 minutes)

Summarize the topic to unravel the study of past events, analysing their causes and significance, exploring art, literature, religion, philosophy and intellectual movements in historical context.

2.3: Taxonomy

Taxonomy of Objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
CCCC. Factual Knowledge		1				
DDDD. Conceptual knowledge		2				
EEEE. Procedural Knowledge				1		

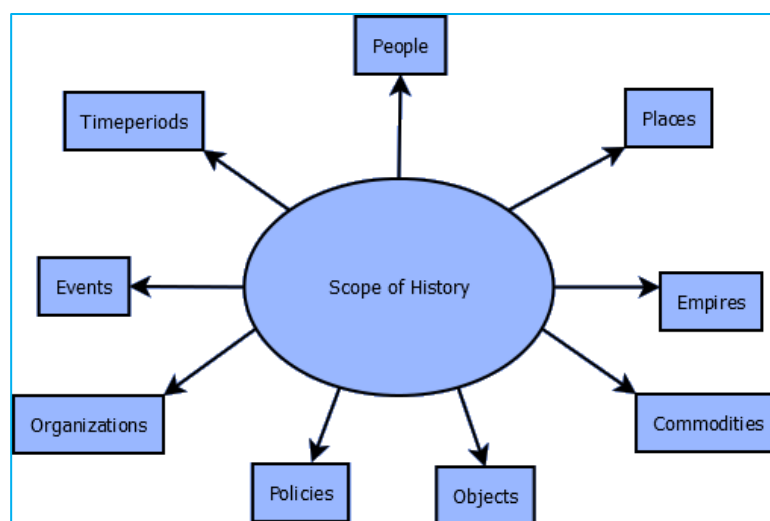
FFFF. Meta Cognitive Knowledge						
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2.44 Key Words:

History
Chronology
Past Events
Human Civilization
Historical Research

2.45 Key Diagrams (if any)

Flow Chat (borrowed features of Scope of History)



PowerPoint Presentation

https://docs.google.com/presentation/d/1MoqYtgIp7FMgdUt9l1hrVVxSzzKTU5rp/edit?usp=drive_link&oid=100722781911913995778&rtpof=true&sd=true

Picture Book Sample

https://drive.google.com/file/d/1YeB5PZx9tAYU0jYdjqzNAyjKtqDwmhY/view?usp=drive_link

Video Sample

<https://youtu.be/GNTqZITcFB8>

138. Discussion:

Engage the students in a discussion about the major historical events and leaders of History. How does the historian's own perspective and background influence their interpretation of historical events?

How the study of history helps us understanding contemporary issues and challenges?

139. Mind Map



140. Summary :

History is a discipline that examines the past by studying human experiences and events across various aspects of society, including political, social, economic, and cultural developments, with the goal of reconstructing and interpreting these events to understand how societies have evolved over time.

141. Assessment through questions/analogy/new ideas

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe the meaning and importance of History.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on Nature and Scope of History

142. FAQ's: MCQ's/ Descriptive questions.

38. Examine the meaning and various definitions of history as explained by different historians.


39. 'History moves in a cyclic pattern' - Analyse.

8. References

1. Rajayyan K. History in Theory and Method. Madurai: Ratna Publications, 2004.
2. Khurana K.L. Concepts and Methods of Historiography. Agra: Lakshmi Narain Agarwal, 2006.

10. Verified by Subject Expert:


Course In-charge


Approved by HoD