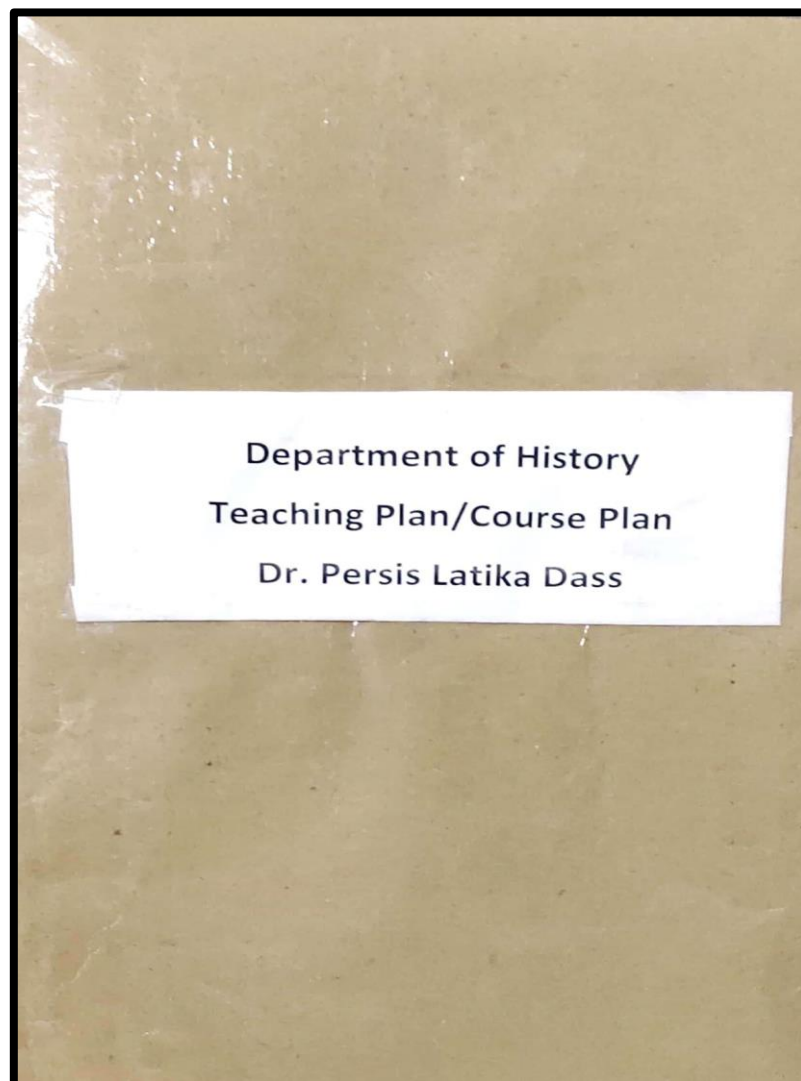




SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER



COURSE_PLAN_2020-21_DR_PERSIS_LATIKA_DASS



COURSE PLAN

U.G Program

BA History

2020-21



SOPHIA GIRL'S COLLEGE, AJMER (AUTONOMOUS)

B.A I (SEMESTER I)

History of Ancient India (HIS-101)

(History of Ancient India-I)

Max. Marks: 100 .

Credit: 04

Teacher Name- Dr. Persis Latika Dass

Min. Marks: 40.

COURSE PLAN

SE M I Mon th	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weigh tage (%)
SEM I JUL Y	UNIT I Pre Historic Age – Paleolithic, Mesolithic, Neolithic and Chalcolithic age.	History of evolution of humans, tools, and cultures in stone age in India	Match the following. Visual demonstration of tools and pottery, PPT	1. Develop understanding of life and progress of early human history. 2. Examine the various features of economic, socio-religious and political life in Indus Valley civilization	<u>Knowledge Based</u> -Define Chalcolithic age - Differentiate between the Palaeolithic, Mesolithic, and Neolithic age. -What is the period of Late Harappan phase?	Knowl edge-- 60 Unders tanding -30 Higher Order- 10
	Indus Valley Civilization – Origin, Geographical Extent, Town Planning	Aspects of 'First Urbanization' in Indian Subcontinent- Harappan Civilization	Maps. Visit to Museum. Visual depiction of Indus sites. Quiz			
	Economic, Social, Political life Religious life – Decline of the Civilization	Way of Life in Indus Valley Civilization	PPT, pictures. Visit to Museum. Visual depiction of pottery and important citadels			
AUG UST	UNIT II Origin of the Aryans, Vedic-Polity, Society	Early and Later Vedic polity, society & economy	Maps. Comparison Tables. discussion of	1. Compare and contrast life in Early and Later	<u>Understandi ng Based</u> -Explain the historical	

SEP TEM BER- OCT OBE R	and Economy.		cultures, traditions, and rituals of Vedic Age	Vedic period	debate on the origin of Aryans.
	Iron Age with special reference to Megaliths and PGW	Impact of use of iron on settled life & agriculture	Diagrams, Photos, PPT, Maps	2. Identify features of Iron age in North & South India	-Examine the features of Megalithic culture in South India?
	Age of Mahajanapadas	Emergence of city states and oligarchies	Maps, PPT, Tables of states and capitals	3. Examine the emergence of monarchies and oligarchies in North India	-explain the decline of deities from Early Vedic Age to Later Vedic Age?
	Mauryan Empire – Political Extent, Administration		PPT, maps, flow chart	1. Outline the geographical expanse and administrative set up of Mauryan empire.	<u>Higher Order Thinking Skills Based</u>
	Mauryan Empire - Social and Economic life- Ashoka the Great		PPT, Maps	2. Estimate the policies and reign of Ashoka	-Evaluate the life and practices of Ashoka, the Great.
	Post Mauryan Period – Shungas, Shakas, Satavahans and Kushans		PPT, Maps, table of features	3. Elaborate on features of the post Mauryan dynasties	-Examine various causes for the emergence of Maurya Empire.
					-Elaborate on the political and socio-economic life during the reign of

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Dr. Persis Latika Dass



SOPHIA GIRL'S COLLEGE, AJMER (AUTONOMOUS)
B.A I (SEMESTER I)

HISTORY OF INDIAN CULTURE AND HERITAGE-I (HIS-102)


Max. Marks : 100
Credit: 04

Teacher Name- Dr. Persis Latika Dass

Min. Marks: 40

COURSE PLAN

SEM I Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I JULY	UNIT I Indus Religion, Vedas and Upanishad Philosophy and Jainism Buddhism – Contribution to Indian society and culture.	Evolution of Religion in Indian Subcontinent Different Philosophy and Ideology-Nature Worship to Monotheism to Agnostic	Discussion of various religious philosophies, debates in Indic philosophies	Comprehend the concepts of different religious Ideologies: Similarities and Differences	<u>Knowledge Based</u> -Identify Priest King -List the Vedic gods of fire, water and lightening	Knowledge-- 60 Understanding -30 Higher Order- 10
AUGUST	UNIT II Varnashram System, Shodhash Sanskars and Purusharths Centres of education in Ancient India.	Components of Vedic Culture-Origin & Significance in Indian Society	Lecture, Group Discussion, PPT	Appraise the culture and education of ancient India and its present day practice	<u>Understanding Based</u> -Explain the origins of Agnostic Jainism and Buddhism	
SEPTEMBER-OCTOBER	UNIT III Cultural and Literary significance of Ramayan, Mahabharat, Bhagwat Gita and Purans Basic Principles of Shaivism and Vaishnavism Literary and scientific	Literary and Historical significance of sacred and secular Literature	PPT, Extra Readings of the Text. Presentations	Reconstruct the Socio- political and economic History of Ancient India through Literary Traditions	-Analyze the different facets of	

	<p>development Kalidasa, Aryabhata, Varahmihir and Charak.</p>				<p>am System</p> <p><i>Higher Order Thinking Skills Based</i></p> <p>-Discuss the contribution of Epic Literature in the Cultural legacy of India</p> <p>- Critically Evaluate the literary tradition of Kalidasa?</p> <p>- Comment on the secularis m of Indian Philosoph ies</p>	<p><i>Sr. Pearl</i> PRINCIPAL SOPHIA GIRLS' COLLEGE (AUTONOMOUS) AJMER</p>
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SOPHIA GIRL'S COLLEGE, AJMER (AUTONOMOUS)
B.A III (SEMESTER V)

HISTORY OF MODERN WORLD-I (HIS-502)


Max. Marks: 100
Credit: 04

Teacher Name- Dr. Persis Latika Dass

Min. Marks: 40

COURSE PLAN

SEM V Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Quest ions	Marks Weightage (%)
SEM I JULY	Renaissance and Reformation	Transformation in the political, social, economical cultural and religious thought process of Medieval Europe	Maps, Slides, Discussion, Lecture, Presentations	Comprehending the various international events that led to the age of modernization in Europe	<u>Knowl edge Based</u>	Knowledge-40 Understanding-40 Higher Order-20
	American War of Independence – Causes, Events and Results.	Colonization of North America-Birth of Federalism and Republicanism	Maps, PPT		Summarize the factors that gave birth to Renaissance.	
	Industrial Revolution – Causes and New Inventions.	Industrialism and Birth of Imperialism and Colonization	PPT, Lecture, Presentations		-List the four	
AUGUS	Unit II	Ideology behind French	Lecture,	Examine the		

		French Revolution - Causes, Events and Results. Napoleon Bonaparte – Rise and Downfall – Domestic and Foreign Policies	Revolution and the Birth of Liberty, Equality and Fraternity	Discussion, Extra Readings	contribution of French Revolution to World Polity	inventions related to the coal industry in Britain
	SEPTEMBER-OCTOBER	Unit III Vienna Settlement and Metternich System. Unification of Italy and Germany. - Question – Crimean War (1856) and Balkan Wars (1912-13).	Factors that contributed to the European Concept of Nationalism	Maps, Slides, Discussion, Lecture, Presentations	Compare Indian Nationalism with the growth of European Nationalism	<u>Understanding Based</u> - Analyze the role of middle class in the French Revolution - “Napoleon was the child of French Revolution.” Comment <u>Higher Order</u>



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Thinking Skills Based
-
Critically evaluate the terms of Vienna Settlement
-
Discuss the Eastern Question

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COURSE PLAN

P.G Program

MA History

2020-21



SOPHIA GIRL'S COLLEGE, AJMER (*AUTONOMOUS*)

M. A HISTORY (PREVIOUS)


SEMESTER I (M.A PREV)

WORLD CIVILIZATIONS (HISM-104)

MAX MARKS: 100 Teacher's Name- Dr. Persis Latika Dass MIN. MARKS: 40

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I JULY	Unit I-Mesopotamia and Egypt Definition of Culture and Civilization - Mesopotamian Civilization - State – Socio-economic life, Religion, Language & Literature, Art & Architecture and Science& Technology. Egyptian Civilization - Dynastic History of The Age of Pyramids & The Imperial Age - Society and Economy - Religion - Language & Literature - Art & Architecture	Ancient River Valley Civilizations of Asia and Africa	Lecture, Illustrations, Discussions, Maps, PPT	Comprehend the political, social and economic life of ancient Egypt and Mesopotamia	<u>Knowledge Based</u> State two cities of ancient Egypt. -Outline the code of Hammurabi When was the city of Rome established? <u>Understanding Based</u> --Discuss the	Knowledge--25 Understanding--45 Higher Order--30
AUGUST	Unit II	Classical Civilizations	Lectures,	Compare and		

	<p>Greece and Rome Characteristic Features of Greek City States - Society & Economy - Slavery - Greco-Persian Wars - Administration - Greek Literature - Philosophy and Religion- Art & Architecture - Science and Technology</p> <p>Roman Civilization - Rise of Roman Power -Political Organization – Society, Religion & Philosophy – Art & Literature - Fall of Roman Empire.</p>	<p>of the West</p>	<p>Readings of the Text, Discussion</p>	<p>Critically appreciate the Greek and roman Civilizations</p>	<p>philosophical contribution of the Greeks to world History -Examine the Roman Architecture and its legacy in contemporary times</p> <p>Define the importance of burials in Harappan civilization</p> <p><u>Higher Order Thinking Skills Based</u></p>		
<p>SEPTEMBER- OCTOBER</p>	<p>Unit III-China and India Ancient China – Polity - Society – Economy – Religion and Philosophy – Science and Technology Indus Valley Civilization- Important sites- Urbanization-Town Planning & Drainage-Art and Architecture-Trade-Religion</p>	<p>Political, Social and Economic Culture of Ancient China and India</p>	<p>Lecture, Maps, PPT, Discussion, Readings</p>	<p>Analyze and Asses the two extremes- China and India; Contribution to Philosophy, Technology and Art</p>	<p>-Appraise the Science and Technological discoveries of Ancient China</p> <p>-Describe the role of Greek city states in its overall cultural development</p> <p>-Explain the</p>		



					role of ziggurats in the making of city states in Mesopotamia	
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SOPHIA GIRL'S COLLEGE, AJMER (*AUTONOMOUS*)

M. A HISTORY (FINAL)

SEMESTER III (M.A FINAL)

(HISM-301)

HISM 301: MAKING OF BRITISH INDIA-TERRITORIAL EXPANSION

Max. Marks: 100 .

Teacher's Name- Dr. Persis Latika Dass


Min. Marks: 40 .

Credits: 06

Duration 3 hr

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM III JULY	Unit I-Coming of Europeans <ul style="list-style-type: none">A Brief Overview of the Sources- Archival Records & Bakhar TraditionAdvent of European Trading Companies in India. Portuguese, Dutch, English, French: Anglo-	Sources for Understanding the coming of Britishers in India and their rivalry with the other Colonial Powers.	Lecture, Discussions PPT	. To deal the nature of the archival records that extends or limits our understanding of the history of British expansion in Indian subcontinent	<u>Knowledge Based</u> When were the Carnatic wars fought? Who introduced the Doctrine of Lapse System in India? Name some Revolutionaries associated with the 1857 Revolt?	Knowledge--25 Understanding-45 Higher Order-30

	French Rivalry (Carnatic Wars)				<u>Understanding Based</u> --Discuss the sources which are useful to the historians for the reconstruction of history of Making of British India	
AUGUST	<ul style="list-style-type: none"> Foundation of British Rule in India - Battles of Plassey, Buxar, Third Battle of Panipat Unit II-Expansion of British Rule <ul style="list-style-type: none"> Anglo-Maratha Wars; Anglo-Mysore Wars (Haider Ali and Tipu Sultan); Anglo-Awadh Relations; Anglo-Sikh Relations (Ranjit Singh and Anglo-Sikh Wars); Annexation of Sindh 	Techniques and Strategies of the Britishers in the form of wars, treaties and alliances	Lectures, Readings of the Text, Discussion, Assignment	To make students aware of the techniques and strategies followed by the Britishers to extend their control over Indian subcontinent through their military prowess and were able to slowly emerge as the hegemonic force in the region.	-Why were the local Indian states not able to provide effective resistance against the British expansionist policies? Discuss the nature, reasons and implications of the 1857 revolt	
SEPTEMBER	<ul style="list-style-type: none"> Wellesley-Subsidiary Alliance System; Dalhousie- 	Consolidation of British Power in Indian	Lecture, PPT, Discussion, Readings	To understand the process through which Britishers	<u>Higher Order Thinking Skills Based</u> What was the importance of Battle of Plassey in defining the future of British Imperialism in the Indian Subcontinent? How Subsidiary	



	<p>Doctrine of Lapse</p> <p>Unit III-British Dominion in Eastern and Western Frontier</p> <p>Anglo-Nepal War; Anglo-Burmese Relation;</p>	Subcontinent extending to South Asian countries		consolidated their position in the subcontinent and help students understand the nature and consequences of the revolt of 1857	<p>Alliance provided a stepping stone for the acquisition of Indian states by the Britishers?</p> <p>How did the Tibetan Policy of the British Government affected the geo-politics of India, China and Britain</p>	
OCTOBER	<ul style="list-style-type: none"> Anglo-Afghan Wars; Tibet Policy Revolt of 1857 - Causes, Events, Consequences and Nature <p><i>Dass</i> Head Department of History Sophia Girls' College (Autonomous), Ajmer</p>		Lecture, PPT, Discussion, Readings	To understand the process through which Britishers consolidated their position in the subcontinent and help students understand the nature and consequences of the revolt of 1857		<p><i>Sr. Pearl</i> PRINCIPAL SOPHIA GIRLS' COLLEGE (Autonomous) AJMER</p>



Session 2020-21

Even Semester



COURSE PLAN

U.G Program

BA History

2020-21



SOPHIA GIRL'S COLLEGE, AJMER (AUTONOMOUS)
B.A III (SEMESTER VI)

HISTORY OF MODERN WORLD-II (HIS-602)

Teacher Name- Dr. Persis Latika Dass

Max. Marks: 100
Credit: 04

Min. Marks: 40.

COURSE PLAN

SEM VI Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weight age (%)
DECEMBER & JANUARY	William Kaiser and the Dream of Greater Germany.	Transformation in the political, social, economical thought process of Germany	Maps, Slides, Discussion, Lecture, Presentations	Comprehending the various international events that led to the First World War as well as its results	<u>Knowledge Based</u> Name the new capital of Turkey? -List the member countries of Triple Alliance	Knowledge--40 Understanding-40 Higher Order-20
	First World War – Causes and Result.	Factors that ignited the World War and its repercussion	Maps, PPT		<u>Understanding Based</u> --Analyze the causes that led to the Russian Revolution To what extent the treaty of Versailles was responsible for the rise	
	Emergence of Modern Turkey under Mustafa Kamal Pasha.	End of Khalifaship and Birth of a Modern Secular Turkey	PPT, Lecture, Presentations			
FEBRUARY	Unit II Russian Revolution of 1917	Ideology behind the Russian Revolution and the Birth of world's first communist regime	Lecture, Discussion, Extra Readings	Examine the contribution of Russian Revolution to World Polity		
	Rise of Fascism – Domestic and Foreign Policy	Determinants that led to the rise of dictators in post war Europe	PPT, Lecture, Presentations			



	of Mussolini. Rise of Nazism – Domestic and Foreign Policy of Hitler				of Hitler?
MARCH- APRIL	Unit III Military of Japan(Meiji Restoration to 1945)	Factors that contributed to the Japanese Concept of Nationalism	Maps, Slides, Discussion, Lecture, Presentations	Analyze the outbreak of second world war	<u>Higher Order Thinking Skills Based</u> -Critically evaluate the growth of the communist movement in China
	Second World War – Causes and Result.	Examine the failure of League of Nations and the experiences of the first war to prevent the second war	PPT, Lecture, Presentations		
	Emergence of Communist China –Sun Yat-sen, Chiang Kai Shek, Mao-Tse Tung (1911- 1945)				

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M. A HISTORY (PREVIOUS)

SEMESTER II (M.A PREV)

HISTORICAL METHODS AND HISTORIOGRAPHY (HISM-201)

MAX MARKS:100 Teacher's Name- Dr. Persis Latika Dass MIN. MARKS: 40

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
DECEMBER- JANUARY	Unit I- Main Currents of History Writing in the 19th Century Age of Enlightenment- Montesquieu. Voltaire Auguste Comte and Positivism Marx and Historical Materialism	Comprehend the changes in historical writing in the 19 th century in the light of the Age of Enlightenment	Lecture, Illustrations, Discussions, Maps, PPT	Comprehend the beginning of modern western intellectual History	<u>Knowledge Based</u> State two books by Marx -Outline two main features of Positivism of Ranke?	Knowledge--25 Understanding--45 Application--30
	Structuralism- Claude Levi- Strauss. Louis Althusser Post Structuralism- Michel Foucault. Jacques Derrida Von Ranke and Consolidation of Modern Historiography	Understand the concepts like 'Discourse' 'Power' etc	Lecture, Extra Reading		<u>Understanding Based</u> --Discuss the philosophical contribution of	



	Unit II- Main Currents of History Writing in the 20th Century Annales School of History – Lucien Febvre, Marc Bloch, Fernand Braudel	Trace the evolution of history writing in the world in the 20 th century	Lectures, Readings of the Text, Discussion	Compare and Critically appreciate the Historical tradition in different Schools	Annales School of History -Examine the Cyclic Theory of Oswald Spengler
FEBRUARY	Cyclical Theory of History – Oswald Spengler Challenge and Response Theory – Arnold Joseph Toynbee	Comprehend the Historiography of Spengler and Toynbee challenging the Euro-Centric View of History	Lecture, Extra Reading		<u>Higher Order Thinking Skills Based</u> -Appraise and Compare the Nationalist and Marxist School of Indian Historiography
MARCH	British Marxist Historians- Christopher Hill, E.J. Hobsbawm Features of Post – Modernism in History	Understand the regional variation in Marxism as well as the Post-Modern View of History	Lecture, Extra Reading		
	Unit III- Perspectives on Indian History Writing Colonialist Historiography: James Mill Nationalist History Writing – R G Bhandarkar, R C Majumdar, Jadunath Sarkar Marxist History Writing: D.D Kosambi, Bipin Chandra The Cambridge School: Anil Seal The Subaltern Group of Historians: Ranajit Guha, Gayatri Spivak	To understand the characteristics and perspectives of Indian historiography	Lecture, Maps, PPT, Discussion, Readings	Analyze and Asses the different schools of Indian Historiography	

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SOPHIA GIRL'S COLLEGE, AJMER (AUTONOMOUS)

M. A HISTORY (FINAL)

SEMESTER IV (M.A FINAL)

(HISM-403)

HISM 403: MAHATMA GANDHI: MAN, IDEAS, POLITICAL, SOCIAL AND MORAL PHILOSOPHY

Max. Marks: 100 .

Min. Marks: 40 .

Credits: 06

Duration 3 hr


Teacher Name- Dr. Persis Latika Dass

COURSE PLAN


SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV December-January	Unit I- Introducing Gandhi <ul style="list-style-type: none"> Formative Years: Community, Family and Neighbourhood - Early Education, Study in England Indian Influences: Epics, Gita, Raichand Bhai - Western Influences: Ruskin, Thoreau. 	Emergence and growth of nationalism in India in the 19 th century	Lecture, Discussions PPT,	To examine critically various aspects of Gandhian thought from a cross section of his own writings	<u>Knowledge Based</u> Mahatma Gandhi was born when and where? Name any two works written by Mahatma Gandhi Name the important movements which were inspired by Gandhian	Knowledge 20 Understanding 20 Higher Order 60




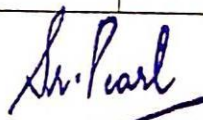
	<ul style="list-style-type: none"> Tolstoy, Quakers Gandhi in South Africa: Struggle against racial discrimination 				thought	
February	Unit II-Moral and Political Progress <ul style="list-style-type: none"> Gandhi's Critique of Modern Civilisation Towards a New Civilisation: <i>Swadeshi - Satyagraha</i>: The Gandhian Method of Non-Violent Resistance – <i>Sarvodaya</i>: Gandhi's Constructive Programme of Social Uplift- <i>Sarvadharmasambhava</i> 	Mass movements and the growth of extremist revolutionary phase and Particularist Ideologies	Lectures, Readings of the Text, Discussion, Assignment,	To locate Gandhian ideas and ethos in time and space by making a brief study of his life from birth till his return to India from South Africa	<u>Understanding Based</u> Define the various ideological influences on Mahatma Gandhi in his formative years abroad Define Swadeshi and Satyagraha? Define Gandhian views on Trusteeship <u>Higher Order Thinking Skills Based</u> To what extent, the religious background of Mahatma Gandhi influenced his lifelong ideology ?	
March	<ul style="list-style-type: none"> Gandhi's views on State and Citizenship (Ramrajya)- Gandhi's views on Democracy 	20 th century legislative reforms and Coming of	Lecture. PPT. Discussion. Readings.	To make a detailed analysis of Gandhi's critique of Western civilization.	Define the concept of Sarva Dharma Sambhava in the context of Gandhian social activism	

	<p>(Gramswaraj) Gandhi on Education</p> <p>Unit III- Gandhian Economics and Legacy for Contemporary Society</p> <ul style="list-style-type: none"> Gandhian Alternatives for Development: Bread LabourLimitation of Wants-Trusteeship 	Gandhi		<p>especially in the light of recent writings of the subaltern collective, his concepts of truth and non- violence, his political philosophy, his method of resistance, his programme of social upliftment, his experiment with collective living. his religious thought and the relevance of his ideas for the contemporary world</p>	<p>Explain the Gandhian influences on Chipko Andolan in India</p>	
April	<ul style="list-style-type: none"> Machinery and Industrialisation - Khadi and Village Industries- Cooperatives Social and Ecological 	20 th century legislative reforms and Coming of Gandhi	Lecture, PPT, Discussion, Readings.			



	Movements: Bhoodan Movement, Chipko Movement, Narmada BachaoAndolan,					
 Head Department of History Sophia Girls' College (Autonomous), Ajmer	<ul style="list-style-type: none"> Civil Rights Movements in the United States, Anti- Apartheid Movement in South Africa. 					


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