

NCC NME

Part – IV Syllabus

Course Code: 23UEAG40

2023-2024 Onwards



MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

Re-accredited with “A” Grade by NAAC

PASUMALAI, MADURAI – 625 004

**GUIDLINES FOR OUTCOME BASED EDUCATION WITH CHOICE BASED
CREDIT SYSTEM**

(FOR UG PROGRAM FROM 2023 -2024 ONWARDS)

ELIGIBILITY FOR ADMISSION

Candidates seeking admission to the UG Degree program must have passed the Higher Secondary Education (respective groups – Arts / Science) of the Government of Tamil Nadu or any other state or its equivalent qualification.

DURATION OF THE COURSE

The duration of the course shall be three academic years comprising six semesters with two semesters in each academic year.

Subjects of Study

Part I : Tamil / Hindi /

Part II : English

Part III:

- 1.Core Subjects
- 2.Allied Subjects
- 3.Electives

Part IV:

- 1.Non Major Electives (I Year)
- 2.Skill Based Subjects
- 3.Environmental Studies - Mandatory Subject
- 4.Value Education - Mandatory Subject

Part V :

Extension Activities

ARTS & SCIENCE

CBCS COURSE STRUCTURE FOR UG PROGRAMS

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language - Tamil	3	2.1. Language - Tamil	3	3.1. Language - Tamil	3	4.1. Language - Tamil	3	5.1 Core Course - \CC IX	4	6.1 Core Course - CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course - CC X	4	6.2 Core Course - CC XIV	4
1.3 Core Course - CC I	4	2.3 Core Course - CC III	4	3.3 Core Course - CC V	4	4.3 Core Course - CC VII Core Industry Module	4	5.3. Core Course - CC -XI	4	6.3 Core Course - CC XV	4
1.4 Core Course - CC II	4	2.4 Core Course - CC IV	4	3.4 Core Course - CC VI	4	4.4 Core Course - CC VIII	4	5.3. Core Course - / Project with viva-voce CC - XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.7 Skill Enhancement Course - SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.8 Skill Enhancement - (Foundation Course)	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
				3.8 E.V.S	-	4.8 E.V.S	2				
	23		23		22		25		26		21
Total Credit Points											140

**QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL
ASSESSMENT**

Note: Duration – 1 hour

(FOR PART I, PART II & PART III)

The components for continuous internal assessment are:

Part –A

Four multiple choice questions (answer all) 4 x 01= 04 Marks

Part –B

Two questions (‘either or ‘type) 2 x 05= 10 Marks

Part –C

Two questions (‘either or ‘type) 2 x 08=16 Marks

Total 30 Marks

THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:

(60 Marks of two continuous internal assessments will be converted to 15 marks)

Two tests and their average --15 marks

Seminar /Group discussion / Quiz Test --5 marks

Assignment --5 marks

Total 25 Marks

QUESTION PAPER PATTERN FOR THE SUMMATIVE EXAMINATIONS:

Note: Duration- 3 hours

Part –A

Ten multiple choice questions 10 x 01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

Part –B

Five Paragraph questions ('either or 'type) 5 x 05 = 25 Marks

(One question from each Unit)

Part –C

Five Paragraph questions ('either or 'type) 5 x 08 = 40 Marks

(One question from each Unit)

Total

75 Marks

PART-IV- SKILL BASED PAPERS / NME:

The Scheme of Examination for Skill Based Papers: (Except Practical Lab Subjects)

QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL ASSESSMENT (SKILL BASED AND NME COURSES) DURATION – 1 HOUR

- ❖ 50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and converted for 15 marks

THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:

Two tests and their average	--15 marks
Seminar /Group discussion / Quiz Test	-- 5 marks
Assignment	-- 5 marks

Total	25 Marks

SUMMATIVE EXAMINATION PATTERN (SKILL BASED AND NME COURSES) DURATION – 3 HOURS

Pattern of the Question Paper for Skill Based and Non-Major Elective courses
(External)

75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)
(15MCQ's from each unit)

PART-IV- ENVIRONMENTAL STUDIES AND VALUE EDUCATION
QUESTION PAPER PATTERN (INTERNAL ASSESSMENT)

Pattern of the Question Paper for Environmental Studies & Value Education
(Internal)

50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and
converted for 15 marks

Two tests and their average	--	15 marks
Project	--	10 marks

Total		25 Marks

* The students as Individual or Group must visit a local area to document environmental assets – river / forest / grassland / hill / mountain – visit a local polluted site – urban / rural / industrial / agricultural – study of common plants, insects, birds – study of simple ecosystem – pond, river, hill slopes, etc.

SUMMATIVE EXAMINATION PATTERN

Pattern of the Question Paper for Environmental Studies & Value Education only) (External)

75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)
(15MCQ's from each unit)

PART V EXTENSION ACTIVITIES: (MAXIMUM MARKS: 100)

1. NCC
2. NSS
3. Physical Education
4. YRC
5. RRC
6. Health & Fitness Club
7. Eco Club
8. Human Rights Club

Internal Examinations - - 25 Marks

Summative Examinations - - 75 Marks

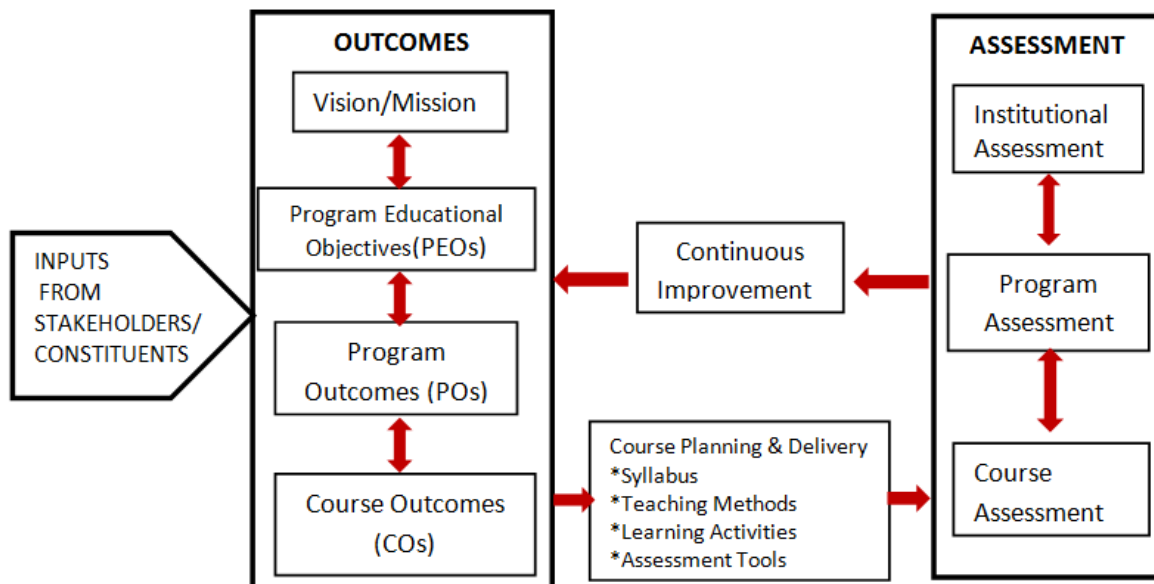
100

OUTCOME BASED EDUCATION:

OBE starts with the identification and articulation of clear and measurable learning outcomes for each course or program. These outcomes describe the skills, knowledge, and abilities that students are expected to acquire. The curriculum, instructional methods, and assessments are aligned with the defined learning outcomes. This ensures that everything taught and evaluated is directly related to what students are expected to learn.

The Learning Outcomes-Based Approach to curriculum planning and transaction in our institution ensures whether the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies and from passive to active/participatory pedagogies.

Assessment Method: The students are assessed with 2 internal examination and the summative examination which includes problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports ,case-study reports; team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive testing; etc. and any other pedagogic approaches as per the context.



INSTITUTIONAL VISION

To Mould the learners into accomplished individuals by providing them with a stimulus for social change through character, confidence and competence.

INSTITUTIONAL MISSION

1. Enlightening the learners on the ethical and environmental issues.
2. Extending holistic training to shape the learners in to committed and competent citizens.
3. Equipping them with soft skills for facing the competitive world.
4. Enriching their employability through career oriented courses.
5. Ensuring accessibility and opportunity to make education affordable to the underprivileged.

HIGHLIGHTS OF THE REVAMPED CURRICULUM:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising statistical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced statistical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Statistics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- The Statistical Quality Control course is included to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest DBMS and Computer software for Analytics.

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),
MADURAI – 625 004
NATIONAL CADET CORPS, CURRICULUM**
(For the student admitted during the academic year 2023-2024 onwards)

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
FIRST SEMESTER						
Part IV	Non Major Elective					
23UNCNM11	NCC ARCHITECTURE AND IT'S SOCIAL DEVELOPMENT ROLE	2	2	25	75	100
SECOND SEMESTER						
Part IV	Non Major Elective					
23UNCNM21	MILITARY HISTORY AND NATIONAL INTEGRATION	2	2	25	75	100
Total		4	4	100	150	200

FIRST SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF NCC

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	NCC ARCHITECTURE AND IT'S SOCIAL DEVELOPMENT ROLE			
Course Code	23UNCNM11	L	P	C
Category	NME (NCC)	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To familiarize the students with the NCC organizational structure.➤ To understand the Drill and functional arms characteristics.➤ To study map reading and Prismatic Compass in the field.➤ To know the various leadership traits.➤ To understand various problems of society and disasters.				
UNIT - I Architecture of NCC				6 Hours
Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi- Comedy.				
UNIT - II Drill & Weapon Training				6 Hours
Michael Drayton The Parting William Shakespeare Sonnet 18, Sonnet 116 John Milton When I Consider How My Light is Spent William Wordsworth Daffodils John Keats Ode to a Nightingale Thomas Gray Elegy Written in a Country Churchyard. Robert Frost Mending Wall Theodore Roethke The Meadow Mouse				
UNIT - III Map Reading & Compass				6 Hours
J.M. Barrie The Admirable Crichton Lady Gregory The Rising of the Moon				
UNIT - IV Personality and Leadership Management				6 Hours
Manohar Malgonkar Spy in Amber Don Quixote Tilting at the Windmills. A Dill Pickle, The Escape from Katherine Mansfield Bliss and other stories.				
UNIT - V Role of NCC towards Nation Development				6 Hours
Saki-The Open Window Robert Lynd-Sweet Jerome K. Jerome -excerpt from-Three Menina Boat-(Packing Episode)				
Total Lecture Hours				30 Hours

BOOKS FOR STUDY:

- Gupta, R., “A Concise Handbook of NCC Cadets” Ramesh Publishing House, New Delhi.

BOOKS FOR REFERENCES:

- Major RC Mishra, A Hand Book of NCC, Kanti Prakashan Publications, Etawah, 2012.
- Lt. S.N.Saravanamoorthy, A Hand Book of NCC-Army Wing, Jayalakshmi Publications, Madurai 2017.
- Major. R. Ramasamy, Cadets Diary – Army Wing, Priya Publications, Karur.
- Precis – Published OTA, Kamptee.
- Cadet’s Diary - By Cadets Centre, Chennai.
- Cadet’s Handbook- NCC New Delhi.

WEB RESOURCES:

- ❖ www.indiancc.nic.in
- ❖ www.tn.gov.in
- ❖ www.ncc.du.ac.in

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED			ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	✓	GLOBAL		
Changes Made in the Course	Percentage of Change		20%	No Changes Made			New Course		

*** Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:**K LEVEL**

After studying this course, the students will be able to:

CO1	Remember and discuss the facts, terms and history of NCC.	K1 to K2
CO2	Discuss and describe the Drill and military weapon studies.	K1 to K2
CO3	Summarize the functioning of Compass and Map in battle field	K1 to K2
CO4	Illustrate the leadership quality, enhance team leader activity and upliftment of personality development.	K1 to K2
CO5	Classify the grass root level of social problem of India and move towards role of NCC hazards control activities.	K1 to K2

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	2	3		
CO2	3	3	3	3	3	3	2	3		
CO3	3	3	3	3	3	3	3	3		

CO4	3	3	3	3	3	2	2	3		
CO5	3	3	3	3	3	3	3	3		
S- STRONG			M – MEDIUM				L - LOW			
CO / PO MAPPING:										
COS	PSO1	PSO2	PSO3	PSO4	PSO5					
CO 1	3	3	2	3	3					
CO 2	3	3	3	3	3					
CO 3	3	3	3	3	3					
CO 4	3	3	3	3	3					
CO 5	3	3	3	3	3					
WEIGHTAGE	15	15	14	15	15					
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.8	3	3					

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	History, Motto and Aims of NCC- NCC Flag & Song - NCC Organisational Structure – NCC Camps- Advantages of NCC Training- Cadets Rank Structure. Revision or Slip Test	1 ½ 1 ½ 1 ½ 1 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
II	Position and Command of Drill – Laws of Rifle Aiming – Main Parts of Rifle – Characteristics of LMG, SLR. Daily Cleaning and cleaning materials of rifle. Revision or Slip Test	1 1 1 1 ½ 1 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
III	Type of Map - Layout of Map – Setting of Map - Methods of Identity Map to Ground– Methods of Identity Ground to Map – Conventional Signs –Kinds of North – Prismatic Compass- Revision or Slip Test	1 ½ 1 ½ 1 ½ 1 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion,

			videos, recording. Field Visit
IV	Duties of a Good Citizen – Types of Leadership –Leadership Traits – Tips of personality development – Types of Group & Team Work – Aim of Adventure Training – Various Adventure activities done by NCC Cadets. Revision or Slip Test	1 1 1 1 1/2 1/2	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
V	Social Problems in India- Role of NCC in Social Service – Types and Causes of Pollution-NCC role towards pollution control – Disaster –Types of Disaster - Role of NCC in Natural Hazards – Types of Fires hazards –Role of NCC in Fires hazard control Revision or Slip Test	1 1/2 1 1 1/2 1 1/2 1/2	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit

Learning Outcome Based Education & Assessment (LOBE)				
Formative Examination - Blue Print				
Articulation Mapping – K Levels with Course Outcomes (COs)				
Internal	Cos	K Level	Section A	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AI	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (Ist Test-2 CO's & IInd Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

K1- Remembering and recalling facts with specific answers

K2- Basic understanding of facts and stating main ideas with general answers

K3- Application oriented- Solving Problems

K4- Examining, analyzing, presentation and make inferences with evidences

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)				
S. No	COs	K - Level	Section A (MCQs)	
			No. of Questions	K – Level
1	CO1	K1-K2	15	K1,K2
2	CO2	K1-K2	15	K1,K2
3	CO3	K1-K2	15	K1,K2
4	CO4	K1-K2	15	K1,K2
5	CO5	K1-K2	15	K1,K2
No. of Questions to be Asked			75	
No. of Questions to be answered			75	
Marks for each question			1	
Total Marks for each section			75	
(Figures in parenthesis denotes, questions should be asked with the given K level)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				

SECOND SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF NCC

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	MILITARY HISTORY AND NATIONAL INTEGRATION			
Course Code	23UNCNM21	L	P	C
Category	NME (NCC)	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To be able to understand the fundamentals of the Indian Defence forces.➤ To be able to know the biography of the great military personality.➤ To study about India faced conflict with Pakistan and China.➤ To understand various Military Communication Equipment's.➤ To know the various challenges and roles of NCC.				
UNIT - I	Basic of Indian Armed Forces:			6 Hours
Basic Organisation of the Indian Army, Navy and Air Force -Various Military Formation - Task and Army Fighting Forces - Supporting Arms and Services-Honour and Awards-Defence forces equivalent ranks.				
UNIT - II	Biographies of Great Generals & War Heroes:			6 Hours
Field Marshal SHFJ Manekshaw- Field Marshal KM Cariappa – Marshal of Air Force Arjun Singh – Major Somnath Sharma – 2/Lt Arun Khetarpal-Major Shaitan Singh.				
UNIT - III	Battles:			6 Hours
Indo-Pak War 1947, 1965, 1971, Kargil War – Chinese Aggression 1962-Terrorism and Counter Terrorism				
UNIT - IV	Military Communication:			6 Hours
Importance of Communication in Defence forces – Transmission Lines- Types Propagation of Wave- Method of Communication – Radio Communication – R/S GP 338 Motorola Specification- Radio Relay.				
UNIT - V	National Integration:			6 Hours
Unity in Diversity- Hindrances in National Unity- Hindrances Removal Methods- Opportunities of National Integration – History of National Integration Council – Contribution of NCC towards National Integration – Role of Youth Nation Building.				
Total Lecture Hours				30 Hours

BOOKS FOR STUDY:

- Gupta, R., “A Concise Handbook of NCC Cadets” Ramesh Publishing House, New Delhi.

BOOKS FOR REFERENCES:

- Major RC Mishra, A Hand Book of NCC, Kanti Prakashan Publications, Etawah, 2012.
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- Precis – Published OTA, Kamptee.
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Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED			ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	✓	GLOBAL		
Changes Made in the Course	Percentage of Change		20%	No Changes Made			New Course		

*** Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:**K LEVEL**

After studying this course, the students will be able to:

CO1	Understanding knowledge about the Indian Armed forces and National spirit.	K1 to K2
CO2	Discuss and remember the great achievement of Indian military personalities.	K1 to K2
CO3	Analyses various war strategy of Indian Armed forces	K1 to K2
CO4	Understating and identify the idea of military communication technology.	K1 to K2
CO5	To applying working idea of NCC for Nation unity.	K1 to K2

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	2	3		
CO2	3	3	3	3	3	3	2	3		
CO3	3	3	3	3	3	3	3	3		
CO4	3	3	3	3	3	2	2	3		

CO5	3	3	3	3	3	3	3	3	
S- STRONG			M – MEDIUM			L - LOW			
CO / PO MAPPING:									
COS	PSO1	PSO2	PSO3	PSO4	PSO5				
CO 1	3	3	2	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
CO 5	3	3	3	3	3				
WEIGHTAGE	15	15	14	15	15				
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.8	3	3				

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Basic Organisation of the Indian Army, Navy and Air Force – Various Military Formation – Task and Army Fighting Forces – Supporting Arms and Services- Honour and Awards. Revision and Slip Test	1 ½ 1 1 1 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
II	Field Marshal SHFJ Manekshaw- Field Marshal KM Cariappa – Marshal of Air Force Arjun Singh – Major Somnath Sharma – 2/Lt Arun Khetarpal. Revision and Slip Test	1 ½ 1 1 2 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
III	Indo-Pak War 1947, 1965, 1971, Kargil War – Chinese Aggression 1962. Revision and Slip Test	3 1 1 ½ ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording.

			Field Visit
IV	Importance of Communication in Defence forces – Transmission Lines- Types Propagation of Wave- Method of Communication – Radio Communication - Radio Relay. Revision and Slip Test	1 1 1 1 1 ½ ½	Chalk using board History Narrating, Visual -Pictures, images, diagram, charts, PPT, YouTube. Auditory -Group discussion, videos, recording. Field Visit
V	Challenges and Threat to National Unity – Opportunities of National Integration – History of National Integration Council – Contribution of NCC towards National Integration – Role of Youth Nation Building. Revision and Slip Test	1 ½ 1 1 1 1 ½	Chalk using board History Narrating, Visual -Pictures, images, diagram, charts, PPT, YouTube. Auditory -Group discussion, videos, recording. Field Visit

Learning Outcome Based Education & Assessment (LOBE)				
Formative Examination - Blue Print				
Articulation Mapping – K Levels with Course Outcomes (COs)				
Internal	Cos	K Level	Section A	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AII	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (Ist Test-2 CO's & IInd Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

K1- Remembering and recalling facts with specific answers

K2- Basic understanding of facts and stating main ideas with general answers

K3- Application oriented- Solving Problems

K4- Examining, analyzing, presentation and make inferences with evidences

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)				
S. No	COs	K - Level	Section A (MCQs)	
			No. of Questions	K – Level
1	CO1	K1-K2	15	K1,K2
2	CO2	K1-K2	15	K1,K2
3	CO3	K1-K2	15	K1,K2
4	CO4	K1-K2	15	K1,K2
5	CO5	K1-K2	15	K1,K2
No. of Questions to be Asked			75	
No. of Questions to be answered			75	
Marks for each question			1	
Total Marks for each section			75	
(Figures in parenthesis denotes, questions should be asked with the given K level)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				