

# B.A., HISTORY

## Syllabus

Program Code: UHT

2023 - Onwards

---



**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

**Re-accredited with “A<sup>+</sup>” Grade by NAAC**

**PASUMALAI, MADURAI – 625 004**

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),**

**MADURAI – 625 004**

**BA HISTORY, CURRICULUM**

*(For the students admitted from 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 – 1801 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

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
THIRD SEMESTER						
Part – I	Tamil / Hindi course					
23UTAGT31 / 23UHIGH31	தமிழக வரலாறும் பண்பாடும் / Patra Lekhan Aur Paribhashik Shabdavali	6	3	25	75	100
Part – II	English					
23UENGE31	General English - III	6	3	25	75	100
Part - III	Core courses					
23UHTCC31	History of India - 1707 - 1857 CE	5	5	25	75	100
23UHTCC32	History of Tamil Nadu Since 1801 CE	5	5	25	75	100
Part - III	Elective course					
23UHTEC31	Indian Political Thought	4	3	25	75	100
Part - IV	Skill Based courses					
23UHTSC31	Entrepreneurship Development	1	1	25	75	100
23UHTSC32	Introduction to Management	2	2	25	75	100
Part - IV	Mandatory course					
23UEVSG41	Environmental Studies	1	1	-	-	-
Total		30	23	175	525	700
FOURTH SEMESTER						
Part – I	Tamil / Hindi course					
23UTAGT41 / 23UHIGH41	தமிழும் அறிவியலும் / Hindi Bhasha Aur Computer	6	3	25	75	100
Part – II	English					
23UENGE41	General English - IV	6	3	25	75	100
Part - III	Core courses					
23UHTCC41	Freedom Struggle in India	5	5	25	75	100
23UHTCC42	History of Modern Europe - 1789 - 1919 CE	5	5	25	75	100
Part - III	Elective course					
23UHTEC41	Modern Governments	3	3	25	75	100
Part - IV	Skill Based courses					
23UHTSP41	Computer Training	2	2	25	75	100
23UHTSC41	Hotel Management	2	2	25	75	100
Part - IV	Mandatory course					
23UEVSG41	Environmental Studies	1	1	25	75	100
Total		30	24	200	600	800

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
FIFTH SEMESTER						
Part - III	Core courses					
23UHTCC51	History of the World 1919 -2020 C.E	5	4	25	75	100
23UHTCC52	Selected Themes in History of U.S.A	5	4	25	75	100
23UHTCC53	Regional History (Heritage of Madurai)	5	4	25	75	100
Part - III	Core project					
23UHTPR51	Project with viva - voce	5	4	25	75	100
Part - III	Elective courses - I					
23UHTEC51	Elements of Human Rights	4	3	25	75	100
23UHTEC52	Women Studies					
Part - III	Elective courses - II					
23UHTEC53	History of Dravidian Movement	4	3	25	75	100
23UHTEC54	History of Revolutions					
Part - IV	Mandatory course					
23UVLEG51	Value Education	2	2	25	75	100
23UHTIN51	Internship Report	-	2	25	75	100
Total		30	26	200	600	800
SIXTH SEMESTER						
Part - III	Core courses					
23UHTCC61	Contemporary History of India	6	4	25	75	100
23UHTCC62	India and Her Neighbours	6	4	25	75	100
23UHTCC63	History of Science and Technology in India	6	4	25	75	100
Part - III	Elective courses – I					
23UHTEC61	International Relations since 1919 C.E	5	3	25	75	100
23UHTEC62	History of Latin America: From Discovery to Liberation					
Part - III	Elective courses – II					
23UHTEC63	History of China and Japan	5	3	25	75	100
23UHTEC64	History of Pondicherry					
Part - IV	Skill course					
23UHTSC61	General Studies for Competitive Examinations	2	2	25	75	100
Part-V	Extension Activities					
23UNCET61, 23UNSET61, 23UPEET61, 23URRET61 & 23UYRET61	N.C.C, N.S.S, Physical Education, R.R.C & Y.R.C	-	1	25	75	100
Total		30	21	175	525	700
Grand total		180	140	1100	3300	4400

# FIFTH SEMESTER

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	History of the World 1919 - 2020 C.E			
<b>Course Code</b>	23UHTCC51	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	5	-	4
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ Understanding of the impact of Fascism and Nazism.</li><li>➤ Factors that led to the emergence of Cold War and its various phases.</li><li>➤ The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.</li><li>➤ The rise of Arab nationalism and the Israel-Palestinian Wars.</li><li>➤ The causes and consequences of decline of the Soviet Union.</li></ul>				
<b>UNIT – I: Emergence of Post World War-I History</b>				<b>15</b>
Impact of World War I- League of Nations-International Relations in Inter- War years – Russian Revolution- Great Depression its impact- Fascism and Nazism				
<b>UNIT – II: Post World War-II Settlements &amp; Cold War</b>				<b>15</b>
Events leading to World War II- UNO - Post World War Settlements - Cold War –Its Impacts.				
<b>UNIT –III: Anti-Colonial Struggles and Decolonization in Asia and Africa</b>				<b>15</b>
Anti-Colonial Struggles and Decolonization Process in Asian and African countries – Indonesia, Indo-China, Philippines- West Asia & Africa				
<b>UNIT –IV: Multilateral Issues of World History</b>				<b>15</b>
Chinese Revolution of 1949- US and Latin America in the Cold War Era– Arab Nationalism and Israel-Palestinian Wars.				
<b>UNIT – V: Decline of Soviet Union &amp; Russian Relations</b>				<b>15</b>
Decline of Soviet Union: Causes and Consequences. Russian relations with India: IRIGC – Military Relations – Global Implication of Russia - China relations – Impact of Russia - China Relations on India.				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:****Recommended Books**

- Andrew Porter, *European Imperialism*, Palgrave, 1994.
- Anthony Wood, *Europe 1815 – 1945*, Longman, 1984.
- Basil Davidson, *Africa in Modern History*, Longman, 1994.
- Chris Warren, *A Peoples History of the World*, Book Marks, 1999
- Dilip Hiro, *Inside the Middle East*, Routledge, 1982.
- Hobsbawn, E.J., *Age of Extremes*, Vintage Books, 1994.
- Hourani, A., *A History of The Arab People*, Faber and Faber, 1991
- Taylor, A.J.P., *The Origins of Second World War* Penguin Books, New York, 1963.

**BOOKS FOR REFERENCES:**

- Andre Gunder Frank, *Capitalism and Under Development in Latin America*, Monthly Review Press, 1967.
- Carr, E.H., *International Relations between the two World Wars 1919-1939*, Palgrave, 2004.
- Edward Said, *The Question of Palestine*, Routledge & Kegan Paul, 1980.
- Howard Zinn, *A People's History of American Empire*, Metropolitan Books, 2008

**WEB RESOURCES:**

- ❖ <http://www.worldhistory.org>
- ❖ <http://khanacademy.org>

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:									
<b>CO1</b>	Discuss the impact of Fascism and Nazism in the interwar years.								<b>K1 to K4</b>
<b>CO2</b>	Examine the factors that led to the Cold War and describe its various stages.								<b>K1 to K4</b>
<b>CO3</b>	Examine the nature of anti-colonial struggle in the Afro-Asian countries.								<b>K1 to K4</b>
<b>CO4</b>	Discuss the impact of of Arab nationalism and describe the Israel-Palestine Wars.								<b>K1 to K4</b>
<b>CO5</b>	Discuss the causes and consequences of decline of the Soviet Union.								<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

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

CO4	3	3	3	3	2	2	3	3		
CO5	3	2	3	3	2	2	3	3		
S- STRONG			M – MEDIUM				L - LOW			
CO / PO MAPPING:										
COS		PSO1	PSO2	PSO3	PSO4	PSO5				
CO 1		3	2	3	3	3				
CO 2		3	3	2	3	3				
CO 3		3	2	3	3	3				
CO 4		3	3	3	3	3				
CO 5		3	3	2	3	3				
WEITAGE		15	13	13	15	15				
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	2.6	2.6	3	3				
LESSON PLAN:										
UNIT	History of the World 1919 - 2020 C.E						HRS	PEDAGOGY		
I	Impact of World War I- League of Nations- International Relations in Inter- War years – Russian Revolution- Great Depression its impact- Fascism and Nazism						4 3 4 4	Chalk using board History Narrating, Visual- Pictures, images, diagram, charts, PPT, YouTube. Auditory- Group discussion, videos, recording. Field Visit		
II	Events leading to World War II- UNO – Post World War Settlements – Cold War –Its Impacts						3 4 4 4	Chalk using board History Narrating, Visual- Pictures, images, diagram, charts, PPT, YouTube. Auditory- Group discussion, videos,		



			recording. <b>Field Visit</b>
<b>III</b>	Anti-Colonial Struggles and Decolonization Process in Asian and African countries – Indonesia, Indo-China, Philippines- West Asia & Africa	<b>5</b> <b>5</b> <b>5</b>	<b>Chalk using board</b> <b>History Narrating, Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>IV</b>	Chinese Revolution of 1949- US and Latin America in the Cold War Era– Arab Nationalism and Israel-Palestinian Wars.	<b>5</b> <b>5</b> <b>5</b>	<b>Chalk using board</b> <b>History Narrating, Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>V</b>	Decline of Soviet Union: Causes and Consequences -  Russian relations with India: IRIGC – Military Relations Global Implication of Russia - China relations – Impact of Russia - China Relations on India	<b>5</b> <b>5</b> <b>5</b>	<b>Chalk using board</b> <b>History Narrating, Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>

**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 AI	CO1	K1 – K4	2	1(K1), 1 (K2)	1 (K2, K2)	1(K3, K3)
	CO2	K1 – K4	2	2 (K2)	1 (K3,K3)	1(K4,K4)
CI AII	CO3	K1 – K4	2	1(K1), 1 (K2)	1 (K2, K2)	1(K3, K3)
	CO4	K1 – 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	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	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
CIA 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-K4	02	1(K1, K2)	1(K2, K2)	1(K3, K3)
2	CO2	K1-K4	02	2 (K2)	1(K1, K1)	1(K4, K4)
3	CO3	K1-K4	02	1(K1, K2)	1(K3, K3)	1(K3, K3)
4	CO4	K1-K4	02	2 (K2)	1(K4, K4)	1(K2, K2)
5	CO5	K1-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 <b>ALL</b> the questions			<b>PART – A</b>	<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K2</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K2</b>		
				a)	b)
				c)	d)

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

Answer <b>ALL</b> the questions				<b>PART – C</b>	<b>(5 x 8 = 40 Marks)</b>
16. a)	<b>Unit - I</b>	<b>CO1</b>	<b>K3</b>		
<b>OR</b>					
16. b)	<b>Unit - I</b>	<b>CO1</b>	<b>K3</b>		
17. a)	<b>Unit - II</b>	<b>CO2</b>	<b>K4</b>		
<b>OR</b>					
17. b)	<b>Unit - II</b>	<b>CO2</b>	<b>K4</b>		
18. a)	<b>Unit - III</b>	<b>CO3</b>	<b>K3</b>		
<b>OR</b>					
18. b)	<b>Unit - III</b>	<b>C03</b>	<b>K3</b>		
19. a)	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
<b>OR</b>					
19. b)	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
20. a)	<b>Unit - V</b>	<b>CO5</b>	<b>K4</b>		
<b>OR</b>					
20. b)	<b>Unit - V</b>	<b>CO5</b>	<b>K4</b>		

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	Selected Themes in History of USA			
<b>Course Code</b>	23UHTCC52	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	5	-	4
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.</li><li>➤ Create awareness of the westward movement and industrialization and their consequences.</li><li>➤ Understand the USA's efforts to become an imperialist and joining First World War.</li><li>➤ Understand the transformation of USA as a world power and the setting of a bio-polar world.</li><li>➤ Impart knowledge about America's multi-culturalism and the war on terrorism</li></ul>				
<b>UNIT - I The Turbulent Path to Reconstruction</b>				<b>15</b>
Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14 <sup>th</sup> Amendment - Carpet Baggers – Scalawags – Black Codes.				
<b>UNIT - II Westward Expansion and the Gilded Age</b>				<b>15</b>
Westward Expansion (1860-1900) -Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) -Politics in the Gilded Age.				
<b>UNIT - III The Progressive Era and America's Rise</b>				<b>15</b>
The Progressive Era – McKinley- Spanish American War -T.D .Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I .				
<b>UNIT - IV From Crisis to Superpower</b>				<b>15</b>
Inter War Years - Great Depression – Franklin D. Roosevelt – New Deal -World War II -USA becomes a World Power -Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War.				
<b>UNIT - V Modern America</b>				<b>15</b>
Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush . – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular culture - The Afro- Americans Experience - Hispanics and Asians.				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- Arnold S. Rice and John A Krout, *United States History From 1865*, Harper Collins College, New York, 1991.
- Henry B. Parkes, *The United States of America*, Scientific Book Agency, Calcutta, 1968.
- Jack Lane, Maurice O' Sullivan., *A Twentieth-Century American Reader*, USIA, Washington DC, 1999.
- Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.
- Subramanian, N., *A History of the USA*, Ennes Publications, Udumalpet, 1995.
- Thomas S. Kidd., *American History 1877 to Present - B&H Academic*, 2019.

**BOOKS FOR REFERENCES:**

- Douglas K. Stevenson, *American life and Constitution*, USIA, Washington D.C. 1998.
- George Brown Tindall with David E. Shi., *'America, A Narrative History, Vol. I & II*,
- Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.
- Thomas S. Kidd., *American History-Combined Edition: 1492 to Present—B&H Academic*, 2019.

**WEB RESOURCES:**

- ❖ <https://besthistorysites.net/american-history/>
- ❖ <https://www.nypl.org/about/divisions/milstein/internet-resources/us-history>

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	Assess USA's efforts to abolish slavery and reconstruction of the South post-Civil War									K1 to K4
CO2	Discuss about the Westward movement and rise of big business and its consequences									K1 to K4
CO3	Describe US attempts to become imperialist and its involvement in the First World War									K1 to K4
CO4	Evaluate the transformation of US as a world power and its role in the Cold War									K1 to K4
CO5	Elucidate America's multiculturalism and politics over War on Terrorism									K1 to K4
MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	2	3	3		
CO2	3	3	2	3	2	2	3	3		
CO3	3	2	3	3	2	2	3	3		

CO4	3	3	3	3	2	2	3	3		
CO5	3	2	3	3	2	2	3	3		
S- STRONG			M – MEDIUM				L - LOW			
CO / PO MAPPING:										
COS		PSO1	PSO2	PSO3	PSO4	PSO5				
CO 1		3	2	3	3	3				
CO 2		3	3	2	3	3				
CO 3		3	2	3	3	3				
CO 4		3	3	3	3	3				
CO 5		3	3	2	3	3				
WEITAGE		15	13	13	15	15				
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	2.6	2.6	3	3				
LESSON PLAN:										
UNIT	Selected Themes in History of USA						HRS	PEDAGOGY		
I	Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14 <sup>th</sup> Amendment - Carpet Baggers – Scalawags – Black Codes.						5	Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit Slip Test		
							5			
							5			
II	Westward Expansion (1860-1900) - Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) - Politics in the Gilded Age.						5	Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit Slip Test		
							5			
							5			
III	The Progressive Era – McKinley- Spanish American War -T.D .Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I .						5	Chalk & Talk Screening Pictures, PPT, You Tube, Field Visit Slip Test		
							5			
							5			
IV	Inter War Years - Great Depression – Franklin D. Roosevelt – New Deal -World War II -USA becomes a World Power -Cold war – Truman Doctrine - Eisenhower– John F. Kennedy –						5	Chalk & Talk Screening Pictures,		
							5			



	Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War.	<b>5</b>	<b>PPT, You Tube, Field Visit &amp; Slip Test</b>
<b>V</b>	Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush . – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular culture - The Afro- Americans Experience - Hispanics and Asians.	<b>5</b> <b>5</b> <b>5</b>	<b>Chalk &amp; Talk Screening Pictures, PPT, You Tube, Field Visit &amp; Slip Test</b>

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	Regional History (Heritage of Madurai)			
Course Code	23UHTCC53	L	P	C
Category	Core	5	-	4
<b>COURSE OBJECTIVES:</b>				
<div>➤ To get the knowledge on the important places of religious and historical values in Madurai.</div> <div>➤ To acquire the knowledge on the works of Famous Personalities.</div> <div>➤ To learn the contributions of freedom fighters of Madurai.</div> <div>➤ To gain knowledge on the important festivals of Madurai</div> <div>➤ To know the uniqueness of Madurai which preserve the heritage</div>				
<b>UNIT - I</b>	<b>IMPORTANT HERITAGE SITES</b>	<b>15</b>		
Alagarkovil - Thiruparankundram temple – Pazhamuthirsolai– Meenakshi Amman temple - Thirumohur- Thiruvathavoor - Goripalayam Dargah– Saint Mary’s Cathedral- Thirumalai Nayak Palace- Puthumandapam - Gandhi Memorial Museum- Keeladi Museum				
<b>UNIT - II</b>	<b>FAMOUS PERSONALITIES</b>	<b>15</b>		
<b>Religious Personalities:</b> Bodhisena- Manikkavasagar – Mangayarkarasiyar – Kulachirainayanar . <b>Literary Personalities:</b> M.S. Subbulakshmi – T.M.Soundarajan- S.Abdul Rahuman -Su.Venkatesan.				
<b>UNIT - III</b>	<b>FREEDOM FIGHTERS</b>	<b>15</b>		
A.Vaidyanatha Iyer – NMR.Subraman - P.Kakkan- Maayandi Bharathi- Padhmashini- Sornathammal –JanakiAmmal				
<b>UNIT - IV</b>	<b>FESTIVALS</b>	<b>15</b>		
Chithirai Festival – Alagar Festival - Unjal Festival – Avani Moolam Festival -Navarathri Festival - Float Festival				
<b>UNIT - V</b>	<b>UNIQUENESS</b>	<b>15</b>		
<b>Sport:</b> Jallikattu – <b>Drink:</b> Jigarthanda – <b>Dress:</b> Sungudi Sarees - <b>Flower:</b> Madurai Malli – <b>Bangles:</b> Madurai Bangles. <b>Tamil Sangam</b> :4 <sup>th</sup> Tamil Sangam				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- K . R Srinivasan, Temples of South India, National Book Trust, New Delhi, 2001.
- A . K Paranthamanar, A History of Nayaks of Madurai (Tamil), Alli Nilayam, Chennai, 2016.
- S. Ganesan, Viduthalai Poril Maduraiyin Pangu (Tamil), Shanmugam Pathipagam, Madurai, 2013.
- N. Pandurangan, Viduthalai Velviyil Madurai (Tamil), New Century Book House, Chennai, 2017.
- P. Rajendran & S. Santhalingam, Mamadurai (Tamil), Pandiya Nadu Historical Research Centre, Madurai, 2015.

**BOOKS FOR REFERENCES:**

- Baliga, B.S. Madras District Gazetteer, Part III. Govt. of Madras, Madras, 1960
- Devadoss, Manohar, Multiple Facets of My Madurai, East West Books Pvt. Ltd., Chennai, 2007
- Francis, W. Madura Gazetteer, Cosmo Publications, New Delhi, 2000.
- Gowri, K. Madurai under the English East India Company 1801 – 1857, Raj Publishers, Madurai, 1987.
- Kandasamy, V. ed. Madurai District: A General Knowledge Hand book, MNUJAMHSS, Madurai, 2008
- Nelson, J.H., The Madura Country – A Manual, Asian Educational Services, Madras, 1989.
- Rajayyan, K. History of Madurai, Madurai Kamaraj University, Madurai, 1974.
- D.Devakunjari, Madurai through the Ages, Society for Archaeological, Historical and Epigraphically Research, Madras, 1979.(Printed copy)

**WEB RESOURCES:**

- ❖ <https://www.tripsavvy.com>
- ❖ [Charukesi.com](http://Charukesi.com)
- ❖ <https://www.oyorooms.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:

<b>CO1</b>	Identify the Heritage sites of Madurai	<b>K1 to K4</b>
<b>CO2</b>	Illustrate the famous personalities in religion and literature	<b>K1 to K4</b>
<b>CO3</b>	Analyze the contributions of Freedom Fighters of Madurai.	<b>K1 to K4</b>
<b>CO4</b>	Apply the practice of the festival traditions of Madurai	<b>K1 to K4</b>
<b>CO5</b>	Discover the heritage attractions of Madurai	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>			

CO2	3	3	3	3	2	3	2			
CO3	3	3	3	3	2	2	2			
CO4	3	3	3	3	2	3	2			
CO5	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	2	3	3	3				
CO 2		3	3	2	3	3				
CO 3		3	2	3	3	3				
CO 4		3	3	3	3	3				
CO 5		3	3	2	3	3				
WEITAGE		15	13	13	15	15				
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	2.6	2.6	3	3				
LESSON PLAN:										
UNIT	Regional History (Heritage of Madurai)						HRS	PEDAGOGY		
I	Religious Places: Alagarkovil - Meenakshi Amman temple -Thiruparankundram temple – Pazhamuthirsolai– Thirumoothur- Thiruvathavoor – Saint Mary’s Cathedral - GoripalayamDargah. Places to visit in Madurai: Puthumandapam - ThirumalaiNayak Palace- Gandhi Memorial, Museum.						5	Chalk & Talk, PPT You Tube Videos		
							5			
							5			
II	F Religious Personalities: Manikkavasagar – Mangayarkarasiyar –Kulachirainayanar- Bodhisena. Literary Personalities: S.AbdulRahuman - S.Venkatesan – M.S.Subbulakshmi – T.M.Soundarajan.						7	Chalk & Talk, PPT Slip test		
							8			
III	Freedom Fighters: A.VaidyanathaIyer – Maayandi Bharathi- NMR.Subraman – Sornathammal - JanakiAmmal.						7	Chalk & Talk. PPT, Assignment		
							8			
IV	Fair and Festival Chithirai Festival – Alagar Festival –  Unjal Festival- AvaniMoolam Festival –  Navarathri Festival – Float FestivalRevision						5	Chalk & Talk, PPT Slip test		
							5			
							5			
V	Uniqueness: Sport: Jallikattu – Food: Mutton Karidhosa –  Jigarthanda – Sari: Sungudi Saries -  Flower: Madurai Malli – Bangles:MaduraiBangles. Tamil Sangam						5	Chalk & Talk. PPT, Assignment		
							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 AI	CO1	K1 – K4	2	2(K2)	2(K4.K4)	1(K3,K3)
	CO2	K1 – K4	2	2(K1)	2(K2.K2)	1(K4.K4)
CI AII	CO3	K1 – K4	2	2(K1)	2(K2,K2)	1(K3,K3)
	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.**

<b>Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)</b>						
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	<b>K1-K4</b>	2	K2	2(K4, K4)	2 (K3)
2	CO2	<b>K1-K4</b>	2	K1	2(K2, K2)	2 (K4)
3	CO3	<b>K1-K4</b>	2	K1	2(K2, K2)	2 (K3)
4	CO4	<b>K1-K4</b>	2	K2	2(K3, K3)	2 (K4)
5	CO5	<b>K1-K4</b>	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
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						

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

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	Project with Viva -Voce			
<b>Course Code</b>	23UHTPR51	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	5	-	4

### COURSE OBJECTIVES:

- To acquire knowledge on selection of a historical topic
- To develop skills to gather data from a variety of sources and investigate
- To acquire skills to comprehend, analyze, interpret, evaluate historical evidence
- To understand the significance of historical researches
- To enable the students apply research methodology

### Project

The Individual Project / Dissertation with Viva - Voce in B.A. Degree Course in History has to be guided by the Course teacher. Students can chose a topic of their own interest related to their subject in consultation with the respective teachers under whom they are assigned to work. Students have to submit the Project/ Dissertation at least 15 days before the commencement of their Theory Paper Examinations. Students have to write the Project /Dissertation in not less than 40 pages and not more than 50 pages adopting the techniques of Historical Research Methodology offered during the V Semester. It has to contain 3 to 4 chapters apart from the Introduction and Conclusion. There shall be a review of the progress of the Project / Dissertation writing every week by the teachers who guide the students so as to expedite the completion of the work

### Course Description

The Project is conducted by the following Course Pattern.

#### Internal

Project	}	25 Marks
Report		
Submission		

#### External

Presentation      75 Marks

Viva Voce

---

**100 Marks**

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:									
<b>CO1</b>	Understand how to choose a topic in History								<b>K1 to K4</b>
<b>CO2</b>	Classify the collected data's and interpret the sources								<b>K1 to K4</b>
<b>CO3</b>	Understand the methods and significance of historical researches								<b>K1 to K4</b>
<b>CO4</b>	Analyze the historical evidences with objectivity and subjectivity								<b>K1 to K4</b>
<b>CO5</b>	Apply research methodology in the Project								<b>K1 to K4</b>

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>				
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>				
<b>CO3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>				
<b>CO4</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>				
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>				

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

Course Name	Elements of Human Rights			
Course Code	23UHTEC51	L	P	C
Category	Elective	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none"><li>➤ Understanding of the origin and development of human rights.</li><li>➤ Importance of the UDHR.</li><li>➤ Understanding of the role of NGOs in safeguarding the human rights.</li><li>➤ Understanding the importance of NHRC and SHRC in protecting human rights .</li><li>➤ Knowledge of the human rights issues of women, child and labourers.</li></ul>				
UNIT - I	The Evolution of Human Rights			12
Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights.				
UNIT - II	Global Human Rights Framework			12
United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)				
UNIT - III	Global Human Rights Advocacy			12
Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists				
UNIT - IV	Human Rights in India			12
Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations				
UNIT - V	Rights and Freedoms			12
Women’s Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers’ Rights: Right to form Associations – Rights of Refugees and Migrants				
Total Lecture Hours				60

**BOOKS FOR STUDY:**

- C.J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives*, OUP, 2000
- Debarati Haldar, et. al., *Advancement of Human Rights in India: Contemporary and Emerging Challenges*, Sage Publications, 2021
- H.O. Agarwal, *Human Rights*, Central Law Publications, 2020
- H.O. Agarwal, *International Law and Human Rights*, Central Law Publications, 2020
- Julie A. Mertus, *The United Nations and Human Rights: A Guide for a New Era*, Routledge, 2005
- Satwinder Juss, ed., *Human Rights in India*, Manohar Publishers and Distributors, 2020

**BOOKS FOR REFERENCES:**

- Thomas Cushman, *Handbook of Human Rights*, Routledge, 2013

**WEB RESOURCES:**

- ❖ <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- ❖ <https://www.ohchr.org/en/what-are-human-rights>
- ❖ <https://nhrc.nic.in/>
- ❖ <http://www.shrc.tn.nic.in/>

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	Trace the origin and development of human rights									K1 to K4
CO2	Evaluate the contribution of UN towards protection of human rights									K1 to K4
CO3	Discuss the role of NGOs in safeguarding human rights.									K1 to K4
CO4	Evaluate the role of human rights institutions in India.									K1 to K4
CO5	Describe the human rights issues of the marginalized sections of the society.									K1 to K4
MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	3	3		
CO2	3	3	3	3	2	3	2	3		
CO3	3	3	3	3	2	3	2	3		
CO4	3	3	3	3	2	3	2	3		
CO5	3	3	3	3	2	3	3	3		
S- STRONG				M – MEDIUM				L - LOW		

**CO / PO MAPPING:**

<b>COS</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>WEITAGE</b>	<b>15</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>15</b>
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTIO N TO POS</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>3</b>

**LESSON PLAN:**

<b>UNIT</b>	<b>Elements of Human Rights</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights.	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History</b> <b>Narrating,</b> <b>Visual-Pictures,</b> <b>images,</b> <b>diagram,</b> <b>charts, PPT,</b> <b>YouTube.</b> <b>Auditory-Group</b> <b>discussion,</b> <b>videos, recording</b> <b>.</b>
<b>II</b>	United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History</b> <b>Narrating,</b> <b>Visual</b> <b>-Pictures,</b> <b>images,</b> <b>diagram,</b> <b>charts, PPT,</b> <b>YouTube.</b> <b>Auditory</b> <b>-Group</b> <b>discussion,</b> <b>videos,</b> <b>recording.</b>



<b>III</b>	<p>Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross –</p> <p>Amnesty International – Human Rights Watch –</p> <p>International Commission of Jurists</p>	<p><b>4</b></p> <p><b>4</b></p> <p><b>4</b></p>	<p><b>Chalk using board</b></p> <p><b>History Narrating, Visual</b></p> <p><b>-Pictures, images, diagram, charts, PPT, YouTube. Auditory</b></p> <p><b>-Group discussion, videos, recording.</b></p>
<b>IV</b>	<p>Human Rights in India: Constitutional Guarantees – Fundamental Rights –</p> <p>Directive Principles of State Policy – National Human Rights Commission (NHRC) –</p> <p>State Human Rights Commission (SHRC) – Human Rights Violations</p>	<p><b>4</b></p> <p><b>4</b></p> <p><b>4</b></p>	<p><b>Chalk using board</b></p> <p><b>History Narrating, Visual</b></p> <p><b>-Pictures, images, diagram, charts, PPT, YouTube, Auditory</b></p> <p><b>-Group discussion, videos, recording.</b></p>
<b>V</b>	<p>Women’s Rights: Right to Inheritance – Divorce – Remarriage –</p> <p>Child Rights: Right to Education and Child Labour –</p> <p>Workers’ Rights: Right to form Associations – Rights of Refugees and Migrants</p>	<p><b>4</b></p> <p><b>4</b></p> <p><b>4</b></p>	<p><b>Chalk using board</b></p> <p><b>History Narrating, Visual</b></p> <p><b>-Pictures, images, diagram, charts, PPT, YouTube. Auditory</b></p> <p><b>-Group discussion, videos, recording.</b></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	1(K1,K2)	1 (K2, K2)	1(K3, K3)
AI	CO2	K1 – K4	2	2 (K2,K2)	1 (K3, K3)	1(K4, K4)
CI	CO3	K1 – K4	2	1(K1,K2)	1 (K2, K2)	1(K3, K3)
AII	CO4	K1 – K4	2	2 (K2,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)	Consolidate of %
CIA I	K1	01	-	-	01	05.60	28.81
	K2	03	10	-	13	23.21	
	K3	-	10	16	26	46.42	
	K4	-	-	16	16	28.57	
	Marks	04	20	32	56	100	
CIA II	K1		-	-	01	05.60	28.81
	K2		10	-	13	23.21	
	K3		-	16	16	28.57	
	K4		10	16	26	46.42	
	Marks	04	20	32	56	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,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,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
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 <b>ALL</b> the questions				<b>PART – A</b>	<b>(10 x 1 = 10 Marks)</b>
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K2</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K2</b>		
				a)	b)
				c)	d)

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

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

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

Course Name	Women Studies			
Course Code	23UHTEC52	L	P	C
Category	Elective	4	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none"><li>➤ Understand the gender perspective in all domains of knowledge in India</li><li>➤ Realization of the role of education for women empowerment</li><li>➤ Knowledge about the economic participation of women</li><li>➤ Awareness about the Constitutional provisions and legislations for Women.</li><li>➤ Motivation among women students to be active stakeholders in the process of nation building</li></ul>				
UNIT - I	Women Empowerment			12
Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment.- Role of women in freedom struggle				
UNIT - II	Social Empowerment			12
Social Empowerment – Women’s Education –Women and Health - Contribution of Bharathiar, Bharathidhasan, Periyar- Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment				
UNIT - III	Economic Empowerment			12
Economic Empowerment – Participation of Women– Organised and Unorganised sectors – Women Self-Help Groups – ICT and Women.				
UNIT - IV	Political Empowerment			12
Political Empowerment of Women in India – Women Leaders–Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.				
UNIT - V	Developmental Schemes			12
Women education - Women legislators - Developmental Schemes and Programmes for Women Empowerment – Developmental schemes for women by Government of Tamil Nadu				
Total Lecture Hours				60

**BOOKS FOR STUDY:**

- Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.
- Government of India, *Towards Equality — Report of the Committee on the Status of Women in India*. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi, 1975.
- Neera Desai, Women in Modern India, Asia Book Corporation, Amer, 1977
- Promilla Kapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001
- Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000
- Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

**BOOKS FOR REFERENCES:**

- Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981
- Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008
- Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002
- Prasanna Kumar (Ed.), Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai, 1995.
- Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

**WEB RESOURCES:**

- ❖ <http://www.archives.gov>

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	Evaluate the gender perspective in all domains of knowledge in India								K1 to K4	
CO2	Assess the role of education for women empowerment								K1 to K4	
CO3	Discuss the role of women in economic development								K1 to K4	
CO4	Describe the Constitutional provisions and legislations for women								K1 to K4	
CO5	Elucidate the policies brought in by the government for motivating women								K1 to K4	
MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	3	3	3	3		
CO2	3	3	3	3	2	3	2	3		

CO3	3	2	3	3	2	3	2	3		
CO4	3	3	3	3	2	3	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	2	3		3		3		
CO 2		3	3	2		3		3		
CO 3		3	2	3		3		3		
CO 4		3	3	3		3		3		
CO 5		3	3	2		3		3		
WEITAGE		15	13	13		15		15		
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	2.6	2.6		3		3		
LESSON PLAN:										
UNIT	Women Studies						HRS	PEDAGOGY		
I	Women Empowerment – Meaning – Nature- Concept and Strategies–						4	Chalk & talk PowerPoint Presentation Group Discussion, You Tube Videos		
	Classification and dimensions of Women Empowerment.-						4			
	Role of women in freedom struggle						4			
II	Social Empowerment – Women’s Education –Women and Health –						4	Chalk & talk PowerPoint Presentation Group Discussion, You Tube Videos		
	Contribution of Periyar, Bharathiar, Bharathidhasan, -						4			
	Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment						4			
III	Economic Empowerment – Participation of Women– Organised and Unorganised sectors –						4	Chalk & talk PowerPoint Presentation Group Discussion, You Tube Videos		
	Women Self-Help Groups –						4			
	ICT and Women						4			



<b>IV</b>	Political Empowerment of Women in India – Women Leaders–	<b>4</b>	<b>Chalk &amp; talk PowerPoint Presentation Group Discussion, You Tube Videos</b>
	Constitutional and Legal Provisions for Women Empowerment –	<b>4</b>	
	Impact of Legislations	<b>4</b>	
<b>V</b>	Women education- Women legislators-	<b>4</b>	<b>Chalk &amp; talk PowerPoint Presentation Group Discussion, You Tube Videos</b>
	Developmental Schemes and Programmes for Women Empowerment –	<b>4</b>	
	Developmental schemes for women by Government of Tamil Nadu	<b>4</b>	

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 AI	CO1	K1 – K4	2	1(K1), 1(K2)	1 (K2, K2)	1(K3, K3)
	CO2	K1 – K4	2	1(K1), 1(K2)	1 (K3,K3)	1(K4,K4)
CI AII	CO3	K1 – K4	2	1(K1), 1(K2)	1 (K2, K2)	1(K3, K3)
	CO4	K1 – K4	2	1(K1), 1(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	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	03.57	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, K3)
2	CO2	K1-K4	2	K2	2(K3, K3)	2(K4, K4)
3	CO3	K1-K4	2	K1	2 (K2, K2)	2(K3, K3)
4	CO4	K1-K4	2	K2	2 (K4, K4)	2(K4, K4)
5	CO5	K1-K4	2	K1	2(K2, K2)	2(K3, K3)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	5	5
Marks for each question			1	-	5	5
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	5			5	3.571	3.571
K2	5	30		35	25.00	25.00
K3		10	48	58	41.428	41.428
K4		10	32	42	30.00	30.00
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			<b>PART – A</b>		<b>(10 x 1 = 10 Marks)</b>
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	History of Dravidian Movement			
<b>Course Code</b>	23UHTEC53	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Elective	4	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ Understanding the Growth of Socio-Political Movements of the 20<sup>th</sup> Century.</li><li>➤ Comprehend the Dravidian Movement and its growth in Tamil Nadu.</li><li>➤ Knowledge about Justice Party and its administration and Periyar's ideology.</li><li>➤ Comprehend the evolution of DK and DMK.</li><li>➤ Awareness about the impact of the Dravidian Movement In Tamil Nadu.</li></ul>				
<b>UNIT - I</b>				<b>12</b>
Madras Mahajana Sabha –Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan- Dr T.M. Nair- Sir Pitty Theagaraya Chetty.				
<b>UNIT - II</b>				<b>12</b>
Rise of Justice Party – Non-Brahmin Manifesto - Non Brahmin Movement– Justice Party Government- Administration – Communal G.O.- education and employment for non- Brahmins- women employment and Other reforms.				
<b>UNIT -III</b>				<b>12</b>
Periyar E.V.Ramasamy – Self-Respect Movement – Formation of Dravidar Khazagam.				
<b>UNIT - IV</b>				<b>12</b>
Dawn of Dravida Munnetra Khazagam – Anti- Hindi Agitations and - C.N Annadurai's Ministry – naming Madras State as Tamilnadu – two language formula -self respect marriages Act Kalaignar M. Karunanidhi's Administration - Social Welfare measures-education, agriculture and industrial development- women empowerment schemes.				
<b>UNIT - V</b>				<b>12</b>
Formation of AIADMK – M.G. Ramachandran – Welfare measures – J. Jayalalitha Rule - Welfare Schemes- Impact of Dravidian Movement – socio-economic , educational and cultural development in Tamil Nadu				
<b>Total Lecture Hours</b>				<b>60</b>

**BOOKS FOR STUDY:**

- Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969
- Hardgrave Jr., R.L., *The Dravidian Movement*, Popular Prakasam, 1965
- K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
- M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016
- N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
- NambiAarooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal Publishers, Madurai, 1990
- Rajaram, P., *The Justice Party – A Historical Perspective, 1916-1937*, Poompozil Publishers, Madras, 1988
- Ramaswamy.A, *ThakalaThamizhnattuvaralaru*, New Century book House, Chennai, 2018 (Tamil)

**BOOKS FOR REFERENCES:**

- Baker. C.J, *Politics of South India*, 1920-1937, Cambridge, 1974
- EugeneF. Irschick, *Tamil revivalism in 1930s*, Cre-A, Madras, 1986
- EugeneF. Irschick, *Dialogue on History-Constructing South India(1795-1895)*, Oxford University Press, New Delhi, 1994
- Rajaram. P., *Chennai Through the Ages*, Poompozil Publishers, Chennai, 1997
- Washbrook, D.A., *South India, Political Institutions and Political Change from 1880 to 1940*, MacMillan & Co., 1975

**WEB RESOURCES:**

- ❖ [https://www.mids.ac.in/assets/doc/WP\\_120.pdf](https://www.mids.ac.in/assets/doc/WP_120.pdf)
- ❖ <https://repositories.lib.utexas.edu/handle/2152/88016>

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:

<b>CO1</b>	Examine the Growth of Socio-Political Movements of the 20 <sup>th</sup> Century in Tamilnadu	<b>K1 to K4</b>
<b>CO2</b>	Explain the Dravidian Movement and its growth in Tamil Nadu.	<b>K1 to K4</b>
<b>CO3</b>	Trace the Emergence of about Justice Party and its administration and Periyar's Ideology Uprising	<b>K1 to K4</b>
<b>CO4</b>	Compare the effects of DK and DMK in Tamil Nadu.	<b>K1 to K4</b>
<b>CO5</b>	Assess the impact of the Dravidian Movement In Tamil Nadu.	<b>K1 to K4</b>

Mapping with Program Outcomes:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	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	3		3	3	
CO 2		3	3	2		3	3	
CO 3		3	3	3		3	3	
CO 4		3	3	3		3	3	
CO 5		3	3	2		3	3	
WEIGHTAGE		15	15	13		15	15	
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	3	2.6		3	3	
Lesson Plan:								
UNIT	History of Dravidian Movement					HRS	PEDAGOGY	
I	Madras Mahajana Sabha –Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan- Dr T.M. Nair- Sir Pitty Theagaraya Chetty.					4 4 4	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit	
II	Rise of Justice Party – Non-Brahmin Manifesto – Non Brahmin Movement– Justice Party Government-Administration – Communal G.O.- education and employment for non- Brahmins- women employment and Other reforms.					3 2 3 2 2	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group	



			discussion, videos, recording. <b>Field Visit</b>
<b>III</b>	Periyar E.V.Ramasamy – Self-Respect Movement – Formation of Dravidar Khazagam.	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>IV</b>	Dawn of Dravida Munnetra Khazagam – Anti- Hindi Agitations and – C.N Annadurai’s Ministry – naming Madras State as Tamilnadu – two language formula – self respect marriages Act Kalaingar M. Karunanidhi’s Administration - Social Welfare measures-education, agriculture and industrial development- women empowerment schemes.	<b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>2</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>V</b>	Formation of AIADMK – M.G. Ramachandran – Welfare measures – J. Jayalalitha Rule - Welfare Schemes- Impact of Dravidian Movement – socio-economic , educational and cultural development in Tamil Nadu	<b>3</b> <b>3</b> <b>3</b> <b>3</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>

**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 AI	CO1	K1 – K4	2	2 (K1)	2 (K2, K2)	2 (K3, K3)
	CO2	K1 – K4	2	2 (K2)	2 (K3, K3)	2 (K4, K4)
CI AII	CO3	K1 – K4	2	2 (K1)	2 (K4, K4)	2 (K3, K3)
	CO4	K1 – K4	2	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	03.57	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	2 (K1)	2 (K2 & K2)	2 (K3 & K3)
2	CO2	K1 – K4	2	2 (K2)	2 (K3 & K3)	2 (K4 & K4)
3	CO3	K1 – K4	2	2 (K1)	2 (K4 & K4)	2 (K3 & K3)
4	CO4	K1 – K4	2	2 (K2)	2 (K2 & K2)	2 (K4 & K4)
5	CO5	K1 – K4	2	2 (K1)	2 (K3 & K3)	2 (K4 & 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				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)

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

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

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

<b>Course Name</b>	History of Revolutions			
<b>Course Code</b>	23UHTEC54	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Elective	4	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ Understanding of the causes and consequences of the American Revolution.</li> <li>➤ Knowledge of the causes and impact of the French Revolution.</li> <li>➤ Understanding of the impact of Marxism and role of Lenin in the Russian Revolution.</li> <li>➤ Understanding of the Chinese Revolution.</li> <li>➤ Knowledge of the Iranian Revolution.</li> </ul>				
<b>UNIT – I : American Revolution</b>				<b>12</b>
American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact.				
<b>UNIT – II: French Revolution</b>				<b>12</b>
French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution				
<b>UNIT –III: Russian Revolution</b>				<b>12</b>
Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact.				
<b>UNIT -IV: Chinese Revolution</b>				<b>12</b>
Chinese Revolution: Causes: Role of Sun Yat Sen – Kuo Min Tang(KMT) – Tung Meng Hui – End of Monarchy,1911– Impact				
<b>UNIT – V: Revolutions in Cuba, Indonesia &amp; India</b>				<b>12</b>
Revolutions in Cuba and Indonesia - Social Revolution in India – Buddha – Ambedkar - Periyar - Narayana Guru - Jyotiba Phule - their contributions				
<b>Total Lecture Hours</b>				<b>60</b>

**BOOKS FOR STUDY:**

- Bailyn Bernard, Davis David Brion et.al, *The Great Republic A History of the American People*, Massachusetts: DC Heath and Company 2000.
- Fairbank J.K & Goldman Merle, *China: A New History*, Cambridge: Harvard University Press, 2006.
- Kaushik Karuna, *History of Communist Russia 1917-1991*, Delhi: Macmillan Publishers India Ltd, 2006.
- Thomson David, *Europe Since Napoleon*, Penguin Books, 1970.

**BOOKS FOR REFERENCES:**

- Barrington, M. Jr. “*The American Civil War: The Last Capitalist Revolution.*” In *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* by M. Barrington Moore Jr. Boston: Beacon Press, 2015.
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People. Vol. I.* New Jersey: Prentice-Hall, 1995.
- Hobsbawm, E. J. *Age of Revolution*. London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996.
- Lefebvre, G. *The Coming of the French Revolution*. Princeton: Princeton University Press, 1976.
- Chesneaux, J. et al. *China from the Opium Wars to the 1911 Revolution*. New York: Random House, 1976.
- Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Oxford University Press, 1970.
- Figes, Orlando. *A People’s Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.
- Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York: Oxford University Press, 2001.

**WEB RESOURCES:**

- ❖ [https://en.wikipedia.org/wiki/American\\_Revolution](https://en.wikipedia.org/wiki/American_Revolution)
- ❖ [https://en.wikipedia.org/wiki/French\\_Revolution](https://en.wikipedia.org/wiki/French_Revolution)
- ❖ [https://en.wikipedia.org/wiki/Russian\\_Revolution](https://en.wikipedia.org/wiki/Russian_Revolution)
- ❖ <https://history.state.gov/milestones/1945-1952/chinese-rev>

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	Assess the contribution of American Revolution							K1 to K4
CO2	Evaluate the achievements of the French Revolution							K1 to K4
CO3	Discuss the course and outcome of the Russian Revolution							K1 to K4
CO4	Discuss the significance of the Chinese Revolution							K1 to K4
CO5	Give an account of the Cuba, Indonesia and Indian Revolution							K1 to K4
MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	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	3		3		3	
CO 2	3	3	2		3		3	
CO 3	3	3	2		3		3	
CO 4	3	3	3		3		3	
CO 5	3	3	2		3		3	
WEIGHTAGE	15	15	12		15		15	
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.4		3		3	



**LESSON PLAN:**

UNIT	History of Revolutions	HRS	PEDAGOGY
<b>I</b>	American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact.	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>II</b>	French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>III</b>	Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact.	<b>3</b> <b>3</b> <b>3</b> <b>3</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>IV</b>	Chinese Revolution: Causes: Role of Sun Yat Sen – Kuo Min Tang(KMT) – Tung Meng Hui – End of Monarchy,1911– Impact	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>V</b>	Revolutions in Cuba and Indonesia – Social Revolution in India – Buddha – Ambedkar - Periyar - Narayana Guru - Jyotiba Phule - their contributions	<b>4</b> <b>4</b> <b>4</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>

**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 AI	CO1	K1 – K4	2	2 (K1)	2(K2, K2)	2 (K3, K3)
	CO2	K1 – K4	2	2 (K2)	2(K3, K3)	2 (K4, K4)
CI AII	CO3	K1 – K4	2	2 (K1)	2(K4, K4)	2 (K3, K3)
	CO4	K1 – K4	2	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	2 (K1)	2(K2 & K2)	2 (K3)
2	CO2	K1 – K4	2	2 (K2)	2(K3 & K3)	2 (K4)
3	CO3	K1 – K4	2	2 (K1)	2 (K4 & K4)	2 (K3)
4	CO4	K1 – K4	2	2 (K2)	2(K2 & K2)	2 (K4)
5	CO5	K1 – K4	2	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				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

### FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	Internship Report			
<b>Course Code</b>	23UHTIN51	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Summer Internship	-	-	2

#### **COURSE AIMS:**

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. It serve the Key purposes, offering them practical experience, skill development, and professional networking opportunities. The internships for UG History students provide a critical bridge between academic learning and professional practice, helping them build both expertise and connections for their future careers.

#### **Guidelines/Regulations:**

- College will send the students to do internship in various field experienced institutions such as Government Museum, Gandhi Museum, Keeladi Museum, Tourism Department, Hotels and Restaurants etc., with in Tamilnadu to get experience in their interested field for their further growth during the vacation between fourth and fifth semester.
- Each student must go for Internship training (minimum of 30 hours).
- Students should obtain the permission letter from the concern Guide along with HoD Signature and should receive acceptance letter from the concerned organization.
- Students should produce the attendance certificate received from the concerned organisation for 30 hours.
- A report of 15 – 20 pages must be submitted by each student after the completion of the Internship period
- For Documentation and Citation of sources, Ninth edition of MLA Hand book should be followed. (Font Style: Times New Roman, Font Size:12 & line spacing:2)
- External Viva-voce examination will be conducted.
- The Marks for Internship Training will be awarded only on the basis of the Internship Training Report.
- A final report containing the introduction of the organisation, description of the Internship and a valid conclusion indicating the benefits of the training in a spiral-bound form.

### **CONTENT OF THE REPORT:**

- (a) Introduction about the Training including profile of the Organisation.
- (b) Objectives of the Training
- (c) Limitations of the Training
- (d) Description about the Internship
- (e) Conclusion

**Outcome:** Internal evaluation by the concerned training supervisor along with HOD shall be made during the beginning of fifth semester for award of two credits and report the same to the university.

#### **Evaluation/assessment of student intern**

The internship report will be evaluated by panels of expert, consists of Faculty guide, and the factory manager observation report/HoD, each carry 40 marks and average.

<b>Internal Evaluation</b>	Report Submission	25 Marks
<b>External Evaluation</b>	Internship Presentation & Viva Voce	75 Marks
<b>Total</b>		100 Marks

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		✓

<b>COURSE OUTCOMES:</b>		<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	Gain practical experience, skill development, and professional networking opportunities.	<b>K1 to K4</b>
<b>CO2</b>	Able to develop work habits and attitudes necessary for job success. Build a record of work experience	<b>K1 to K4</b>
<b>CO3</b>	Explore career alternatives by Integrating theory and practice and learn to appreciate work and its function in the economy.	<b>K1 to K4</b>
<b>CO4</b>	Expose the student to professional role models by developing communication, interpersonal and other critical skills	<b>K1 to K4</b>
<b>CO5</b>	Explain the environment and expectations of performance on the part of private/public Organization	<b>K1 to K4</b>

Mapping with Program Outcomes:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S	S	M	M	S	S	S	S
CO2	S	S	S	S	S	S	S	S
CO3	S	S	S	M	M	S	S	S
CO4	S	S	M	S	M	S	S	S
CO5	S	S	S	S	S	S	S	S
S- STRONG			M – MEDIUM			L - LOW		
CO / PO Mapping:								
COS	PSO1	PSO2	PSO3		PSO4		PSO5	
CO 1	3	3	2		2		3	
CO 2	3	3	3		3		3	
CO 3	3	3	3		2		2	
CO 4	3	3	2		3		2	
CO 5	3	3	3		3		3	
WEIGHTAGE	15	15	13		13		13	
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	2.6		2.6		2.6	



# SIXTH SEMESTER

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

Course Name	Contemporary History of India			
Course Code	23UHTCC61	L	P	C
Category	Core	6	-	4
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ Contribution of Jawaharlal Nehru as the architect of modern India.</li><li>➤ Appraise the administration of Indira Gandhi and Janata Government.</li><li>➤ Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.</li><li>➤ Impart the knowledge on New Economic Policy.</li><li>➤ Administration of United Front Government and National Democratic Alliance.</li></ul>				
<b>UNIT - I</b>	<b>NEHRU AND LAL BAHADUR SASTRI ERA</b>	<b>18</b>		
The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement –Lal Bahadur Sastri – Domestic and Foreign Policies.				
<b>UNIT - II</b>	<b>INDIRA GANDHI AND JANATA GOVERNMENT</b>	<b>18</b>		
India during Indira Gandhi’s First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency,1976– Twenty Point Programmes – Janata Government – Morarji Desai.				
<b>UNIT - III</b>	<b>INDIRA GANDHI AND RAJIV GANDHI RULE</b>	<b>18</b>		
Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi’s Rule – Panchayat Raj Operation Black Board-Development of Science and Technology-Foreign Policy.				
<b>UNIT - IV</b>	<b>NATIONAL FRONT RULE AND COALITION GOVERNMENTS</b>	<b>18</b>		
National Front Rule –V.P.Singh -Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. NarasimhaRao – New Economic Policy -				
<b>UNIT - V</b>	<b>UNITED FRONT RULE AND NATIONAL DEMOCRATIC ALLIANCE</b>	<b>18</b>		
United Front Rule –Foreign Policy– National Democratic Alliance –A.B.Vajpayee –Golden Quadrilateral Project - I. K. Gujral- Deva Gowda- Manmohan Singh governments- Economic Reforms- Nardenra Modi governments - development schemes.				
<b>Total Lecture Hours</b>				<b>90</b>

**BOOKS FOR STUDY:**

- Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, *India After Independence 1947-2000*, (2nd edn.), Penguin Books, New Delhi, 2008.
- Dube, S., *India Since Independence - Social Report on India 1947-1972*, Vikas Publication House, New Delhi, 1977.
- Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and Company, New Delhi, 2007.
- John Webster, C.B., *History of Contemporary India*, Asia Publishing House, 1971.
- NeeraChandoke and Praveen Priyadarshi (Ed.), *Contemporary India: Economy, Society and Politics*, Pearson, New Delhi, 2009
- Lloyd I. Rudolph and Susanne Hoeber Rudolph, *In Pursuit of Laxmi: The Political economy of the Indian State*, University of Chicago Press, 1987.
- Venkatesan. G., *History of Contemporary India 1947 – 1997*, J.J. Publications, Madurai, 2001 (Tamil Version)

**BOOKS FOR REFERENCES:**

- AchinVanaik and Rajeev Bhargava (Ed.), *Understanding Contemporary India – Critical Perspective*, Orient Black Swan, Delhi, 2012
- Dhyeya Las., *India after Independence*, True Word Publications Pvt Limited ,2022
- Dutt,V.P., *India's Foreign Policy*, Vikas Publishing House PVT Ltd.,Delhi,1984
- Ghai, U.R, *India's Foreign Policy*, New Academy Publishers, New Delhi, 1988
- Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India*, Cambridge University Press,2017
- Ramachandra Guha., *India After Gandhi: The History of the World's Largest Democracy*, Picador India, 2017
- Sharma,G.K., *Labour Movement in India (Its Past and Present)* Sterling Publishers (P) Ltd, New Delhi, 1971
- Gurucharan Das, *India Unbound: from Independence to the Global Information Age*, Penguin Books, India, 2015

**WEB RESOURCES:**

- ❖ <http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf>

<b>Nature of Course</b>	EMPLOYABILITY			SKILL ORIENTED		✓	ENTREPRENEURSHIP		
<b>Curriculum Relevance</b>	LOCAL		REGIONAL		NATIONAL	✓	GLOBAL		
<b>Changes Made in the Course</b>	Percentage of Change		70%	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	Assess the contribution of Jawaharlal Nehru as the architect of modern India.								K1 to K4
CO2	Evaluate the achievements of Indira Gandhi's government								K1 to K4
CO3	Describe the administration of National Front Government.								K1 to K4
CO4	Discuss the New Economic Policy								K1 to K4
CO5	Evaluate the administration of United Front government.								K1 to K4

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3		
CO2	3	3	3	3	2	3	3	3		
CO3	3	3	3	3	2	2	2	3		
CO4	3	3	3	3	3	2	3	3		
CO5	3	3	3	2	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	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	Contemporary History of India	HRS	PEDAGOGY
I	The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement –Lal Bahadur Sastri – Domestic and Foreign Policies.	6 6 6	PowerPoint, Lecture, Group Discussion method, Chalk & talk
II	India during Indira Gandhi's First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency, 1976– Twenty Point	6 6	PowerPoint, Lecture,

	Programmes – Janata Government – Morarji Desai.	<b>6</b>	<b>Group Discussion method, Chalk &amp; talk</b>
<b>III</b>	Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi's Rule – Panchayat Raj Operation Black Board- Development of Science and Technology-Foreign Policy.	<b>6 6 6</b>	<b>PowerPoint, Lecture, Group Discussion method, Chalk &amp; talk</b>
<b>IV</b>	National Front Rule –V.P.Singh -Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. NarasimhaRao – New Economic Policy -	<b>6 6 6</b>	<b>PowerPoint, Lecture, Group Discussion method, Chalk &amp; talk</b>
<b>V</b>	United Front Rule –Foreign Policy– National Democratic Alliance – A.B.Vajpayee –Golden Quadrilateral Project- Kargil War – I. K. Gujral- Deva Gowda- Manmohan Singh governments- Economic Reforms- Narendra Modi Government- development schemes.	<b>6 6 6</b>	<b>PowerPoint, Lecture, Group Discussion method, Chalk &amp; talk</b>

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	K1	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

**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	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				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K1</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K1</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K1</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K1</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)

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

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



# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	India and Her Neighbours			
<b>Course Code</b>	23UHTCC62	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	6	-	4
<b>COURSE OBJECTIVES:</b> <ul style="list-style-type: none"><li>➤ India's foreign policy towards neighbours.</li><li>➤ Understanding of the underlying issues in Indo-Pak relations.</li><li>➤ Border dispute and negotiations between India and China.</li><li>➤ India's relations with Bangladesh and Sri Lanka.</li><li>➤ India's relations with her neighbours and the role of SAARC.</li></ul>				
<b>UNIT – I: India's Geographical Setting &amp; Neighborhood Policy</b>				<b>18</b>
Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine				
<b>UNIT – II: India's Relations with Pakistan</b>				<b>18</b>
Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing – Economic and other issues.				
<b>UNIT –III: India's Relations with China</b>				<b>18</b>
<b>India's relations with China:</b> Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim – Chinese interest in the Indian Ocean region – Economic relations				
<b>UNIT –IV: India's Relations with Bangladesh</b>				<b>18</b>
<b>India's relations with Bangladesh:</b> Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis				
<b>India's relations with Sri Lanka:</b> Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port				
<b>UNIT – V: India's Relations with Smaller Neighbours</b>				<b>18</b>
<b>India's relations with smaller neighbours:</b> Nepal – Afghanistan – Bhutan – Maldives				
<b>SAARC:</b> Origin – Contribution to cooperation and development in South Asia				
<b>Total Lecture Hours</b>				<b>90</b>

**BOOKS FOR STUDY:**

- V.P. Dutt, *India's Foreign Policy since Independence*, National Book Trust, New Delhi, 1987.
- S.D. Muni, *India's Neighbourhood Policy*, Marga Institute, 1985.
- J.N. Dixit, *India's Foreign Policy and its Neighbours*, Gyan Publishing House, New Delhi, 2001
- Arvind Gupta and Anil Wadhwa, ed., *India's Foreign Policy: Surviving in a Turbulent World*, Sage Publications India Pvt. Ltd., New Delhi, 2020.
- Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications India Pvt. Ltd., New Delhi, 2009.
- Ramesh Trivedi, ed., *India's Relations with her Neighbours*, Isha Books, Delhi, 2008.
- Nalini Kant Jha, *South Asia in the 21<sup>st</sup> Century: India, Her Neighbours and the Great Powers*, South Asia Publishers, New Delhi, 2003.

**BOOKS FOR REFERENCES:**

- P. Sahadevan, *Conflict and Peacekeeping in South Asia*, Lancer Books, New Delhi, 2001.
- David M. Malone, et. al., ed., *The Oxford Handbook of Indian Foreign Policy*, Oxford University Press, Oxford, UK, 2015.
- Ministry of External Affairs, *Annual Reports*, Min. of External Affairs, New Delhi.
- Raja C. Mohan, "India's Neighbourhood Policy: Four Dimensions", *Indian Foreign Affairs Journal*, vol. 2, no. 7, 2007.
- Appadorai, *Select Documents on India's Foreign Policy and Relations 1947-1972*, Oxford University Press, 1982.
- Sandra Destradi, *Indian Foreign and Security Policy in South Asia: Regional Power Strategies*, Routledge, New York, 2012.

**WEB RESOURCES:**

- ❖ <https://mea.gov.in/>
- ❖ <http://www.ipcs.org/>
- ❖ <https://www.idsa.in/>
- ❖ <https://www.saarc-sec.org/>

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:		
<b>CO1</b>	Trace the evolution of India's foreign policy towards neighbours.	<b>K1 to K4</b>
<b>CO2</b>	Discuss of the underlying issues in Indo-Pak relations.	<b>K1 to K4</b>
<b>CO3</b>	Examine border dispute and negotiations between India and China.	<b>K1 to K4</b>
<b>CO4</b>	Discuss India's relations with Bangladesh and Sri Lanka.	<b>K1 to K4</b>
<b>CO5</b>	Evaluate the role of SAARC in cooperation and development in the region.	<b>K1 to K4</b>

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

CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO 1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>15</b>
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>3</b>

LESSON PLAN:			
UNIT	India and Her Neighbours	HRS	PEDAGOGY
<b>I</b>	Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine	<b>4</b> <b>4</b> <b>5</b> <b>5</b>	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-Pictures, images,</b> diagram, charts, PPT, YouTube. <b>Auditory-Group</b> discussion, videos, recording. <b>Field Visit</b>

<b>II</b>	<b>India's relations with Pakistan:</b> Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing — Chinese Factor in Indo-Pak relations – Economic and other issues.	2 4 2 2 2 2 2 2	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>III</b>	<b>India's relations with China:</b> Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations	3 3 3 3 3 3	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>IV</b>	<b>India's relations with Bangladesh:</b> Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis <b>India's relations with Sri Lanka:</b> Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port	3 4 5 4 2	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>
<b>V</b>	<b>India's relations with smaller neighbours:</b> Nepal – Afghanistan – Bhutan – Maldives <b>SAARC:</b> Origin – Contribution to cooperation and development in South Asia	4 3 4 3 4	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual-</b> Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory-</b> Group discussion, videos, recording. <b>Field Visit</b>

**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 AI	CO1	K1 – K4	2	1 (K1), 1 (K2)	2 (K4, K4)	2 (K3, K3)
	CO2	K1 – K4	2	1 (K1), 1 (K2)	2 (K2, K2)	2 (K4, K4)
CI AII	CO3	K1 – K4	2	1 (K1), 1 (K2)	2 (K2, K2)	2 (K3, K3)
	CO4	K1 – K4	2	1 (K1), 1 (K2)	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	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 – K4	2	2 (K1, K1)	2 (K4, K4)	2 (K3, K3)
2	CO2	K1 – K4	2	1 (K1), 1 ( K2)	2 (K2, K2)	2 (K4, K4)
3	CO3	K1 – K4	2	1 (K1), 1 ( K2)	2 (K2, K2)	2 (K3, K3)
4	CO4	K1 – K4	2	1 (K1), 1 ( K2)	2 (K3, K3)	2 (K4, K4)
5	CO5	K1 – K4	2	1 (K1), 1 ( K2)	2 (K3, K3)	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	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				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K1</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K2</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K1</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K2</b>		
				a)	b)
				c)	d)

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

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



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

<b>Course Name</b>	History of Science and Technology in India			
<b>Course Code</b>	23UHTCC63	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	<b>6</b>	<b>-</b>	<b>4</b>
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ Impart an Understanding of the Development of Science and Technology in Colonial India</li> <li>➤ Impart Knowledge about Post-Independent Scientific Policies</li> <li>➤ Appraise the role of Technology in the Growth of Agriculture</li> <li>➤ Comprehend the progress of Space Technology in India</li> <li>➤ Create awareness about Pioneers of Modern Science in India</li> </ul>				
<b>UNIT - I Advent of Modern Science in India</b>				<b>18</b>
Advent of Modern Science in Colonial India -The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service- Introduction of New Technologies—Railways -Textiles - Mining – Telegraphs				
<b>UNIT - II Development of Science and Technology since Independence</b>				<b>18</b>
Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms- Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defence Research Development Organization (DRDO) –Information and Communication				
<b>UNIT - III Growth of Agriculture</b>				<b>18</b>
Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.				
<b>UNIT - IV Progress of Space Science and Nuclear Research</b>				<b>18</b>
Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres- India as a Nuclear Power – Atomic Research Centres in India – Nuclear Research Centres - Pokhran I and II.				
<b>UNIT - V Pioneers of Modern Science in India</b>				<b>18</b>
Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan – Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan- Verghese Kurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam.				
<b>Total Lecture Hours</b>				<b>90</b>

### BOOKS FOR STUDY:

- David Arnold., *Everyday Technology: Machines and the Making of India's Modernity*, Chicago: The University of Chicago Press, 2013
- David Arnold., *Science, Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2000.
- Deepak Kumar, ed., *Science and Empire: Essays in the Indian Context*, Delhi: Anamika Prakashan, 1991.
- Deepak Kumar., *Science and the Raj, 1857-1905*. Delhi: Oxford University Press, 1995.
- Kamlesh Mohan., *Science and Technology in Colonial India*, Routledge, 2022.
- Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022.
- Sangwan, Satpal., *Science, Technology and Colonisation: Indian Experience*, Delhi: Anamika Prakashan, 1990.
- Subbarayappa, B. V., *Science in India: A Historical Perspective*, Rupa & Co, Illustrated Edition, 2013.

### BOOKS FOR REFERENCES:

- Anderson, Robert., *Building Scientific Institutions in India: Saha and Bhabha*, Montreal: Centre for Developing-Area Studies, McGill University, 1975.
- Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.
- Barghava, Pushpa and Chandana Chakrabarti., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.
- Biswas A.K., *Science in Indi*., Calcutta: Firma K.L. Mukhopadhyay, 1969.
- Chakrabarti, Pratik., *Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.
- Gadgil, Madhav., and Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.
- Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications, 1997.
- Goonatilake, Sushanta., *Aborted Discovery: Science and Creativity in the Third World*, London: Zed Books, 1984.
- Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.
- Visvanathan, Shiv., *A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.
- Zachariah, Benjamin., *Developing India: An Intellectual and Social History, C.1930-1950*. Oxford University Press, Delhi, 2005
- Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review*
- *Indian Space Odyssey through the Eyes of a Pioneer*, The Hindu Publications, 2021
- Verghese Jayaraj. S., *History of Science and Technology*, ANNS, 1997

### WEB RESOURCES:

- ❖ <http://www.crl.edu.in/topics>
- ❖ <http://egyankosh.ac.in>

Nature of Course	EMPLOYABILITY				SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL		✓	GLOBAL	
Changes Made in the Course	Percentage of Change			75 %	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 Development of Science and Technology in Colonial India									K1 to K4	
CO2	Evaluate the Post-Independent Scientific Policies									K1 to K4	
CO3	Discuss the Implications of Technology in Growth of Agriculture									K1 to K4	
CO4	Analyse the Achievements in Space Technology									K1 to K4	
CO5	Assess the contributions of Scientist to Modern Science in India									K1 to K4	
MAPPING WITH PROGRAM OUTCOMES:											
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
CO1	3	3	3	3	3	2	3	3			
CO2	3	3	3	3	2	3	3	3			
CO3	3	3	3	3	2	2	2	3			
CO4	3	3	3	3	3	2	3	3			
CO5	3	3	3	2	3	3	3	3			
S- STRONG (3)			M – MEDIUM (2)				L – LOW (1)				
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		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:**

<b>UNIT</b>	<b>History of Science and Technology in India</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Advent of Modern Science in Colonial India- Surveyors, - The Royal Asiatic Society of Bengal-	<b>6</b>	Chalk & talk PowerPoint Presentation
	Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service-	<b>6</b>	Group Discussion, You Tube
	Introduction of New Technologies—Railways -Textiles - Mining – Telegraphs	<b>6</b>	Videos
<b>II</b>	Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms-	<b>6</b>	Chalk & talk PowerPoint Presentation
	Indian Council of Medical Research (ICMR)- Indian Council of Agricultural Research (ICAR),	<b>6</b>	Group Discussion, You Tube
	Defence Research Development Organization (DRDO) –Information and Communication	<b>6</b>	Videos
<b>III</b>	Growth of Agriculture- Green Revolution – Drip Irrigation	<b>6</b>	Chalk & talk PowerPoint Presentation
	White Revolution –	<b>6</b>	Group Discussion, You Tube
	Blue Revolution –	<b>6</b>	Videos
<b>IV</b>	Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres-	<b>6</b>	Chalk & talk PowerPoint Presentation
	India as a Nuclear Power – Atomic Research Centres in India –	<b>6</b>	Group Discussion, You Tube
	Nuclear Research Centres - Pokhran I and II.	<b>6</b>	Videos
<b>V</b>	Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan – Jagadish Chandra Bose –	<b>6</b>	Chalk & talk PowerPoint Presentation
	Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan-	<b>6</b>	Group Discussion, You Tube
	Verghese Kurien– G.D. Naidu. Dr.A.P.J. Abdul Kalam.	<b>6</b>	Videos

**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 AI	CO1	K1 – K4	2	1(K1), 1(K2)	1 (K2, K2)	1(K3, K3)
	CO2	K1 – K4	2	1(K1), 1(K2)	1 (K3,K3)	1(K4,K4)
CI AII	CO3	K1 – K4	2	1(K1), 1(K2)	1 (K2, K2)	1(K3, K3)
	CO4	K1 – K4	2	1(K1), 1(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	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 %
<b>CIA I</b>	K1	2	-	-	2	03.57	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
<b>CIA II</b>	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, K3)
2	CO2	K1-K4	2	K2	2(K3, K3)	2(K4, K4)
3	CO3	K1-K4	2	K1	2 (K2, K2)	2(K3, K3)
4	CO4	K1-K4	2	K2	2 (K4, K4)	2(K4, K4)
5	CO5	K1-K4	2	K1	2(K2, K2)	2(K3, K3)
No. of Questions to be Asked			10	-	10	10
No. of Questions to be answered			10	-	5	5
Marks for each question			1	-	5	5
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	5			5	3.571	3.571
K2	5	30		35	25.00	25.00
K3		10	48	58	41.428	41.428
K4		10	32	42	30.00	30.00
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 <b>ALL</b> the questions				<b>PART – A</b>	<b>(10 x 1 = 10 Marks)</b>
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)

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

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



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

<b>Course Name</b>	International Relations Since 1919 C.E.			
<b>Course Code</b>	23UHTEC61	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Elective	5	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ Understanding the international relations during the inter-war years.</li> <li>➤ Knowledge of the role of UNO in post-War international relations.</li> <li>➤ Understanding of the Cold War politics.</li> <li>➤ Understanding of the post-Cold War era.</li> <li>➤ Appreciation of the key issues in international relations.</li> </ul>				
<b>UNIT – I: Theories and Concept of International Relations</b>				<b>15</b>
<b>Theories :</b> Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – <b>Concepts:</b> Balance of Power – Collective Security – Diplomacy – National Interest.				
<b>UNIT – II: World War I &amp; II</b>				<b>15</b>
First World War 1914- 1918 - Wilson’s Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact –Fascism –Nazism –Second World War – Causes, Course and Results.				
<b>UNIT –III: Cold War</b>				<b>15</b>
Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – WARSAW Pact-SEATO – CENTO – SALT I and II— Emergence of Third world				
<b>UNIT –IV: UNO and Other Organization</b>				<b>15</b>
UNO: Principal Organs – Specialised Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC				
<b>UNIT –V: Post-Cold War Era</b>				<b>15</b>
Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- Asit Kumar Sen, *International Relations since World War I*, S. Chand, 1995.
- Hans J. Morgenthau and Kenneth Johnson, *Politics Among Nations: The Struggle for Power and Peace*, McGraw Hill, 2005.
- Khanna, V.N., *International Relations*, Vikas Publishing House Private Ltd., New Delhi, 2013.
- Norman Lowe, *Mastering Modern World History*, Palgrave, 2020.
- Palmer and Perkins, *International Relations: The World Community in Transition*, CBS, 2001

**BOOKS FOR REFERENCES:**

- Theodore Coulombis and James Wolfe, *Introduction to International Relations: Power and Justice*, Prentice Hall, 1985
- Peter Calvocoressi, *World Politics since 1945*, Pearson Longman, 1968.

**WEB RESOURCES:**

- ❖ <https://www.e-ir.info/>
- ❖ <http://www.un.org/en/index.html>
- ❖ <https://www.nato.int/> -
- ❖ <http://www.saarc-sec.org/>

Nature of Course	EMPLOYABILITY				SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL			NATIONAL			GLOBAL	✓
Changes Made in the Course	Percentage of Change			55%	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:

<b>CO1</b>	Assess the role of militarism in international relations in the interwar years.	<b>K1 to K4</b>
<b>CO2</b>	Evaluate the achievements of the UNO	<b>K1 to K4</b>
<b>CO3</b>	Discuss the Cold War politics	<b>K1 to K4</b>
<b>CO4</b>	Evaluate the role of Gorbachev in bringing the Cold War to an end	<b>K1 to K4</b>
<b>CO5</b>	Discuss the contemporary issues in international relations.	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

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	2	3	3	
CO 4	3	3	3	3	3	
CO 5	3	3	3	3	3	
WEIGHTAGE	15	15	14	15	15	
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3	3	2.8	3	3	
LESSON PLAN:						
UNIT	International Relations Since 1919 C.E.			HRS	PEDAGOGY	
I	Theories: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – Concepts: Balance of Power – Collective Security – Diplomacy – National Interest			4 4 4 3	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit	
II	First World War 1914- 1918 - Wilson’s Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Fascism –Nazism – Second World War – Causes, Course and Results			3 2 3 3 4	Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit	
III	Cold war: Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world			4 4 4 3	Chalk using board History Narrating, Visual-Pictures, images, diagram,	

			charts, PPT, YouTube. <b>Auditory</b> -Group discussion, videos, recording. <b>Field Visit</b>
<b>IV</b>	<p>UNO: Principal Organs – Specialised Agencies of UNO – Achievements &amp; Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC</p>	<p><b>4</b> <b>4</b> <b>4</b> <b>3</b></p>	<p><b>Chalk using board</b> <b>History</b> <b>Narrating,</b> <b>Visual</b>-Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory</b>-Group discussion, videos, recording. <b>Field Visit</b></p>
<b>V</b>	<p>Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol.</p>	<p><b>3</b> <b>4</b> <b>4</b> <b>4</b></p>	<p><b>Chalk using board</b> <b>History</b> <b>Narrating,</b> <b>Visual</b>-Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory</b>-Group discussion, videos, recording. <b>Field Visit</b></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 AI	CO1	K1 – K4	2	1 (K1), 1 (K2)	2 (K2, K2)	2 (K3, K3)
	CO2	K1 – K4	2	1(K1), 1 (K2)	2 (K3, K3)	2 (K4,K4)
CI AII	CO3	K1 – K4	2	1 (K1), 1 (K2)	2 (K4, K4)	2 (K3, K3)
	CO4	K1 – K4	2	1 (K1), 1 (K2)	2 (K3, K3)	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	02	-	-	02	3.57	25.00
	K2	02	10	-	12	21.43	
	K3	-	10	16	26	46.43	46.43
	K4	-	-	16	16	28.57	28.57
	Marks	04	20	32	56	100.00	100.00
CIA II	K1	02	-	-	02	3.57	07.14
	K2	02	-	-	02	3.57	
	K3	-	10	16	26	46.43	46.43
	K4	-	10	16	26	46.43	46.43
	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 – K4	2	1(K1),1 (K2)	2 (K2, K2)	2 (K2, K2)
2	CO2	K1 – K4	2	1(K1),1 (K2)	2 (K3, K3)	2 (K4, K4)
3	CO3	K1 – K4	2	1(K1),1 (K2)	2 (K4, K4)	2 (K3, K3)
4	CO4	K1 – K4	2	1(K1),1 (K2)	2 (K4, K4)	2 (K4, K4)
5	CO5	K1 – K4	2	1(K1),1 (K2)	2 (K3, K3)	2 (K4, K4)
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	5	-	-	05	03.57	25.71
K2	5	10	16	31	22.14	
K3	-	20	16	36	25.72	25.72
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				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K1</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K2</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K1</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K2</b>		
				a)	b)
				c)	d)

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

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



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

<b>Course Name</b>	History of Latin America: From Discovery to Liberation			
<b>Course Code</b>	23UHTEC62	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Elective	5	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ Knowledge on the continents other than Asia.</li> <li>➤ Learning on the Colonization of Latin America.</li> <li>➤ The Causes of Liberation Movement.</li> <li>➤ The importance of diplomatic relations.</li> <li>➤ Understanding on Latin America on Cold war and World Politics.</li> </ul>				
<b>UNIT – I: Discovery and Conquest</b>				<b>15</b>
Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci- Conquerors: Hernando Cortes, Pizarro, Jimenez de Quesada and Valdivia.				
<b>UNIT – II: Colonization of Latin America; Spain &amp; Portugal Conquest</b>				<b>15</b>
Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.				
<b>UNIT –III: Liberation Movement</b>				<b>15</b>
Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O’ Higgins				
<b>UNIT –IV: Latin America and USA Diplomatic Relations</b>				<b>15</b>
Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War				
<b>UNIT – V: Latin America, USA in World Politics</b>				<b>15</b>
Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics.				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford University Press, Oxford, 1994, 2nd edition)
- David Geggus, "The Caribbean in the Age of Revolution," in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* Palgrave Macmillan, 2010.
- Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

**BOOKS FOR REFERENCES:**

- Bradford Burns, E, *Latin America Conflict and Creation: A Historical Reader*, Prentice Hall, New Jersey, 1993
- Edwin Williamson, *The Penguin History of Latin America*, Penguin, 2010
- Joseph Smith, *United States and Latin America: A History of American Diplomacy 1776-2000*, Routledge, Oxon, 2005

**WEB RESOURCES:**

- ❖ [https://en.wikipedia.org/wiki/History\\_of\\_Latin\\_America](https://en.wikipedia.org/wiki/History_of_Latin_America)
- ❖ <https://www.khanacademy.org/humanities/us-history/postwarera/1970s-america/a/liberation-movements-1970s>
- ❖ [https://en.wikipedia.org/wiki/Foreign\\_relations\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Foreign_relations_of_the_United_States)

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:

<b>CO1</b>	Give an account on discovery and Conquest of Latin America	<b>K1 to K4</b>
<b>CO2</b>	Discuss the Colonization of Spain and Portugal	<b>K1 to K4</b>
<b>CO3</b>	Discuss the causes of the Liberation Movement	<b>K1 to K4</b>
<b>CO4</b>	Explain the US and Latin American Countries Diplomatic Relationships.	<b>K1 to K4</b>
<b>CO5</b>	Describe the Cold war and World Politics in Latin America.	<b>K1 to K4</b>

MAPPING WITH PROGRAM OUTCOMES:								
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	3	2	3
CO3	3	3	3	3	2	2	2	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	3		3	3	
CO 2		3	3	2		3	3	
CO 3		3	3	3		3	3	
CO 4		3	3	3		3	3	
CO 5		3	3	2		3	3	
WEIGHTAGE		15	15	13		15	15	
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	3	2.6		3	3	
LESSON PLAN:								
UNIT	History of Latin America: From Discovery to Liberation			HRS		PEDAGOGY		
I	Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci- Conquerors: Henando Cortes, Pizzaro, Jimnez de Queseda and Valdivia.			4 4 4 3		Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit		
II	Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.			5 5 5		Chalk using board History Narrating, Visual-Pictures, images, diagram, charts, PPT, YouTube. Auditory-Group discussion, videos, recording. Field Visit		

<b>III</b>	Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O’ Higgins	5 5 5	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual</b> -Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory</b> -Group discussion, videos, recording. <b>Field Visit</b>
<b>IV</b>	Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War	5 5 5	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual</b> -Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory</b> -Group discussion, videos, recording. <b>Field Visit</b>
<b>V</b>	Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics.	5 5 5	<b>Chalk using board</b> <b>History Narrating,</b> <b>Visual</b> -Pictures, images, diagram, charts, PPT, YouTube. <b>Auditory</b> -Group discussion, videos, recording. <b>Field Visit</b>

**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 AI	CO1	K1 – K4	2	1 (K1), 1 (K2)	2 (K2, K2)	2 (K3, K3)
	CO2	K1 – K4	2	1 (K1), 1 (K2)	2 (K3, K3)	2 (K4,K4)
CI AII	CO3	K1 – K4	2	1 (K1), 1 (K2)	2 (K4, K4)	2 (K3, K3)
	CO4	K1 – K4	2	1 (K1), 1 (K2)	2 (K3, K3)	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	02	-	-	02	3.57	25.00
	K2	02	10	-	12	21.43	
	K3	-	10	16	26	46.43	46.43
	K4	-	-	16	16	28.57	28.57
	Marks	04	20	32	56	100.00	100.00
CIA II	K1	02	-	-	02	3.57	07.14
	K2	02	-	-	02	3.57	
	K3	-	10	16	26	46.43	46.43
	K4	-	10	16	26	46.43	46.43
	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 – K4	2	1(K1), 1 (K2)	2 (K2, K2)	2 (K2, K2)
2	CO2	K1 – K4	2	1(K1), 1 (K2)	2 (K3, K3)	2 (K4, K4)
3	CO3	K1 – K4	2	1(K1), 1 (K2)	2 (K4, K4)	2 (K3, K3)
4	CO4	K1 – K4	2	1(K1), 1 (K2)	2 (K4, K4)	2 (K4, K4)
5	CO5	K1 – K4	2	1(K1), 1 (K2)	2 (K3, K3)	2 (K4, K4)
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	5	-	-	05	03.57	25.71
K2	5	10	16	31	22.14	
K3	-	20	16	36	25.72	25.72
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				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K1</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K2</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K1</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K2</b>		
				a)	b)
				c)	d)

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

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



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

Course Name	History of China and Japan			
Course Code	23UHTEC63	L	P	C
Category	Elective	5	-	3
COURSE OBJECTIVES:				
<div>➤ Understanding of the Chinese Revolution of 1911 and May Fourth Movement</div> <div>➤ The role of Japan in the First World War</div> <div>➤ Knowledge of China under Mao Tse Tung</div> <div>➤ Role of Japan in the Second World War and Greater East Asia Co-Prosperity Sphere</div> <div>➤ The economic condition of China and Japan after the Second World War</div>				
UNIT - I	Chinese Revolution	15		
Background – Chinese Revolution of 1911 – Causes – Dr Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.				
UNIT - II	Japan in First World War	15		
Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.				
UNIT - III	China in Second World War	15		
Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution.				
UNIT - IV	Japan in Second World War	15		
Japan in Second World War - Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere - Impact.				
UNIT - V	Economic condition of China and Japan after the Second World War	15		
China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990.				
McArthur Constitution – Changes in Economy – Hirohito – Mutsuhito - Japan and World’s affairs between 1951-2000.				
Total Lecture Hours				75

**BOOKS FOR STUDY:**

- Beasley, W.G., *The Modern History of Japan*, Frederick A. Praeger, 1963
- Franz H Michael and George Edward Taylor, *Far East in the Modern World*, Holt, 1956
- Immanuel Hsu, *The Rise of Modern China*, Oxford University Press, 2000
- Mikiso Hane., *Modern Japan: A Historical Survey*, Routledge, 2018
- Paul Hilbert Clyde and Burton F Beers, *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc, 1991
- Vinacke, H.M., *History of Far East in Modern Times*, Surjeet Publications, Delhi, 1959

**BOOKS FOR REFERENCES:**

- Khurana, K.L., *History of China and Japan 1839-1949*, Lakshmi Narain Agarwal Educational Publishers, Agra, 2018
- Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., *China from 1911 to Liberation*, Pantheon books, 1977

**WEB RESOURCES:**

- ❖ [https://arxiujosepserradell.cat/wp-content/uploads/2021/12/A-History-of-China-by-Morris-Rossabi-z-lib.org\\_.pdf](https://arxiujosepserradell.cat/wp-content/uploads/2021/12/A-History-of-China-by-Morris-Rossabi-z-lib.org_.pdf)
- ❖ <http://ngc.digitallibrary.co.in/bitstream/123456789/235/1/A%20Modern%20History%20of%20Japan%20From%20Tokugawa%20Times%20to%20the%20Present.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	Give an account of Chinese Revolution of 1911 and May Fourth Movement								K1 to K4	
CO2	Discuss the role of Japan in the First World War.								K1 to K4	
CO3	Discuss the developments in China under Mao.								K1 to K4	
CO4	Explain the policy of Greater East Asia Co- prosperity Sphere.								K1 to K4	
CO5	Describe the economic condition of China and Japan in the twentieth century.								K1 to K4	
MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3		
CO2	3	3	3	3	2	3	2	3		

<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>		
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>		
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>		
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>15</b>		
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>		

**S- STRONG**

**M – MEDIUM**

**L - LOW**

**CO / PO MAPPING:**

<b>COS</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO 1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>WEITAGE</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>15</b>
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>

**LESSON PLAN:**

<b>UNIT</b>	<b>History of China and Japan</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Background – Chinese Revolution of 1911 – Causes – Dr Sun Yat Sen-Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai China in First World War – May Fourth Movement.	<b>5</b> <b>5</b> <b>5</b>	<b>Chalk &amp; Talk, PPT, Videos</b>
<b>II</b>	Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.	<b>7</b> <b>8</b>	<b>Chalk &amp; Talk, PPT Slip test</b>
<b>III</b>	Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution	<b>5</b> <b>5</b> <b>5</b>	<b>Chalk &amp; Talk. PPT, Group Discussion</b>
<b>IV</b>	Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere - Impact.	<b>8</b> <b>7</b>	<b>Chalk &amp; Talk, PPT Slip test</b>

<b>V</b>	China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990. McArthur Constitution – Changes in Economy – Hirohito – Mutsuhito - Japan and World’s affairs between 1951- 2000.	<b>4 4 3 4</b>	<b>Chalk &amp; Talk. PPT, Peer Learning Assignment</b>
----------	--	----------------------------	--

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 AI	CO1	K1 – K4	2	1(K1), 1(K2)	1 (K3, K3)	1(K4, K4)
	CO2	K1 – K4	2	1(K1), 1(K2)	1 (K2,K2)	1(K3,K3)
CI AII	CO3	K1 – K4	2	1(K1), 1 (K2)	1 (K2, K2)	1(K3, K3)
	CO4	K1 – K4	2	1(K1), 1(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	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	02	-	-	02	3.57	25
	K2	02	10	-	12	21.43	
	K3	-	10	16	26	46.43	75
	K4	-		16	16	28.57	
	Marks	04	20	32	56	100.00	100.00
CIA II	K1	02	-	-	02	3.57	25
	K2	02	10	-	12	21.43	
	K3	-	-	16	16	28.57	75
	K4	-	10	16	26	46.43	
	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) 1( K2)	1(K2, K2)	1(K3, K3)
2	CO2	K1 to K4	02	1(K1) 1( K2)	1(K3, K3)	1(K4, K4)
3	CO3	K1 to K4	02	1(K1) 1( K2)	1(K1, K1)	1(K3, K3)
4	CO4	K1 to K4	02	1(K1) 1( K2)	1(K4, K4)	1(K2, K2)
5	CO5	K1 to K4	02	1(K1) 1( 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	05	10	-	15	10.714	70
K2	05	10	16	31	22.143	
K3	-	20	32	52	37.143	
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	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 <b>ALL</b> the questions				<b>PART - B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
<b>OR</b>					
11. b)	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
12. a)	<b>Unit - II</b>	<b>CO2</b>	<b>K3</b>		
<b>OR</b>					
12. b)	<b>Unit - II</b>	<b>CO2</b>	<b>K3</b>		
13. a)	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
<b>OR</b>					
13. b)	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
14. a)	<b>Unit - IV</b>	<b>CO4</b>	<b>K4</b>		
<b>OR</b>					
14. b)	<b>Unit - IV</b>	<b>CO4</b>	<b>K4</b>		
15. a)	<b>Unit - V</b>	<b>CO5</b>	<b>K3</b>		
<b>OR</b>					
15. b)	<b>Unit - V</b>	<b>CO5</b>	<b>K3</b>		

Answer <b>ALL</b> 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	History of Pondicherry			
Course Code	23UHTEC64	L	P	C
Category	Elective	5	-	3
COURSE OBJECTIVES:				
<ul style="list-style-type: none"><li>➤ Knowledge of Geography and sources of Pondicherry</li><li>➤ Knowledge of the French rule in Pondicherry</li><li>➤ Understanding of French relations with the Princely States</li><li>➤ Knowledge of national movement in Pondicherry</li><li>➤ Awareness of the French legacy in Pondicherry</li></ul>				
UNIT - I	Geographical features			15
Sources- Geographical features – Excavations				
UNIT - II	Advent of the French			15
Advent of the French –Dupleix – Carnatic wars - effects –				
UNIT - III	French Relations with Indian Princely States			15
French relations with Hyder Ali – Tipu Sultan – Impact of Napoleonic wars – Restoration of the Indian colonies to the French 1816				
UNIT - IV	Indian National movement in Pondicherry			15
Impact of Indian National movement on Pondicherry – Contribution of Subramaniya Bharathi, VVS Iyer and Aurobindo Gosh – Anti colonial movement in Pondicherry – Subbiah and Labour movement -The Liberation of Pondicherry – Keezhur referendum – De-facto merger in 1954				
UNIT - V	French Legacy in Pondicherry			15
French Legacy in Pondicherry –Urbanization of Pondicherry – Educational Development –Commune system - Colonial architecture and monuments				
Total Lecture Hours				75



**BOOKS FOR STUDY:**

- Ajit Neogy.K. Decolonization of French India, Pondicherry, 1997.
- Francis Cyril Antony.,ed.,Gazetteer of India :Union Territory of Pondicherry ,Vol1 & 2,Pondicherry,1982.
- Malleon, G.B. History of French in India 1674- 1761, New Delhi 1986.
- Mathew K.S., French in India and Indian Nationalism, Vol 1 & Vol 2, New Delhi 1999.
- Ramaswamy .A, History of Pondicherry, New Delhi, 1997.

**BOOKS FOR REFERENCES:**

- AmineshRai ., The Legacy of French rule in India,1674-1954, Pondicherry, 2008.
- Henry Dodwell., Dupleix and Clive: The Beginning of Empire, NewDelhi,1989.
- Sen S.P.,The French in India 1763 -1816, Calcutta, 1958.
- RoseVincent., French in India: from Diamond Traders to Sanskrit Scholars,Bombay,1990.

**WEB RESOURCES:**

- ❖ <https://www.mapsofindia.com/pondicherry/geography-history.html>
- ❖ <https://puducherry-dt.gov.in/history/>

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:

<b>CO1</b>	Outline the geographical features of Pondicherry.	<b>K1 to K4</b>
<b>CO2</b>	Describe the advent of the French and the origin and growth of the city of Pondicherry	<b>K1 to K4</b>
<b>CO3</b>	Outline the relations of the French with the Indian Princely States.	<b>K1 to K4</b>
<b>CO4</b>	Describe the nationalist movement in the city of Pondicherry	<b>K1 to K4</b>
<b>CO5</b>	Discuss the history of Urbanization, education, health and architectural development in Pondicherry	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

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

CO5	3	3	3	3	3	3	3	3		
Total	15	15	15	15	12	12	13	15		
Average	3	3	3	3	2.4	2.4	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	2		3		3		
CO 3		3	3	3		3		3		
CO 4		3	3	3		3		3		
CO 5		3	3	2		3		3		
WEITAGE		15	15	13		15		15		
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS		3	3	2.6		3		3		
LESSON PLAN:										
UNIT	History of Pondicherry						HRS	PEDAGOGY		
I	Sources- Geographical features – Excavations						8 7	Chalk & Talk, PPT, Videos		
II	Advent of the French –Dupleix – Carnatic wars - effects						7 8	Chalk & Talk, PPT Slip test		
III	French relations with Hyder Ali – TipuSultan – Impact of Napoleanic wars – Restoration of the Indian colonies to the French 1816						6 3 6	Chalk & Talk. PPT, Group Discussion		
IV	Impact of Indian National movement on Pondicherry – Contribution of Subramaniya Bharathi, VVS Iyer and Aurobindo Gosh –						2 5	Chalk & Talk, PPT Slip test		
	Anti-colonial movement in Pondicherry – Subbiah and Labour movement -						4			
	The Liberation of Pondicherry – Keezhur referendum – De-facto merger in 1954						4			
V	French Legacy in Pondicherry – Urbanisation of Pondicherry – Educational Development – Commune system – Colonial architecture and monuments						3 3 3 3	Chalk & Talk. PPT, Peer Learning Assignment		

**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 AI	CO1	K1 – K4	2	1(K1), 1(K2)	1 (K3, K3)	1(K4, K4)
	CO2	K1 – K4	2	1(K1), 1(K2)	1 (K2,K2)	1(K3,K3)
CI AII	CO3	K1 – K4	2	1(K1), 1 (K2)	1 (K2, K2)	1(K3, K3)
	CO4	K1 – K4	2	1(K1), 1(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	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	02	-	-	02	3.57	25
	K2	02	10	-	12	21.43	
	K3	-	10	16	26	46.43	75
	K4	-	-	16	16	28.57	
	Marks	04	20	32	56	100.00	100.00
CIA II	K1	02	-	-	02	3.57	25
	K2	02	10	-	12	21.43	
	K3	-	-	16	16	28.57	75
	K4	-	10	16	26	46.43	
	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) 1( K2)	1(K2, K2)	1(K3, K3)
2	CO2	K1 to K4	02	1(K1) 1( K2)	1(K3, K3)	1(K4, K4)
3	CO3	K1 to K4	02	1(K1) 1( K2)	1(K1, K1)	1(K3, K3)
4	CO4	K1 to K4	02	1(K1) 1( K2)	1(K4, K4)	1(K2, K2)
5	CO5	K1 to K4	02	1(K1) 1( 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	05	10	-	15	10.714	70
K2	05	10	16	31	22.143	
K3	-	20	32	52	37.143	
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 <b>ALL</b> the questions			PART - A		(10 x 1 = 10 Marks)
1.	<b>Unit - I</b>	<b>CO1</b>	<b>K1</b>		
				a)	b)
				c)	d)
2.	<b>Unit - I</b>	<b>CO1</b>	<b>K2</b>		
				a)	b)
				c)	d)
3.	<b>Unit - II</b>	<b>CO2</b>	<b>K1</b>		
				a)	b)
				c)	d)
4.	<b>Unit - II</b>	<b>CO2</b>	<b>K2</b>		
				a)	b)
				c)	d)
5.	<b>Unit - III</b>	<b>CO3</b>	<b>K1</b>		
				a)	b)
				c)	d)
6.	<b>Unit - III</b>	<b>CO3</b>	<b>K2</b>		
				a)	b)
				c)	d)
7.	<b>Unit - IV</b>	<b>CO4</b>	<b>K1</b>		
				a)	b)
				c)	d)
8.	<b>Unit - IV</b>	<b>CO4</b>	<b>K2</b>		
				a)	b)
				c)	d)
9.	<b>Unit - V</b>	<b>CO5</b>	<b>K1</b>		
				a)	b)
				c)	d)
10.	<b>Unit - V</b>	<b>CO5</b>	<b>K2</b>		
				a)	b)
				c)	d)

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF HISTORY

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	General Studies for Competitive Examinations			
<b>Course Code</b>	23UHTSC61	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Skill	2	-	2
<b>COURSE OBJECTIVES:</b>				
<div>➤ Awareness about competitive examination and method of the preparation of competitive exams</div> <div>➤ Knowledge about historical facts and key events of Indian History</div> <div>➤ Understanding of the salient features of Indian Constitution.</div> <div>➤ Knowledge about the salient features of Indian and world geography</div> <div>➤ Gain knowledge about current events.</div>				
<b>UNIT - I</b>	<b>Cracking Competitive Exams</b>	<b>6 Hours</b>		
Competitive Examinations at the National and State UPSC, SSC, TNPC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture				
<b>UNIT - II</b>	<b>From 18th Century Struggles to Independence and Beyond</b>	<b>6 Hours</b>		
Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues				
<b>UNIT - III</b>	<b>The Indian Constitution and Governance</b>	<b>6 Hours</b>		
Indian Constitution: Salient Features – Important Articles-Amendments- Important Acts -Political system, Panchayat Raj, Economic and social development				
<b>UNIT - IV</b>	<b>India’s Geography and Global Challenges</b>	<b>6 Hours</b>		
Geography of India –Physical,Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization				
<b>UNIT - V</b>	<b>Global and National Affairs</b>	<b>6 Hours</b>		
Current Events of National and international importance- Role of women and women organisations-Ethics, Attitude, Aptitude, Awareness				
<b>Total Lecture Hours</b>				<b>30</b>

**BOOKS FOR STUDY:**

- Bipan Chandra, *India Since Independence*, Penguin Random House, India, 2008
- Bipan Chandra, *Modern India: A History Text Book for Class XII*, NCERT, Delhi, 1990
- *India YearBook*, Publications Division, Government of India
- Laxmikanth, M., *Indian Polity*, McGraw Hill, Noida, 2021
- Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi, 2021
- Nitin Singhanian, *Indian Economy*, McGraw Hill, Noida, 2022.

**BOOKS FOR REFERENCES:**

- Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016
- Ram Ahuja., *Social problems in India*, (3rd edn,) Rawat Publications 2014
- Ram Sharan Sharma, *Ancient India: A History Text book for class XI*, NCERT, 1999
- Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT, 2005
- Sonali Bansal, Snehil Tripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021

**WEB RESOURCES:**

- ❖ <https://www.shankariasacademy.com/>
- ❖ <https://www.kamarajiasacademy.com/>

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 the characteristic features of Indian heritage and culture								K1-K2	
CO2	Outline the key events of Indian history since 18th century								K1-K2	
CO3	Describe the salient features of Indian Constitution.								K1-K2	
CO4	Discuss the major environmental issues								K1-K2	
CO5	Outline the role of women in contemporary society								K1-K2	
MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	3	3	3	2	3	3		
CO2	3	2	3	3	2	3	2	3		
CO3	2	3	3	3	2	2	2	3		
CO4	3	3	3	3	2	2	2	3		
CO5	2	3	3	3	3	3	3	3		
S- STRONG			M – MEDIUM					L - LOW		



**CO / PO MAPPING:**

<b>COS</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO 1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>WEITAGE</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>15</b>
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTIO N TO POS</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>3</b>	<b>3</b>

**LESSON PLAN:**

<b>UNIT</b>	<b>General Studies for Competitive Examinations</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Competitive Examinations at the National and State UPSC and TNPC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture	<b>2 2 2</b>	<b>Power point Presentation, Black Board and Chalk, Group discussion Watching videos</b>
<b>II</b>	Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues	<b>2 2 2</b>	<b>Power point Presentation, Black Board and Chalk, Group discussion Watching videos</b>
<b>III</b>	Indian Constitution: Salient Features – Important Articles-Amendments- Important Acts -Political system, Panchayat Raj, Economic and social development	<b>2 2 2</b>	<b>Power point Presentation, Black Board and Chalk, Group discussion Watching videos</b>
<b>IV</b>	Geography of India –Physical,Social, Economic– General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization	<b>2 2 2</b>	<b>Power point Presentation, Black Board and Chalk, Group discussion Watching videos</b>
<b>V</b>	Current Events of National and international importance- Role of women and women organisations- Ethics, Attitude, Aptitude, Awareness	<b>2 2 2</b>	<b>Power point Presentation, Black Board and Chalk, Group discussion Watching videos</b>

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. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> 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.				