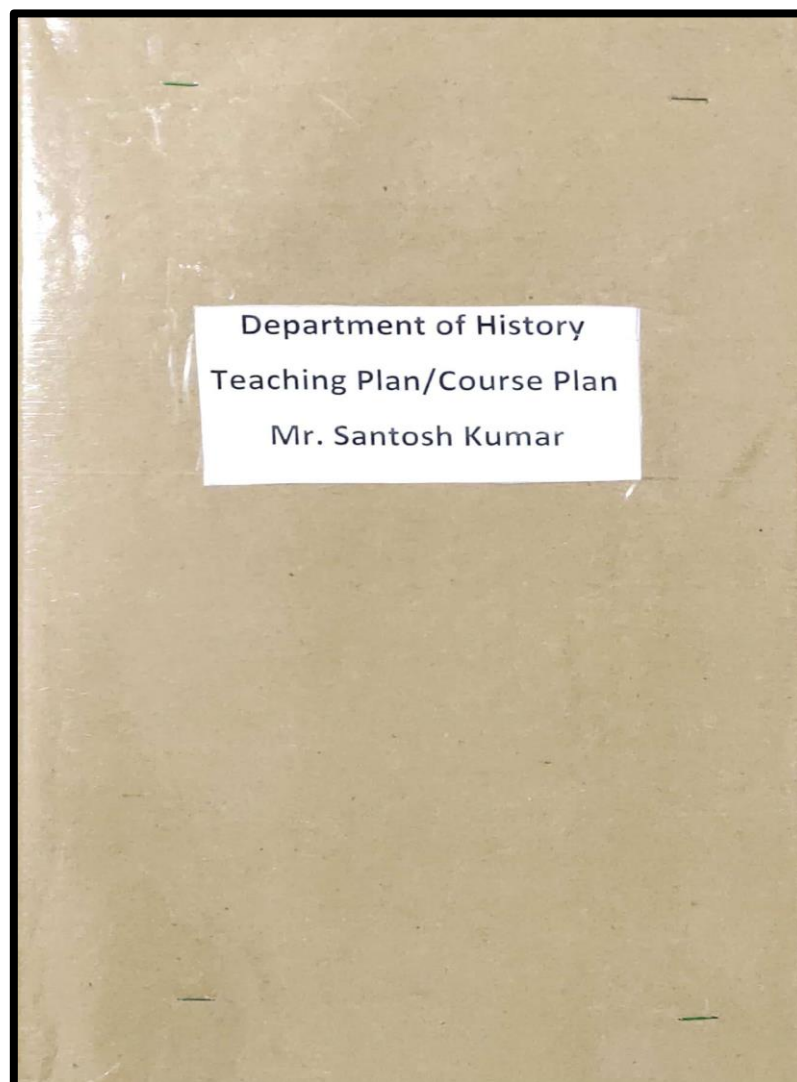




SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER



COURSE_PLAN_2020-21_MR_SANTOSH_KUMAR



COURSE PLAN

P.G Program

MA History

2020-21



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

M. A HISTORY (PREVIOUS)

SEMESTER I (M.A PREV)

HISM 102: TOURISM AND HERITAGE WITH SPECIAL REFERENCE TO RAJASTHAN

MAX MARKS: 100(70EXT; 30 INT)

MIN. MARKS: 40(28 EXT; 12 INT)

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I JULY	UNIT I Definition of tourism & Culture – Relationship between Tourism & Culture	Interconnectedness between Tourism and Culture	Class discussion, PPT	Develop the understandin g of various terms relevant to Tourism.	<u>Knowledge Based</u> -Define Tourism -Who is a tourist?	Knowledge--25 Understanding--45 Higher Order-30
	Tourist, Traveler, Visitor and Excursionist – Definition and Differentiation	Familiarization with different types of tourists and their characteristics	Comparative chart table, PPT, class discussion of examples	Analyze the working of		



	WTO, UNESCO, INTACH. Social, Economic, Ecological and Cultural Impact on Tourism	Understanding three major organizations that work to streamline tourism- their features, strengths and limitations. Understanding the various dimensions of impact of tourism	PPT, Class discussion on multi-fold impact of tourism	organization s linked with tourism	<u>Understanding Based</u> - Analyze the concept of Pull and Push factors in Tourism.
	Rajasthan Tourism Policy and Vision -Tourism as an Industry – Future of Tourism in India.	Knowledge of tourism policy of Rajasthan state and analyzing the future of tourism in India	Class discussion, PPT on Rajasthan tourism policy	Appraise the future of tourism in India	-Classify the different types of tourist accommodation.
AUGUST	UNIT II Travel and Tourism through the Ages: Early Travels, 'Renaissance' and 'Age of Grand Tours' – Emergence of Modern Tourism. Concept of 'Paid Holiday'	Tracing the historical trajectory of the concept of tourism through the ages and understanding the emergence of the concept of Modern tourism	PPT, class discussion	Formulate the trajectory of history of tourism in India and the world.	- Analyze the policies and vision of Tourism as an industry? <u>Higher Order Thinking Skills</u>



Session 2020-21

Even Semester



SOPHIA GIRL'S COLLEGE, AJMER (AUTONOMOUS)

M. A HISTORY (PREVIOUS)

SEMESTER II (M.A PREV)

ADMINISTRATIVE AND SOCIO-ECONOMIC IDEAS AND INSTITUTIONS OF ANCIENT INDIA (HISM 202)

MAX MARKS: 100

Teacher's Name- Mr. Santosh Kumar

MIN. MARKS: 40

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
DECEMBER- JANUARY	UNIT I <ul style="list-style-type: none">Vedic Polity: Sabha and Samiti, VidhataState in the Age of Mahajanapadas: Janapada & GanarajyaEmergence of State : Mauryan Administration and Judiciary- Saptanga Theory	Understand the trajectory of development of State in India Elaborate understanding of administration during different ancient empires	Primary text reading, PPT, match the following	Develop an understanding of the evolution of State in India Develop a thorough understanding of features of administration during different Ancient	<u>Knowledge Based</u> -Name any two <i>Ganarajyas</i> during the <i>Mahajanapada</i> age? -Define the 'Saptanga Theory'. <u>Understanding</u>	Knowledge--25 Understanding--45 Higher Order-30



		Analysis of rich historical debate on state formation in early medieval India	PPT and class discussions	Indian empires	<u>Based</u> - Define the importance of 'Nadu' in Chola Administration - Illustrate the role of Sabha, Samiti and Vidhata assemblies in Vedic polity.	
	<ul style="list-style-type: none"> Gupta Administration Chola Administration 					
FEBRUARY	UNIT II <ul style="list-style-type: none"> Varnashrama; Upanishads; Emergence of heterodox sects- Jainism, Buddhism and Ajivikas; Ashoka's Dhamma & Edicts Mauryan Art; Sangam Literature; Gandhara, Mathura and Amravati schools of Art 	Concepts of Hindu philosophy, heterodox sects and Ashoka's Dhamma Features of different schools of Art Different forms of Hindu thought & worship	Table, PPT, map Map, PPT, pictures, comparative table Pictures, PPT, table of features	Examine the various dimensions of religion, education and art during Ancient India	-Analyze the features of Gandhara & Mathura school of Art. <u>Higher Order Thinking Skills Based</u> -Assess the	



	<ul style="list-style-type: none"> Puranic Hinduism 				<p>Define features of Chola administration</p> <p>-Discuss the salient features of Mauryan trade with special reference to taxation.</p> <p>Discuss the Coinage system in the Post Mauryan Economy</p>	
MARCH	<p>UNIT III</p> <ul style="list-style-type: none"> Vedic Economy-(Early and Post) Kara, Bhoga, Bhaga, Visthi, Srenis: Mauryan Trade Indo-Greek Coins: Indo-Roman Trade in the Kushana Period. Kushana Coins Gupta Economy 	<p>Organization of Vedic, Mauryan taxation and trade</p> <p>Numismatic history of ancient India</p> <p>Gupta Economy</p>	<p>Map, PPT</p> <p>Pictures of coins (coinindia.com), PPT, Map</p> <p>Primary sources, PPT, Map</p>	<p>Estimate the aspects of economic life-trade, coinage, taxation, land grants during ancient India</p>		

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

M. A HISTORY (FINAL)

SEMESTER IV (M.A FINAL)

(HISM-404)

HISM 404: HISTORY OF CONTEMPORARY INDIA (1947-2000)

Max. Marks: 100 .

Min. Marks: 40 .

Credits: 06

Duration 3 hr

Teacher Name- Mr. Santosh Kumar

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV	Unit I-Years of Hope	Post Independent	Lecture.	To make	<i>Knowledge Based</i>	



ember-January

- Features of Indian Constitution:
Reorganization of States, Five Year Plans, Industrial Policy
- Kashmir Issue-
Language Riots-Non-Alignment-India China War-Indo-Pak War
- Land Reforms(1947-70) and Green Revolution

Indian Administrative Changes, Wars, Reforms and Alliances

Discussions
PPT

students aware of the process of reconstruction of India after independence through political, economic and territorial reforms

How many battles were fought between India and Pakistan?

When was the Mandal Commission appointed?

When did the Babri Demolition took place?

Understanding Based

Knowledge--25
Understanding--45
Higher Order-30

February

Unit II-Years of Bafflement

- Insurgency in the North East- Nagaland, Assam and Mizoram
- Bangladesh War 1971-J P Movement- Emergency Years- Janata Experiment- Pokharan I
- Khalistan

Regional Politics, of wars, political crisis, and border disputes

Lectures, Readings of the Text, Discussion, Assignment,

To make students understand the different struggles the nation had to face during its historical journey in the form of wars, political crisis, and border disputes

Define the root cause of the linguistic conflict in India during 1960's


What were the major factors responsible for the Bangladesh Liberty war?

Define the main features of Pokhran II

Higher Order Thinking Skills Based



	Movement, Mandal Commission and Student Protests				Explain the main features of Indian constitution	
March	Unit III-LPG India <ul style="list-style-type: none"> Economic Reforms of 1991 Babri Masjid Demolition, Kashmir Insurgency; Naxal Movement-Red Corridor Siachen Conflict, Pokharan II (Nuclear Policy and Tests)-Kargil War. 	Caste in the Post Independent India	Lecture, PPT, Discussion, Readings,	To familiarize students with the years of the process of economic liberation of the country as well as the politico-social crisis that devastated the nation	Explain the reasons for unrest in North East India Explain the reasons and features of the New Economic Policy	
April	<ul style="list-style-type: none"> Naxal Movement-Red Corridor Siachen Conflict, Pokharan II (Nuclear Policy and Tests)-Kargil War. 	economic liberation politico-social crisis in contemporary times	Lecture, PPT, Discussion, Readings,	To familiarize students with the years of the process of economic liberation of the country as well as the politico-social crisis that devastated the nation		


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M. A HISTORY (FINAL)

SEMESTER IV (M.A FINAL)

(HISM-405)

HISM 405: HISTORY OF CASTE IN MODERN INDIA

Max. Marks: 100 .

Min. Marks: 40 .


Credits: 06

Duration 3 hr

Teacher Name- Mr. Santosh Kumar

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV	Unit I-Caste as a	Concept and	Lecture.	To introduce	<i>Knowledge Based</i>	

 <p>JANUARY</p>	<ul style="list-style-type: none"> • Caste: Concept and Critique • Approaches and Historiography (Colonial, Nationalist, Marxist, and Subaltern understanding of Caste) • Caste-class Overlap • Critical understandings of Caste in 19th Century- Jyotirao Phule, Ayothi Dass and Narayana Guru 	<p>understand Caste</p>		<p>and the various Historiographical debates around it</p>	<p>the organization established by Narayana Guru</p> <p>Name two caste associations of Bombay and Madras</p> <p>Name two articles of our constitution that deals with caste system</p> <p><u>Understanding Based</u></p> <p>Define the main features of Indian Caste system</p> <p>Define the Self Respect Movement</p> <p>Explain the main features of Kalelkar commission</p> <p><u>Higher Order Thinking Skills Based</u></p>	<p>Higher Order-30</p>
<p>FEBRUARY</p>	<p>Unit II-Caste in Political Discourse</p> <ul style="list-style-type: none"> • Emergence of Caste Associations in Modern India (Madras and Bombay) • Communal Award: 	<p>20th century political movements and leaders on the question of Caste</p>	<p>Lectures. Readings of the Text. Discussion. Assignment.</p>	<p>To familiarize students with the 20th century political movements and leaders on the question of Caste in Colonial India</p>		

