

B.A., HISTORY

Syllabus

Program Code: UHT

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

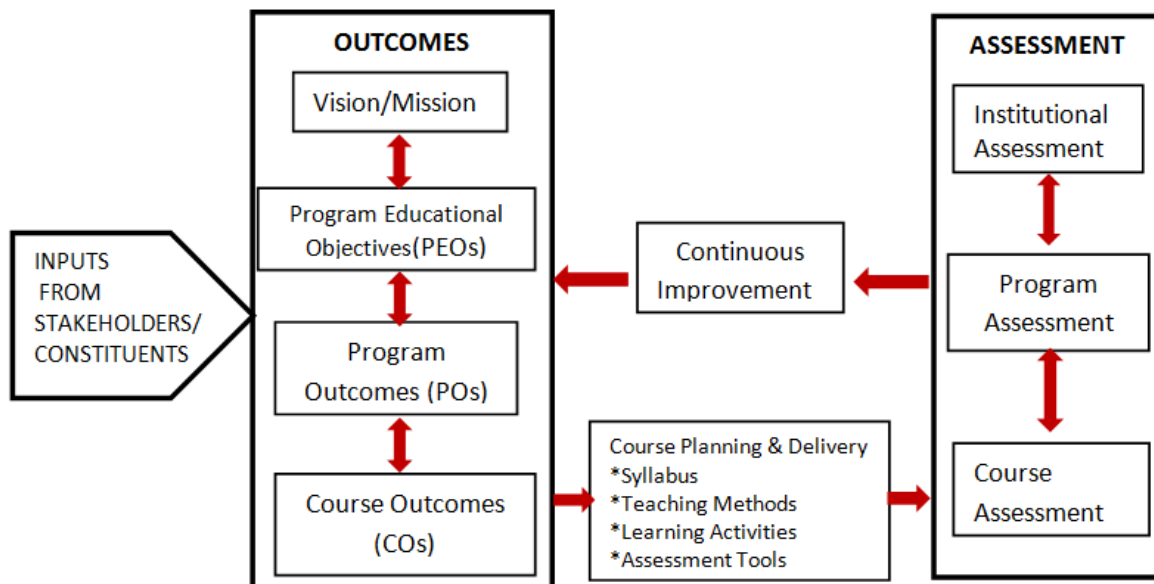
100

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
BA HISTORY, 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 – I	Tamil / Hindi Course					
23UTAGT11 / 23UHIGH11	தமிழ் இலக்கிய வரலாறு - I / HINDI KA SAMANYA GYAN AUR NIBANDH	6	3	25	75	100
Part – II	English					
23UENGE11	GENERAL ENGLISH - I	6	3	25	75	100
Part - III	Core Courses					
23UHTCC11	HISTORY OF ANCIENT INDIA UP TO 1206 CE	5	5	25	75	100
23UHTCC12	HISTORY OF TAMIL NADU UP TO 1311 CE	5	5	25	75	100
Part - III	Elective Course					
23UHTEC11	INTRODUCTION TO ARCHAEOLOGY	4	3	25	75	100
Part IV	Non Major Elective					
23UHTNM11	INTRODUCTION TO TOURISM	2	2	25	75	100
Part IV	Foundation Course					
23UHTFC11	INTRODUCTION TO HISTORY	2	2	25	75	100
Total		30	23	175	525	700
SECOND SEMESTER						
Part – I	Tamil / Hindi Course					
23UTAGT21 / 23UHIGH21	தமிழ் இலக்கிய வரலாறு – II / KATHA SAHITYA AUR VYAKARAN	6	3	25	75	100
Part – II	English					
23UENGE21	GENERAL ENGLISH - II	6	3	25	75	100
Part - III	Core Courses					
23UHTCC21	HISTORY OF MEDIEVAL INDIA - 1206 - 1707 CE	5	5	25	75	100
23UHTCC22	HISTORY OF TAMIL NADU - 1311 – 1800 CE	5	5	25	75	100
Part - III	Elective Course					
23UHTEC21	WESTERN POLITICAL THOUGHT	4	3	25	75	100
Part IV	Non Major Elective					
23UHTNM21	BASIC JOURNALISM	2	2	25	75	100
Part IV	Skill Enhancement course					
23UHTSC21	INDIAN CONSTITUTION	2	2	25	75	100
Total		30	23	175	525	700

FIRST SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	HISTORY OF ANCIENT INDIA UP TO 1206 CE			
Course Code	23UHTCC11	L	P	C
Category	CORE 1	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Understanding of the characteristics of pre and proto historic cultures in India➤ The impact of Vedic culture on society, religion and culture.➤ Emergence of Centralized State under the Mauryas and Ashoka's Dhamma➤ Achievements of the Guptas and their contribution to literature, art and architecture.➤ post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor				
UNIT - I PREHISTORIC, HARAPPAN AND VEDIC CIVILIZATION				15
Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.				
UNIT - II RELIGIOUS MOVEMENTS AND MAURYAS				15
Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.				
UNIT - III SATAVAHANAS, KUSHANAS, GUPTAS AND VAKATAKAS				15
Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta – Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities.				
UNIT - IV VARDHANAS AND PROVINCIAL DYNASTIES				15
Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.				
UNIT - V ARAB CONQUEST OF SIND				15
Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain.				
Total Lecture Hours				75

BOOKS FOR STUDY:

- G. Venkatesan, Cultural History of India, VarthamananPathipagam, 2018 (inTamil)
- K.L. Khurana, History of India: Earliest times to 1526 A.D., Lakshmi Narain Agarwal, Agra,
- L.P. Sharma, History of Ancient India, Konark Pub. Pvt. Ltd., New Delhi, 2008
- R.C. Majumdar, et. al., An Advanced History of India, MacMillan, Delhi, 1974
- R.S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2017
- RanabirChakravarti, Exploring Early India up to c. AD 1300, Primus Books, New Delhi, 2016
- Romila Thapar, The Penguin History of Early India: From the origin to A.D. 1300, Penguin Books, New Delhi, 2002
- Upinder Singh, A History of Ancient and early Medieval India, Pearson and Longman, Delhi, 2008.

BOOKS FOR REFERENCES:

- A.L. Basham, The Wonder that was India, London, Macmillan, 2004
- B.N. Luniya, Evolution of Indian Culture, Agra, Lakshmi Narain Publication, 2005
- K.K. Pillay, A Social History of the Tamils, University of Madras, Madras, 1967
- K.K. Pillay, Historical Heritage of Tamils, MJP Publishers, Chennai, 2021
- K.K. Pillay, Studies in Indian History: With Special Reference to Tamil Nadu, K.K. Pillay, Madras, 1979
- R. Sathianathaier, Political and Cultural History of India, Vol. I, Viswanathan & Co., Chennai, 1980.

WEB RESOURCES:

- ❖ <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED		ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL	REGIONAL		NATIONAL		✓	GLOBAL
Changes Made in the Course	Percentage of Change		10	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	Outline the characteristic features of pre and proto historic cultures in India.								K1 to K4
CO2	Discuss the impact of the Vedic culture on Indian society and religion.								K1 to K4
CO3	Examine Ashoka's policy of Dhamma.								K1 to K4
CO4	Justify Gupta Age as a classical age.								K1 to K4
CO5	Describe the nature of post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.								K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	3	2	3		
CO2	3	3	2	2	3	3	2	3		
CO3	3	3	2	2	3	3	2	3		
CO4	3	3	2	2	3	2	2	3		
CO5	3	3	2	2	3	3	2	3		
S- STRONG			M - MEDIUM				L - LOW			

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	2
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	2	3	2
WEITAGE	15	15	13	15	13
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.6	3	2.6

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Geographical Features – Sources of Indian History – Pre- and Proto History Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization Early Vedic Age – Later Vedic Age.	5 5 5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
II	Buddhism and Jainism – Greek and Persian Invasions of India– Alexander's Invasion	5 5	PowerPoint, Lecture,

	Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.	5	Group Discussion method, Chalk & talk
III	Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas Nalanada, Vikramasila and Valabhi Universities.	5 5 5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
IV	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.	5 5 5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
V	Rajputs – Cultural Contributions - Arab Conquest of Sind Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain.	5 5 5	PowerPoint, Lecture, Group Discussion method, Chalk & talk

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1	2 (K2, K2)	2(K2, K2)
AI	CO2	K1 – K4	2	K1	2(K3, K3)	2(K3, K3)
CI	CO3	K1 – K4	2	K1	2(K3, K3)	2(K3, K3)
AII	CO4	K1 – K4	2	KI	2(K4, K4)	2(K4, K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	4	4
		No. of Questions to be answered	4	-	2	2
		Marks for each question	1	-	5	8
		Total Marks for each section	4	-	10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	4	-	-	4	07.14	53.57
	K2	-	10	16	26	46.43	
	K3	-	10	16	26	46.43	46.43
	K4	-	-	-	-	-	-
	Marks	4	40	32	56	100.00	100
CIA II	K1	4	-	-	4	07.14	7.14
	K2	-	-	-	-	-	
	K3	-	10	16	26	46.43	46.43
	K4	-	10	16	26	46.43	46.43
	Marks	4	20	32	56	100.00	100.00

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

CO 5 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)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1	2(K2, K2)	2(K2, K2)
2	CO2	K1-K4	2	K1	2(K3, K3)	2(K3, K3)
3	CO3	K1-K4	2	K1	2(K3, K3)	2(K3, K3)
4	CO4	K1-K4	2	K1	2(K4, K4)	2(K4, K4)
5	CO5	K1-K4	2	K1	2(K2, K2)	2(K2, K2)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	5	5
Marks for each question			1	-	5	8
Total Marks for each section			10	-	25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	10	-	-	10	07.14	07.14
K2	-	20	32	52	37.14	37.14
K3	-	20	32	52	37.14	37.14
K4	-	10	16	26	18.58	18.58
Marks	10	50	80	140	100.00	100.00

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K1	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K1	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K1	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K1	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K1	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K3		
OR					
13. b)	Unit - III	CO3	K3		
14. a)	Unit - IV	CO4	K4		
OR					
14. b)	Unit - IV	CO4	K4		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K2		
OR					
16. b)	Unit - I	CO1	K2		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K2		
OR					
20. b)	Unit - V	CO5	K2		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	HISTORY OF TAMIL NADU UP TO 1311 CE			
Course Code	23UHTCC12	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Knowledge of geography and sources of Tamil Nadu.➤ Understanding of polity, society and economy of the Sangam period.➤ The contribution of Pallavas in the field of art and architecture.➤ Appreciation of the achievements and contribution of the Imperial Cholas.➤ Factors for the decline of the Pandyas.				
UNIT – I PRE-HISTORY & SOURCES OF TAMILAHAM				15 Hours
Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization				
UNIT - II SANGAM AGE AND KALABHARA RULE				15 Hours
Sangam Age – Historicity –Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule				
UNIT - III THE AGE OF PALLAVAS & 1st PANDYAN EMPIRE				15 Hours
The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement – The First Pandyan Empire – Sources –Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture				
UNIT - IV LATER CHOLA ADMINISTRATION				15 Hours
Later Cholas: Raja Raja Chola I - Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature –Art and Architecture – Bronze Sculptures				
UNIT - V 2nd PANDYAN EMPIRE				15 Hours
The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion				
Total Lecture Hours				75 Hours

BOOKS FOR STUDY:

- Ramasamy, A History of Ancient Tamil Civilization, New Century Book House, Chennai
- Eraiyarasan, The History of Tamil Nadu (The Only Surviving Classical Civilization), International Institute of Tamil Studies, Chennai, 2017
- K.A. NilakantaSastri, A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Oxford University Press, Chennai, 1997
- N. Subramanian, History of Tamilnad, Koodal Publishers, Madurai, 1977
- NoboruKarashima, ed., A Concise History of South India: Issues and Interpretations, Oxford University Press, New Delhi, 2014
- V.T. Chellam, New Light on the Early History of Tamil Nadu, Vijay Publications, Trichy, 1981
- V.T. Chellam, Tamil Nadu: History and Culture (in Tamil), ManivasagarPathipakam, 2016

BOOKS FOR REFERENCES:

- AvvaiDuraismy Pillai, History of the Chera King, Saran Books, Chennai, 2020
- C. Minakshi, Administration and Social Life Under the Pallavas, University of Madras, Madras, 1938
- K.A. NilakantaSastri, The Colas, University of Madras, Madras, 1984
- K.K. Pillay, A Social History of the Tamils, University of Madras, Madras, 1967
- K.K. Pillay, Historical Heritage of Tamils, MJP Publishers, Chennai, 2021
- K.K. Pillay, Studies in Indian History: With Special Reference to Tamil Nadu, K.K. Pillay, Madras, 1979
- Ma. Rajamanickanar, History of Cholas, Saran Books, Chennai
- Ma. Rajamanickanar, History of Pallavas, Saran Books, Chennai
- N. Subramanian, Sangam Polity, Asia Publishing House, Bombay, 1966
- P.T. Srinivasa Iyengar, History of the Tamils: From the Earliest Times to 600 A.D., Asian Educational Services, New Delhi, 2001
- V. Kanakasabhai, Tamils Eighteen Hundred Years Ago, Asian Educational Service, New Delhi, 1982
- Y. Subbarayalu, South India under the Cholas, Oxford University Press, New Delhi, 2012

WEB RESOURCES:

- ❖ <https://www.tamildigitalibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXG1ZQdjZt9lJpd#book1/>
- ❖ <http://www.historydiscussion.net>
- ❖ <http://globalsecurities.org/military/world/india/history-chola.htm>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL	REGIONAL	✓	NATIONAL		GLOBAL	
Changes Made in the Course	Percentage of Change		40	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	Describe the various sources for the study of history of Tamil Nadu.	K1 to K4
CO2	Examine the various aspects of Sangam Age.	K1 to K4
CO3	Explain the rise of Pallavas and their cultural contribution.	K1 to K4
CO4	Estimate the supremacy of the Chola power.	K1 to K4
CO5	Outline the achievements of the Second Pandyan Empire.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	2	3
CO2	3	3	2	2	3	3	2	3
CO3	3	3	3	2	3	3	2	3
CO4	3	3	2	2	3	2	2	3
CO5	3	3	3	2	3	2	2	3
S- STRONG			M – MEDIUM			L - LOW		

CO / PO MAPPING: (TANSCHÉ)					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	2	3	2
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	2
WEITAGE	15	15	14	15	13
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.8	3	2.6

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization Revision and Slip Test	3 4 4 3 1	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos,

			recording. Field Visit
II	Sangam Age – Historicity – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule Revision and Slip Test	2 3 2 3 2 2 1	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
III	The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture Revision and Slip Test	1 1 1 2 1 2 1 2 1 1	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
IV	Later Cholas: Raja Raja Chola I – Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature –Art and Architecture – Bronze Sculptures Revision and Slip Test	1 2 2 2 1 2 2 2 1	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
V	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur’s Invasion Revision and Slip Test	3 4 4 3 1	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		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 to K4	2	1(K1,K2)	1 (K2, K2)	1(K3, K3)
AI	CO2	K1 to K4	2	2 (K2)	1 (K3, K3)	1(K4, K4)
CI	CO3	K1 to K4	2	1(K1,K2)	1 (K2, K2)	1(K3, K3)
AII	CO4	K1 to K4	2	2 (K2)	1 (K4,K4)	1(K4, K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	4	4
		No. of Questions to be answered	4	-	2	2
		Marks for each question	1	-	5	7
		Total Marks for each section	4	-	10	14

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolid ate of %
CI A I	K1	01	-	-	01	05.60	28.81
	K2	03	10	-	13	23.21	
	K3	-	10	16	26	46.42	46.42
	K4	-	-	16	16	28.57	28.57
	Marks	04	20	32	56	100.00	100.00
CI A II	K1	01	-	-	01	05.60	28.81
	K2	03	10	-	13	23.21	
	K3	-	-	16	16	28.57	28.57
	K4	-	10	16	26	46.42	46.42
	Marks	04	20	32	56	100.00	100.00

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)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1 to K4	02	1(K1, K2)	1(K2, K2)	1(K3, K3)
2	CO2	K1 to K4	02	2 (K2)	1(K1, K1)	1(K4, K4)
3	CO3	K1 to K4	02	1(K1, K2)	1(K3, K3)	1(K3, K3)
4	CO4	K1 to K4	02	2 (K2)	1(K4, K4)	1(K2, K2)
5	CO5	K1 to K4	02	1(K1, K2)	1(K3, K3)	1(K4, K4)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	05	05
Marks for each question			01	-	05	08
Total Marks for each section			10	-	25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	03	10	-	13	09.28	09.28
K2	07	10	16	33	23.58	23.58
K3	-	20	32	52	37.14	37.14
K4	-	10	32	42	30.00	30.00
Marks	10	50	80	140	100.00	100.00
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K2		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K2		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K1		
OR					
12. b)	Unit - II	CO2	K1		
13. a)	Unit - III	CO3	K3		
OR					
13. b)	Unit - III	CO3	K3		
14. a)	Unit - IV	CO4	K4		
OR					
14. b)	Unit - IV	CO4	K4		
15. a)	Unit - V	CO5	K3		
OR					
15. b)	Unit - V	CO5	K3		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K2		
OR					
19. b)	Unit - IV	CO4	K2		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INTRODUCTION TO ARCHAEOLOGY			
Course Code	23UHTEC11	L	P	C
Category	GENERIC ELECTIVE - 1	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.➤ Archaeological developments in the world and India.➤ Knowledge of early archaeologists and the status of archaeological studies.➤ Understanding of the methods and techniques of archaeology.➤ Interpretation of excavated materials.				
UNIT - I Introduction to Archaeology				12
Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines.				
UNIT - II History of Archaeology				12
Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India- Archaeological Survey of India.				
UNIT - III Eminent Archaeologists				12
Archaeological Studies – Educational Institutions - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Maria castle, H.D.Sankalia.				
UNIT - IV Various Dating Methods in Archaeology				12
Exploration- Aims –Methods - Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology; Stratigraphy: Definition, Scope and Methodology; Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements; Dating Methods: Absolute Dating Methods: Radio Carbon and AMS Dating – Thermo luminescence and OSL Dating – Potassium Argon – Uranium Series – Fission Track – Electronic Spin Resonance – Dendrochronology – Relative Dating: Flouing Method – Nitrogen Method – Varve Analysis – Stratigraphy- Seriation – Historical Dating.				
UNIT - V Analytical Methods in Archaeology				12
Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials. Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – Other Sites.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- K. Rajan, Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur, 2002.
- K. Rajan, Understanding Archaeology: Field Methods, Theories and Practices, Manoo Pathippakam, Thanjavur, 2016.
- K.V. Raman, Principles and Methods of Archaeology, Parthajan Publications, Madras, 1986.

BOOKS FOR REFERENCES:

- B.D. Dillon, ed., Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics, Institute of Archaeology, University of California, Los Angeles, 1989.
- Stuart Fleming, Dating in Archaeology: A Guide to Scientific Techniques, J.M. Dent, London 1978.
- Robert F. Heizer, (ed.), The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation, Harper & Row, New York, 1969.
- C. Renfrew & Paul Bahn, Archaeology: Theories, Methods and Practice, Thames & Hudson, London, 2012.
- Surendranath Roy, The Story of Indian Archaeology 1784-1947, Archaeological Survey of India, New Delhi, 2011.

WEB RESOURCES:

- ❖ <http://www.arch.cam.uk>
- ❖ <http://archaeological.org>
- ❖ <http://www.tnarch.gov.in>
- ❖ <https://radiocarbon.com>

Nature of Course	EMPLOYABILITY		✓	SKILL ORIENTED		ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL	REGIONAL		NATIONAL		GLOBAL		✓
Changes Made in the Course	Percentage of Change		5	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	Define archaeology and explain different kinds of archaeology.								K1 to K4
CO2	Trace the archaeological developments from its beginnings.								K1 to K4
CO3	Describe the contribution of early archaeologists in India								K1 to K4
CO4	Explain the methods and techniques of archaeology.								K1 to K4
CO5	Classify the artefacts and describe the various types of analysis.								K1 to K4

MAPPING WITH PROGRAM OUTCOMES:									
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
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	2	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
WEITAGE	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	Definition, Nature, Aim and Scope of Archaeology. Archaeology as a Source of Cultural Studies. Different Kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology. Archaeology and its relations with allied disciplines.	2 2 4 4	Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit Slip Test

II	<p>Beginnings in Archaeology from Antiquarianism to Archaeology. Process of Archaeology in the West Growth of Archaeology in India Archaeological Survey of India.</p>	<p>3 3 3 3</p>	<p>Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit Slip Test</p>
III	<p>Archaeological Studies – Educational Institutions - Early Archaeologists in India. Robert Bruce Foote – Alexander Rae Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Maria castle, H.D.Sankalia.</p>	<p>4 2 3 3</p>	<p>Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit Slip Test</p>
IV	<p>Exploration- Aims –Methods - Manual and Scientific Excavation. Methods of Excavation – Vertical, Horizontal, Quadrant Method Underwater Archaeology; Stratigraphy: Definition, Scope and Methodology; Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements; Dating Methods: Absolute Dating Methods: Radio Carbon and AMS Dating – Thermo luminescence and OSL Dating – Potassium Argon – Uranium Series – Fission Track – Electronic Spin Resonance – Dendrochronology – Relative Dating: Flouiring Method – Nitrogen Method – Varve Analysis – Stratigraphy – Seriation – Historical Dating.</p>	<p>4 2 2 4</p>	<p>Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit & Slip Test</p>
V	<p>Interpretation of Excavated Materials Classification of Artifacts - Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials. Archaeological excavations in Tamil Nadu – Arikamedu Adichanallur – Korkai – Keezhadi Mayiladumparai – Sivagalai – Other Sites.</p>	<p>1 2 2 2 2 3</p>	<p>Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit & Slip Test</p>

**Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	2 (K2)	2(K4, K4)	1(K3, K3)
AI	CO2	K1 – K4	2	2 (K1)	2(K2, K2)	1(K4, K4)
CI	CO3	K1 – K4	2	2 (K1)	2 (K2, K2)	1(K3, K3)
AII	CO4	K1 – K4	2	2 (K2)	2 (K3, K3)	1(K4, K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	4	4
		No. of Questions to be answered	4	-	2	2
		Marks for each question	1	-	5	8
		Total Marks for each section	4	-	10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	25
	K2	2	10	-	12	21.43	
	K3	-	-	16	16	28.57	28.57
	K4	-	10	16	26	46.43	46.43
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	25
	K2	2	10	-	12	21.43	
	K3	-	10	16	26	46.43	46.43
	K4	-	-	16	16	28.57	28.57
	Marks	4	20	32	56	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)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K2	2(K4, K4)	2 (K3)
2	CO2	K1-K4	2	K1	2(K2, K2)	2 (K4)
3	CO3	K1-K4	2	K1	2(K2, K2)	2 (K3)
4	CO4	K1-K4	2	K2	2(K3, K3)	2 (K4)
5	CO5	K1-K4	2	K2	2(K4, K4)	2(K4)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	5	5
Marks for each question			10	-	5	8
Total Marks for each section			10	-	25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	4	-	-	4	2.86	21.43
K2	6	20	-	26	18.57	
K3	-	10	32	42	30	30
K4	-	20	48	68	48.57	48.57
Marks	10	50	80	140	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K1		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K1		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K2		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K2		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K4		
OR					
11. b)	Unit - I	CO1	K4		
12. a)	Unit - II	CO2	K2		
OR					
12. b)	Unit - II	CO2	K2		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INTRODUCTION TO TOURISM			
Course Code	23UHTNM11	L	P	C
Category	NON MAJOR ELECTIVE	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Understanding of the basic components and elements of tourism➤ Knowledge of different types and forms of tourism➤ Knowledge of the role of Travel Agents➤ Understanding of the role of Tour Operators➤ Knowledge of the travel documents.				
UNIT - I Concepts of Tourism		6 Hours		
Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors				
UNIT - II Types and Forms of Tourism		6 Hours		
Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism				
UNIT - III Travel Agency		6 Hours		
Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent				
UNIT - IV Tour Operator		6 Hours		
Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines				
UNIT - V Travel Documents		6 Hours		
Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)				
Total Lecture Hours				30

BOOKS FOR STUDY:

- A.K. Bhatia, Tourism Management, Sterling Publications, New Delhi, 2016
- A.K. Bhatia, The Business of Travel Agency and Tour Operations Management, Sterling Publications, New Delhi, 2014

BOOKS FOR REFERENCES:

- Marc Mancini, Conducting Tours: A Practical Guide, Cengage Learning Publications, New Zealand, 2000
- J. Negi, Travel Agency and Tour Operation: Concepts and Principles, Kanishka Publisher, New Delhi, 2004
- Pran Nath Seth, Successful Tourism Management: Fundamentals of Tourism, Sterling Publications, New Delhi, 2008

WEB RESOURCES:

- ❖ https://www.academia.edu/14264572/Basic_Concept_on_Tourism
- ❖ <http://bieap.gov.in/Pdf/TTPaperIYR2.pdf>

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	GLOBAL	✓
Changes Made in the Course	Percentage of Change		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	List out the various components and elements of tourism	K1 to K2
CO2	Explain the types and forms of tourism.	K1 to K2
CO3	Describe the roles of Travel Agent	K1 to K2
CO4	Explain the roles of Tour Operators	K1 to K2
CO5	List out the various components and elements of tourism	K1 to K2

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	2	3	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
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CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEITAGE	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	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel	2	Power point Presentation, Black Board and Chalk, Group discussion Watching videos
	Basic Components of Tourism: Transport, Attraction, Accommodation	2	
	Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	2	
II	Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism –	2	Power point Presentation, Black Board and Chalk, Group discussion Watching videos
	Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism –	2	
	Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	2	
III	Travel Agency: Meaning of Travel Agent – Types of Travel Agency –	2	Power point Presentation, Black Board and Chalk, Group discussion Watching videos
	Roles of Large Travel Agent –	2	
	Characteristics of a Professional Travel Agent	2	
IV	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized	3	Power point Presentation, Black Board and Chalk, Group discussion Watching videos
	Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines	3	
V	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance –	2	Power point Presentation, Black Board and Chalk, Group
	Role of Information Technology in Tourism related Services –	2	

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 AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	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.				

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INTRODUCTION TO HISTORY			
Course Code	23UHTFC11	L	P	C
Category	SEC – FOUNDATION COURSE	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Introduction to the meaning and nature of history.➤ Knowledge of different kinds of history and its relationship with other disciplines.➤ Use of facts in writing history.➤ Introduction of the concepts in history.➤ Knowledge of various sources for the study of history and usage of bibliography and footnotes.				
UNIT – I CONCEPT OF HISTORY				6 Hours
History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History				
UNIT – II Is History Science or Art				6 Hours
Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art				
UNIT - III Foreign Historians				6 Hours
Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr				
UNIT – IV Indian Historians				6 Hours
Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyangar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan				
UNIT - V Research in History				6 Hours
Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.				
Total Lecture Hours				30 Hours

BOOKS FOR STUDY:

- E. Sreedharan, A Textbook of Historiography, 500 BC to AD 2000, Orient Longman, New Delhi, 2004
- E.H.Carr, What is History?, Penguin Books Ltd., New Delhi, 2018.
- G. Venkatesan, A Study of Historiography (History of Historical Knowledge), V.C.Publications, 2018
- K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publications, Madurai, 1982
- S.Manikam, On History & Historiography, Padumam Publishers, Madurai
- SheikAli, History: Its Theory and Method, Laxmi Publications, 2019

BOOKS FOR REFERENCES:

- John C.B. Webster, Studying History, Primus Books, Delhi, 2019
- MarcBloch, The Historian's Craft, Aakar Books, Delhi, 2017
- R.G.Collingwood, The Idea of History, OUP, Delhi, 1994
- Romila Thapar, History and Beyond, Taylor and Francis, Oxford University of Press,

WEB RESOURCES:

- ❖ <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
- ❖ <http://d-nb.info>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL	REGIONAL		NATIONAL		GLOBAL		✓
Changes Made in the Course	Percentage of Change			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	Describe the meaning and definition of history.							K1 to K2
CO2	Explain the relationship between history and allied disciplines.							K1 to K2
CO3	Illustrate the use of facts in writing history.							K1 to K2
CO4	Examine the concept of causation in history.							K1 to K2
CO5	Develop an essay based on sources using foot notes and bibliography.							K1 to K2
MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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			
WEITAGE	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 – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History Revision and Slip Test				2 1 1 ½ 1 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit		
II	Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art Revision and Slip Test				2 2 1 ½ ½	Chalk using board History Narrating, Visual-Pictures, images, diagram,		

			charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
III	Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr Revision and 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	Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyengar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan 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	Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments. Revision and Slip Test	1 1 ½ 1 ½ 1 ½ ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT,

			YouTube. Auditory- Group discussion, videos, recording. Field Visit
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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.				

SECOND SEMESTER

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE			
Course Code	23UHTCC21	L	P	C
Category	CORE 1	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Understanding about the genesis of the Sultanate rule in India and its early rulers.➤ Appreciation of the administration of Tuglaqs, Sayyids and Lodi's and the impact of Bhakti Movement➤ Knowledge about the founding and conquests of the Mughal rulers➤ Art and architecture and administrative policies during the Mughals➤ The administration, art and architecture during Bahmini and Vijayanagar kingdoms.				
UNIT - I				15
Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur's Invasion				
UNIT - II				15
Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis –Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement.				
UNIT - III				15
Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar Mughal administration- Mughal Art and Architecture.				
UNIT - IV				15
Jehangir –Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji's Administration				
UNIT - V				15
Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture-Position of Women in Medieval Period.				
Total Lecture Hours				75

BOOKS FOR STUDY:

- Ashirbadi Lal Srivastava, History of India 1000 A.D. to 1707 A.D., Shiva Lal Agarwala, Agra, 1964
- J.L. Mehta, Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.), Sterling Pub., New Delhi, 2019
- J.L. Mehta, Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.), Sterling Pub., New Delhi, 2019
- J.L. Mehta, Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture, Sterling Pub., New Delhi, 2019
- L.P. Sharma, History of Medieval India, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997
- Satish Chandra, History of Medieval India, Orient Blackswan, New Delhi, 2017

BOOKS FOR REFERENCES:

- A.B.M. Habibullah, The Foundation of Muslim Rule in India, Central Book Depot, 1967
- Ashirbadi Lal Srivastava, The Mughal Empire, 1526-1803 A.D., Shiva Lal Agarwala, Agra, 1969
- Chandra, Satish, Essays on Medieval Indian History, OUP, New Delhi, 2005
- Mohammad Habib and K.A. Nizami, Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526), People's Publishing House, Delhi, 1970.
- R.C. Majumdar, et. al., An Advanced History of India, MacMillan, Delhi, 1974
- Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971

WEB RESOURCES:

- ❖ <https://archive.org/details/MedievalIndiaFromContemporarySources>
- ❖ <https://selfstudyhistory.com/medieval-indian-history/>

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	Describe the foundation of the Delhi Sultanate and its early dynasties	K1 to K4
CO2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K1 to K4
CO3	Discuss the genesis and the conquest of the Mughals	K1 to K4
CO4	Outline the art and architecture and administration of the Mughals	K1 to K4
CO5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	2	3		
CO2	3	3	3	3	3	3	3	3		
CO3	3	3	3	3	3	3	2	3		
CO4	3	3	2	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	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
WEITAGE	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	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak	5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
	Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji	5	
	AlauddinKhilji – Malik Kafur’s Invasion	5	
II	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq	5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
	Sayyids and Lodis –Administrative System under Delhi Sultanate	5	
	Bhakti Movement – Sufi Movement	5	
III	Advent of Mughals – Babur – Humayun	5	PowerPoint, Lecture, Group Discussion method,
	Sher Shah Administration- conquests of Akbar	5	
	Mughal administration- Mughal Art and Architecture	5	

			Chalk & talk
IV	Jehangir –Chain of Justice- Shah Jahan	5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
	Aurangzeb – Rise of the Marathas –	5	
	Life and Career of Shivaji – Shivaji’s Administration	5	
V	Bahmani Kingdom – Vijayanagar Empire –	5	PowerPoint, Lecture, Group Discussion method, Chalk & talk
	Administration – Art and Architecture-	5	
	Position of Women in Medieval Period	5	

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1	2 (K2&K2)	2(K2&K2)
AI	CO2	K1 – K4	2	K1	2(K3&K3)	2(K3&K3)
CI	CO3	K1 – K4	2	K1	2(K3&K3)	2(K3&K3)
AII	CO4	K1 – K4	2	KI	2(K4&K4)	2(K4&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	4	-	-	4	07.14	53.57
	K2	-	10	16	26	46.43	
	K3	-	10	16	26	46.43	46.43
	K4	-	-	-	-	-	-
	Marks	4	20	32	56	100.00	100
CIA II	K1	4	-	-	4	7.14	7.14
	K2	-	-	-	-	-	
	K3	-	10	16	26	46.43	46.43
	K4	-	10	16	26	46.43	46.43
	Marks	4	20	32	56	100.00	100.00

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)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1	2(K2&K2)	2(K2&K2)
2	CO2	K1-K4	2	K1	2(K3&K3)	2(K3&K3)
3	CO3	K1-K4	2	K1	2(K3&K3)	2(K3&K3)
4	CO4	K1-K4	2	K1	2(K4&K4)	2(K4&K4)
5	CO5	K1-K4	2	K1	2(K2&K2)	2(K2&K2)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	10	-	-	10	07.14	7.14
K2	-	20	32	52	37.14	37.14
K3	-	20	32	52	37.14	37.14
K4	-	10	16	26	18.58	18.58
Marks	10	50	80	140	100.00	100.00

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K1	a)	b)
				c)	d)
3.	Unit - II	CO2	K1	a)	b)
				c)	d)
4.	Unit - II	CO2	K1	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K1	a)	b)
				c)	d)
7.	Unit - IV	CO4	K1	a)	b)
				c)	d)
8.	Unit - IV	CO4	K1	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K1	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K3		
OR					
13. b)	Unit - III	CO3	K3		
14. a)	Unit - IV	CO4	K4		
OR					
14. b)	Unit - IV	CO4	K4		
15. a)	Unit - V	CO5	K2		
OR					
15. b)	Unit - V	CO5	K2		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K2		
OR					
16. b)	Unit - I	CO1	K2		
17. a)	Unit - II	CO2	K3		
OR					
17. b)	Unit - II	CO2	K3		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K2		
OR					
20. b)	Unit - V	CO5	K2		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	HISTORY OF TAMIL NADU - 1311 – 1800 CE			
Course Code	23UHTCC22	L	P	C
Category	CORE	5	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Rise of the Madurai Sultanate and its contribution.➤ Knowledge about the impact of Vijayanagar rule in Tamilaham.➤ Contribution of the Nayaks of Madurai, Senji and Thanjavur.➤ Contribution of the Marathas to Tamil culture.➤ Understand the Poligar Rebellion as the early resistance against British imperialism.				
UNIT - I Rise of Madurai sultanate		15 Hours		
Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture				
UNIT – II Emergence of Madurai Nayakdom		15 Hours		
Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai				
UNIT – III Senji & Tanjore Nayak administration		15 Hours		
Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture				
UNIT - IV Tanjore Marathas & Sethupathis		15 Hours		
Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture				
UNIT - V Tamil Society Under Nawabs & revolt of Poligars		15 Hours		
Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers				
Total Lecture Hours				75 Hours

BOOKS FOR STUDY:

- G. Venkatesan, History of Modern Tamil Nadu 1600-2011, VC Publications, Rajapalayam
- K. Rajayyan, History of Tamil Nadu, 1565 to 1982, Raj Publishers, 1982
- N. Subramanian, History of Tamil Nadu, 1336 to 1984, Koodal Publications, 1976
- Noboru Karashima, ed., A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014
- R. Kalidoss, History and Culture of Tamils, Vijay Publishers, Dindugal, 1976

BOOKS FOR REFERENCES:

- K. Rajayyan, Rise and Fall of the Poligars of Tamil Nadu, University of Madras, 1974
- K. Rajayyan, South Indian Rebellion: The First War of Independence 1800-1801, Akani Veliyeedu, 2012
- K.A. NilakantaSastri, The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar
- K.R. Srinivasan, Temples of South India, National Book Trust, New Delhi, 2005
- R. Sathianathaier, History of the Nayaks of Madura, University of Madras, Madras, 1980

WEB RESOURCES:

- ❖ <https://archive.org/details/SouthIndianRebellion/mode/2up>
- ❖ www.nationalgeographic.org/threekingsintamilakam

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL	REGIONAL	✓	NATIONAL		GLOBAL	
Changes Made in the Course	Percentage of Change		60	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	Outline the rule of the Madurai Sultanate.							K1 to K4
CO2	Explain the impact of the Vijayanagar rule in Tamilaham.							K1 to K4
CO3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.							K1 to K4
CO4	Assess the contribution of the Marathas to Tamil culture.							K1 to K4
CO5	Examine Poligar rebellion as an early resistance against British imperialism.							K1 to K4
MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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	2	3	2	2	3
CO5	3	3	3	3	3	2	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	2	3	3			
CO 5	3	3	3	3	3			
WEITAGE	15	15	13	15	15			
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.6	3	3			

LESSON PLAN:

UNIT	COURSE NAME	HRS	PEDAGOGY
I	Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture Revision and Slip Test	3 3 4 4 1	Chalk using board History Narrating, Visual -Pictures, images, diagram, charts, PPT, YouTube. Auditory -Group discussion, videos, recording. Field Visit
II	Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai Revision and Slip Test	2 2 2 3 3 2 1	Chalk using board History Narrating, Visual -Pictures, images, diagram, charts, PPT, YouTube. Auditory -Group discussion, videos, recording. Field Visit
III	Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture Revision and Slip Test	3 3 3 2 3 1	Chalk using board History Narrating, Visual -Pictures, images, diagram, charts, PPT, YouTube. Auditory -Group discussion, videos, recording. Field Visit
IV	Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture Revision and Slip Test	3 3 2 2 2 2 1	Chalk using board History Narrating, Visual -Pictures, images, diagram, charts, PPT, YouTube. Auditory -Group discussion, videos, recording. Field Visit
V	Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars – Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers Revision and Slip Test	2 2 2 2 1 2 1 2 1	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		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 To K4	2	1(K1), 1 (K2)	1 (K4, K4)	1(K3, K3)
AI	CO2	K1 To K4	2	1(K1), 1 (K2)	1 (K2, K2)	1(K4, K4)
CI	CO3	K1 To K4	2	1(K1), 1 (K2)	1 (K2, K2)	1(K3, K3)
AII	CO4	K1 To K4	2	1(K1), 1 (K2)	1 (K3, K3)	1(K4, K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	4	4
		No. of Questions to be answered	4	-	2	2
		Marks for each question	1	-	5	8
		Total Marks for each section	4	-	10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidat e of %
CIA I	K1	02	-	-	02	03.57	24.99
	K2	02	10	-	12	21.42	
	K3	-	-	16	16	28.57	28.57
	K4	-	10	16	26	46.42	46.42
	Marks	04	20	32	56	100.00	100.00
CIA II	K1	02	-	-	02	03.57	24.99
	K2	02	10	-	12	21.42	
	K3	-	-	16	16	28.57	28.57
	K4	-	10	16	26	46.42	46.42
	Marks	04	20	32	56	100.00	100.00

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)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1 To K4	2	1(K1, K1)	1 (K4, K4)	1(K3, K3)
2	CO2	K1 To K4	2	1(K1, K2)	1 (K2, K2)	1(K4, K4)
3	CO3	K1 To K4	2	1(K1, K2)	1 (K2, K2)	1(K3, K3)
4	CO4	K1 To K4	2	1(K1, K2)	1 (K3, K3)	1(K4, K4)
5	CO5	K1 To K4	2	1(K1, K2)	1 (K3, K3)	1(K2, K2)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	5	5
Marks for each question			1	-	5	8
Total Marks for each section			10	-	25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	06	-	-	06	04.28	04.28
K2	04	20	16	40	28.58	28.58
K3	-	20	32	52	37.14	37.14
K4	-	10	32	42	30.00	30.00
Marks	10	20	80	140	100.00	100.00
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K1		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K2		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K1		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K2		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K4		
OR					
11. b)	Unit - I	CO1	K4		
12. a)	Unit - II	CO2	K2		
OR					
12. b)	Unit - II	CO2	K2		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K3		
OR					
15. b)	Unit - V	CO5	K3		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K2		
OR					
20. b)	Unit - V	CO5	K2		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	WESTERN POLITICAL THOUGHT			
Course Code	23UHTEC21	L	P	C
Category	GENERIC ELECTIVE COURSE – 2	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Knowledge about Greek philosophy of Plato and Aristotle➤ Knowledge about social contract theory.➤ The political ideas of Machiavelli and John Locke➤ Utilitarian philosophy of Jeremy Bentham➤ Ideas of Karl Marx and Antonio Gramsci				
UNIT - I Ancient Greek Philosophers				12
Socrates – Plato – Aristotle.				
UNIT - II Seventeenth Century Philosophers				12
Machiavelli – Thomas Hobbes – John Locke – Rousseau.				
UNIT - III Eighteenth Century Philosophers				12
Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli.				
UNIT - IV Nineteenth Century Philosophers				12
Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche.				
UNIT - V Twentieth Century Philosophers				12
Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.				
Total Lecture Hours				60

BOOKS FOR STUDY:

- George H. Sabine, *A History of Political Theory*, Oxford and IBH Pub. Co. Ltd., New Delhi, 2019.
- Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963
- R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012
- R.P. Sharma, *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi, 1984
- S. Vijayaraghavan and R. Jayaram, *Political Thought*, Sterling Pub. Pvt. Ltd., 1994
- Shefali Jha, *Western Political Thought: From Plato to Marx*, Pearson, Delhi, 2010
- William Ebenstein, *Great Political Thinkers – Plato to the Present*, S. Chand (G/L) & Co. Ltd., New Delhi, 1999

BOOKS FOR REFERENCES:

- Brian R. Nelson, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove, Illinois, 1996.
- Des Raj Bhandari, *History of European Political Philosophy*, Bangalore Print & Pub. Co., Bangalore, 1963.
- George Catlin, *The Story of the Political Philosophers*, Kessinger Pub., 2010.
- J.S. McClelland, *A History of Western Political Thought*, Routledge, London, 1996.
- Will Durant, *The Story of Philosophy*, Simon & Schuster, New York, 1991.

WEB RESOURCES:

- ❖ <https://archive.org/details/dli.ernet.260180/page/n5/mode/2up>
- ❖ <https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up>
- ❖ <https://archive.org/details/dli.ernet.13555/page/n13/mode/2up>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓
Changes Made in the Course	Percentage of Change		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	Describe the political philosophy of Plato and Aristotle.	K1 to K4
CO2	Discuss the Social Contract theory.	K1 to K4
CO3	Compare the political ideas of Machiavelli and John Locke	K1 to K4
CO4	Justify the advantages of utilitarian philosophy.	K1 to K4
CO5	Describe the political ideas of Karl Marx and Antonio Gramsci.	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	2	3	2	3
CO2	3	3	2	3	3	3	2	3
CO3	3	3	3	2	3	3	3	3
CO4	3	3	2	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	2	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
WEITAGE	15	14	13	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	2.8	2.6	3	3

LESSON PLAN:			
UNIT	COURSE NAME	HRS	PEDAGOGY
I	Socrates Plato Aristotle.	4 4 4	Chalk & Talk Role plays, PPT, You Tube, Group discussion
II	Machiavelli Thomas Hobbes John Locke Rousseau.	3 3 3 3	Chalk & Talk Fictional Story, Role Play, showing

			Cartoons, videos, PPT, You Tube, Slip Test
III	Voltaire Montesquieu Thomas Paine Mary Wollstonecraft Luigi Taparelli.	3 3 2 ½ 3 1 ½	Chalk & Talk Fictional Story, Role Play, showing Cartoons, videos, PPT, You Tube, Slip Test
IV	Jeremy Bentham J.S. Mill David Thoreau Nietzsche.	3 3 3 3	Chalk using board Fictional Story, Role Play, showing Cartoons, videos, PPT, You Tube, Slip Test
V	Karl Marx Antonio Gramsci Richard Rorty Martin Luther King Jr.	3 3 3 3	Chalk & Talk Fictional Story, Role Play, Cartoons, showing videos, PPT, You Tube, Slip Test

**Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	2	K1	2(K2, K2)	2 (K3, K3)
AI	CO2	K1 – K4	2	K2	2(K3, K3)	2 (K4, K4)
CI	CO3	K1 – K4	2	K1	2(K4, K4)	2 (K3, K3)
AII	CO4	K1 – K4	2	K2	2(K2, K2)	2 (K4, K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	4	4
		No. of Questions to be answered	4	-	2	2
		Marks for each question	4	-	10	8
		Total Marks for each section	4	-	10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	25
	K2	2	10	-	12	21.43	
	K3	-	10	16	26	46.43	46.43
	K4	-	-	16	16	28.57	28.57
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	25
	K2	2	10	-	12	21.43	
	K3	-	-	16	16	28.57	28.57
	K4	-	10	16	26	46.43	46.43
	Marks	4	20	32	56	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)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K4	2	K1	2(K2 & K2)	2 (K3)
2	CO2	K1-K4	2	K2	2(K3 & K3)	2 (K4)
3	CO3	K1-K4	2	K1	2 (K4 & K4)	2 (K3)
4	CO4	K1-K4	2	K2	2(K2 & K2)	2 (K4)
5	CO5	K1-K4	2	K1	2 (K3 & K3)	2 (K4)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	5	5
Marks for each question			10	-	5	8
Total Marks for each section			10	-	25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	6	-	-	6	4.29	21.43
K2	4	20	-	24	17.14	
K3	-	20	32	52	37.14	37.14
K4	-	10	48	58	41.43	41.43
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			PART – A		(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K4		
OR					
13. b)	Unit - III	CO3	K4		
14. a)	Unit - IV	CO4	K2		
OR					
14. b)	Unit - IV	CO4	K2		
15. a)	Unit - V	CO5	K3		
OR					
15. b)	Unit - V	CO5	K3		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K4		
OR					
20. b)	Unit - V	CO5	K4		

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**DEPARTMENT OF HISTORY****FOR THOSE WHO JOINED IN 2023-2024 AND AFTER**

Course Name	BASIC JOURNALISM			
Course Code	23UHTNM21	L	P	C
Category	NME	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none"> ➤ Understanding the definition, types, and determinants of news ➤ Knowledge about newspaper organization structure ➤ Knowledge about the role, qualities, and responsibilities of a reporter ➤ Knowledge about reporting and writing ➤ Understanding of the role, qualities, and responsibilities of an editor. 				
UNIT - I	Exploring the World of News			06
Definition of News – Types of News – Determinants of News – News Evaluation				
UNIT - II	Structure & Sources			06
Newspaper Organization Structure – News Sources and Agencies – Target audience				
UNIT - III	Reporter			06
Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story				
UNIT - IV	Interviews			06
Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing				
UNIT - V	Editor			06
Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Info graphics				
Total Lecture Hours				30

BOOKS FOR STUDY:

- K.M. Shrivastava, *News Reporting and Editing*, Sterling Pub. Pvt. Ltd., New Delhi, 1991
- M.K. Verma, *News Reporting and Editing*, APH Publishing Corporation, New Delhi, 2009

BOOKS FOR REFERENCES:

- Graham Greer, *A New Introduction to Journalism*, Juta and Co. Ltd., Kenwyn, South Africa, 1999
- Carole Fleming, et.al., *An Introduction to Journalism*, SAGE Publications Ltd., New Delhi, 2006
- Barun Roy, *Beginners' Guide to Journalism and Mass Communication*, Pustak Mahal, Delhi, 2013

WEB RESOURCES:

- ❖ <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>
- ❖ https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html

Nature of Course	EMPLOYABILITY	✓	SKILL ORIENTED		ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL	GLOBAL ✓
Changes Made in the Course	Percentage of Change		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	Describe the types and determinants of news.							K1 to K2
CO2	Elaborate the newspaper organization structure.							K1 to K2
CO3	Elaborate the role, qualities, and responsibilities of a reporter.							K1 to K2
CO4	Explain the types of reporting.							K1 to K2
CO5	Discuss the role, qualities, and responsibilities of an editor							K1 to K2
MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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	3	3
CO5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	13	15
Average	3	3	3	3	2.8	2.8	2.6	3
S- STRONG			M - MEDIUM			L - LOW		

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	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
WEITAGE	15	15	15	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	3	3	3

LESSON PLAN:

UNIT	COURSE NAME	HRS	PEDAGOGY
I	Definition of News – Types of News –	3	Power point Presentation, Black Board and Chalk, Group discussion Quiz
	Determinants of News – News Evaluation	3	
II	Newspaper Organization Structure –	3	Power point Presentation, Black Board and Chalk, Group discussion Quiz
	News Sources and Agencies – Target audience	3	
III	Role, Qualities and Responsibilities of a Reporter –	3	Power point Presentation, Black Board and Chalk, Group discussion Quiz
	Lead Writing – News Pegs – Developing a News Story	3	
IV	Interviews – Interpretative Reporting – Investigative Reporting –	3	Power point Presentation, Black Board and Chalk, Group discussion Quiz
	Reviews – Feature Writing – Travelogues – Web Writing	3	
V	Role, Qualities and Functions of an Editor – Headlines – Layout –	3	Power point Presentation, Black Board and Chalk, Group discussion Quiz
	Placement of Photographs – Caption Writing – Info graphics	3	

**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 AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	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.				

MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INDIAN CONSTITUTION			
Course Code	23UHTSC21	L	P	C
Category	SKILL ENHANCEMENT COURSE 2	2	-	2
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ Understanding of the salient features of the Indian Constitution➤ Knowledge about fundamental rights and duties➤ Knowledge about the structure and functions of the Union Government➤ Knowledge about the structure and functions of the State Government➤ Understanding of the powers and functions of the local government				
UNIT - I	MAKING INDIAN CONSTITUTION	6 Hours		
Sources – Preamble – Salient Features – Citizenship – Amendments				
UNIT - II	RIGHTS AND DUTIES OF INDIAN	6 Hours		
Fundamental Rights – Directive Principles – Fundamental Duties.				
UNIT - III	UNION GOVERNMENT SYSTEM	6 Hours		
Union Government: President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India				
UNIT - IV	STATE GOVERNMENT SYSTEM	6 Hours		
State Government: Chief Minister – Governor – State Legislature – High Courts				
UNIT - V	LOCAL GOVERNMENT ADMINISTRATION	6 Hours		
Local Government: Urban – Rural				
Total Lecture Hours				30 Hours

BOOKS FOR STUDY:

- B.N. Rao, India's Constitution in the Making, Orient Longmans, Madras, 1960
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, Gurgaon, 2019
- M.V. Pylee, Constitutional Government in India, S. Chand & Co. Ltd., New Delhi, 2012
- Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019
- Subhash C. Kashyap, Our Constitution: An Introduction to India's Constitution and Constitutional Law, National Book Trust, New Delhi, 2021

BOOKS FOR REFERENCES:

- G. Balan and D. Dakshinamurthy, Constitutional Development and Freedom Movement, VanathiPathipagam, Chennai
- Granville Austin, The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi, 1999
- Hari Hara Das, Indian Government and Politics, Himalaya Publishing House, New Delhi, 2001
- JagadishSwarup, Constitution of India, Dandewal Publishing House, Allahabad, 1984
- M.V. Pylee, India's Constitution, S. Chand & Co., NewDelhi, 2016
- R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Co., New Delhi, 2006.
- Sujit Choudhry, et. al., ed., The Oxford Handbook of the Indian Constitution, Oxford University Press, London, 20

WEB RESOURCES:

- ❖ <https://www.tn.gov.in/index.php>
- ❖ <https://www.assembly.tn.gov.in/>
- ❖ <https://legislative.gov.in/constitution-of-india>
- ❖ <https://www.india.gov.in/>
- ❖ <https://www.indianculture.gov.in/ebooks/indias-constitution-making>

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	Describe the salient features of the Indian Constitution							K1 to K2	
CO2	Elaborate the Structure and Functions of Union Government							K1 to K2	
CO3	Elaborate the Structure and Functions of Union Government							K1 to K2	
CO4	Explain the Structure and Functions of State Governments							K1 to K2	
CO5	Discuss the powers of the local government							K1 to K2	
MAPPING WITH PROGRAM OUTCOMES:									
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
CO1	3	3	3	3	3	3	2	3	
CO2	3	3	3	3	3	3	2	3	
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CO 5	3	3	3	3	3				
WEITAGE	15	15	15	15	15				
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	3	3	3				
LESSON PLAN:									
UNIT	COURSE NAME				HRS	PEDAGOGY			
I	Sources – Preamble – Salient Features – Citizenship – Amendments 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
II	Fundamental Rights – Directive Principles – Fundamental Duties. Revision and Slip Test	2 1 ½ 2 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
III	Union Government: President – Prime Minister and Council of Ministers – Parliament –Supreme Court of India Revision and Slip Test	1 ½ 2 2 ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
IV	State Government: Chief Minister – Governor – State Legislature – High Courts Revision and Slip Test	1 ½ 1 ½ 1 1 ½ ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit
V	Local Government: Urban – Rural Revision and Slip Test	2 ½ 2 ½ ½	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit

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	K3				
	K4				
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	K3				
	K4				
	Marks	50	50	100	100

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No. of Questions to be Asked			75	
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K3				
K4				
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NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.				