



**Savitribai Phule Pune University, Pune**

**Faculty of Humanities**

**S.Y.B.A. in History**

**Choice Based Credit System Syllabus**

**To be implemented from the Academic Year 2020-2021**

# Savitribai Phule Pune University, Pune

## Under the Faculty of Humanities

Structure of Choice Based Credit System for Undergraduate Programme to be Implemented from Academic Year 2020-2021

### Subject- History

Semester	Core Courses(CC)	Ability Enhancement Compulsory Course(AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses (DSE)
III	CC-1(3) History of the Marathas: (1630-1707)	Environment Science (2)	Any One Choose SEC -1A (2) 1.Bhrahmi Script OR 2.Art &Architecture in Early India OR 3.Digital Documentation OR 4.Tourism Management	DSE-1A (3) 1.Medieval India - Sultanate Period
				Any One Choose DSE-2A (3) 2.Glimpses of the Modern World - Part I OR 3. History of East Asia
IV	CC-2(3) History of the Marathas: (1707-1818)	Environment Science (2)	Any One Choose SEC -2B (2) 5.Modi Script OR 6.Medieval Indian, Art &Architecture OR 7.Popular Indian Culture OR 8.Travel Agency & Tour Business	DSE-1B (3) 4.Medieval India: Mughal Period
				DSE-2B (3) 5. Glimpses of the Modern World - Part II OR 6. History of West Asia

Note- CC - General Course

DSE - Special Course

SEC - Skill Enhancement Course

**Savitribai Phule Pune University, Pune**

**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**

**Under the Faculty of Humanities**

**Core Course-I (CC- 1C)- 3 Credit**

**Semester -III-History of the Marathas: (1630-1707)**

**Learning Objectives:**

1. To introduce the students to the regional history of medieval Maharashtra and India.
2. To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
3. To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of successors and later development of the Maratha kingdom.
4. To study administrative Institutions of the Maratha.

**Learning Outcome:**

1. Student will develop the ability to analyse sources for Maratha History.
2. Student will learn significance of regional history and political foundation of the region.
3. It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.
4. Appreciate the skills of leadership and the administrative system of the Marathas.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/  
e-learning

**Unit-I: Sources and Rise of the Maratha Power 10**

- a) Literary Sources: Marathi and Foreign Sources (Portuguese, English, French)
- b) Background of the rise of Maratha Power
- c) Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

**Unit-II: Foundation of Swarajya to the Coronation, Karnataka Expedition 15**

- a) Relations with Adilshahi: Javali and Afzal Khan episode and its importance
- b) Relations with Mughals: Campaign of Shayasta Khan, Sack of Surat, expedition of Jaisingh, Visit to Agra
- c) Coronation and Karnataka Expedition

**Unit-III: Administration under Chhatrapati Shivaji Maharaj 08**

- a) Military
- b) Civil

- a) Chhatrapati Sambhaji Maharaj: Consolidation of power, Relations with Mughals.
- b) Chhatrapati Rajaram Maharaj, Maharani Tarabai and Mughals
- c) Santaji Ghorpade, Dhanaji Jadhav and Ramchandrapant Amatya

**Reference Books: English**

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Apte B. K., ed. Chatrapati: Shivaji's Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.
3. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
6. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
7. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
4. Choksey, R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai, 1955.
5. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.
9. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991
10. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, New Delhi, 1998.
11. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953
12. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
13. Kulkarni, A. R., Maharashtra: Society and Culture, Books and Books, New Delhi, 2000.
14. Kumar, Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi, 2004.
15. Mahajan, T. T., Aspects of Agrarian and Urban History of The Marathas, Commonwealth Publishers, New Delhi, 1991.
16. Nadkarni, R.V., The Rise and Fall of the Maratha Empire, Popular Prakashan, Poona, 1966
17. Pagadi Setu Madhavrao, Chhatrapati Shivaji, Continental Prakashan, Pune, 1974
18. Ranade, M.G., Rise of the Maratha Power, University of Bombay, 1961.
19. Sardesai, G.S., The Main Currents of Maratha History, Phoenix Publications, Bombay, 1959.
20. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971
21. Sarkar, Jadunath, Shivaji and His Times, 6th edition, Sarkar & sons, 1973.
22. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay, 1978.
23. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
24. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta, 1958.
25. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.

26. Sherwani, H. K. and Joshi P. M. History of Medieval Deccan. 2 Vols. Hyderabad: Govt. of Andhra Pradesh, 1973.

### संदर्भ: मराठी

१. आत्रे त्रिं. ना. गावगाडा, गोखले इन्स्टिट्यूट, पुणे, १९६२ (प्रथमावृत्ती १९११)
२. आपटे द. वि. आणि न. चिं केळकर (संपा.) शिवकालीन पत्रसार संग्रह, खंड १
३. कुलकर्णी अ. रा., शिवकालीन महाराष्ट्र, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, १९७८
४. ग.ह. खरे आणि कुलकर्णी अ. रा. (संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३, कॉन्टिनेन्टल, पुणे, खंड १: १९८४, खंड २: १९८५, खंड ३: १९८६
५. गर्गे स. मा., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, मुंबई
६. गायकवाड बी. डी., सरदेसाई, थोरत, हणमने, मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, १९८७
७. जोशी एस. एन., मराठेकालीन समाजदर्शन, अ. वि. गृह प्रकाशन, पुणे १९६०
८. जोशी एस. एन., अर्वाचीन महाराष्ट्रेतिहासकालातील राज्यकारभाराचा अभ्यास १६००-१६८०, खंड - १, पुणे विद्यापीठ प्रकाशन, पुणे, १९५९.
९. जोशी एस. एन. आणि भिंगारे एल. एम. (संपा.) आज्ञापत्र आणि राजनिती, पुणे, १९६०
१०. जोशी एस. एन. (संपा.) छत्रपती शिवाजी राजे यांची बखर, चित्रशाळा, पुणे, १९६०
११. देशमुख शारदा, शिवकालीन व पेशवेकालीन स्त्रीजीवन, टिळक महाराष्ट्र विद्यापीठ, पुणे, १९७३
१२. भावे वा. क., शिवराज्य व शिवकाल, पुणे, १९५७
१३. भट भास्कर वामन, महाराष्ट्र धर्म अर्थात मराठ्यांच्या इतिहासाचे आत्मिक स्वरूप, महाराष्ट्रधर्म ग्रंथमाला, ग्रंथ चवथा, धुळे, १९२५, (१८४७)
१४. शेजवलकर टी. एस., श्री शिवछत्रपती- प्रस्तावना, आराखडा व साधने, मराठा मंदीर प्रकाशन, मुंबई, १९६४
१५. सरदार गं. बा., संतवाडमयाची सामाजिक फलश्रुती, श्री विद्या प्रकाशन, पुणे, १९८२
१६. हेरवाडकर आर. व्ही., मराठी बखर, व्हिनस प्रकाशन, मुंबई, १९८६
१७. सरदेसाई गो. स. मराठी रियासतखंड श्ते ८ पॉप्युलर प्रकाशन मुंबई

**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**  
**Under the Faculty of Humanities**  
**Discipline Specific Elective Course (DSE-1A) - 3 Credit**  
**Semester -III-Medieval India - Sultanate Period**

**Course objectives:**

1. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. To Learn foundation of Delhi Sultanate and Sultanate Administration.
4. To understand the socio, economic condition of Delhi Sultanate

**Course outcome:**

1. Provides examples of sources used to study various periods in history.
2. Relates key historical developments during medieval period occurring in one place with another.
3. Analyses socio - political and economic changes during medieval period
4. Estimate the foreign invasion and the achievement of rulers

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/  
Tests/Quiz/Maps./Field visit/ Group Discussion/ Seminar /use of e-learning

<b>Unit I: Foundation of the Delhi Sultanate</b>	<b>10</b>
a) Sources of Historiography of Sultanate Period	
b) Invasions of Muhammad Ghori	
c) Foundation of Delhi Sultanate: Qutbuddin Aibak	
<b>Unit II: The early Sultans of Delhi and their contributions</b>	<b>10</b>
a) Iltutmish	
b) Raziyya	
c) Balban	
<b>Unit III: Expansion of Sultanate</b>	<b>15</b>
a) Alauddin Khalji: Expansion and Administrative Reforms	
b) Experiments of Muhammad-Bin-Tughlaq, Firuz Tughlaq: Administrative Reforms.	
c) The Saiyyids, the Lodis and the decline of the sultanate.	
<b>Unit IV: Kingdoms of Vijayanagar and Bahamani</b>	<b>10</b>
a) Rise of Vijayanagar Empire: Harihar, Bukka, Krishnadevray	

- b) The Emergence and expansion of the Bahamani Kingdom: Contribution of Muhmud Gawan
- c) Disintegration of Bahamani Kingdom

**Books for Study: English**

1. Banerjee A.C., New History of Medieval India, New Delhi, S.Chand & Co., New Delhi, 1990.
2. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.
3. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
4. Chopra P.N., Puri B.N., Das M.N.-A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi, 1974.
5. Lane Poole Stanley, Medieval India, London, 1910
6. Majumdar R.C (ed), The History and Culture of the Indian People, Vol VI: The Delhi Sultanate, Bombay, 1967, Vol VII: The Moghul Empire, Bombay, 1974.
7. Mehta J.L., Advanced Study in the History of Medieval India Vol III, New Delhi sterling Publishers, 1983.
8. Pandya A.B., Early Medieval India, Central Book Depot, Allahabad, 1970
9. Prasad Ishwari, History of Medieval India, Allahabad, 1952.
10. Raychaudhuri T, Irfan Habib (ed) The Cambridge Economic History of India, London, 1982.
11. Rizvi S.A., The Wonder that Was India, South Asia Books, 1996.
12. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Pearson, New Delhi, 2011
13. Satish Chandra, History of Medieval India, orient BlackSwan, 2007.
14. Sherwani H. K. and Joshi P.H.(ed) - History of Medieval Deccan (1295 - 1724 AD) Vol I, Hyderabad, 1973, Vol II, Hyderabad, 1974.
15. Srivastava A. L The Sultanate of Delhi (711 – 1526 AD), Agra, 1974.
16. Mehta J.L., Advanced study in the history of medieval India, sterling Publishers Pvt.Ltd.
17. Singh Meera, Medieval History of India, Vikas Publishing House Pvt.Ltd.
18. Mukhia Harbans, Perspectives on medieval history, Vikas Publishing House Pvt.Ltd.
19. Tarachand, Influence of Islam on Indian Culture, Delhi.
20. Mahajan V.D. History of India, Madras
21. Irfan Habib, Delhi Sultanate
22. Percy Brown - Art & Architecture, Islamic Architecture
23. Farooqui, A Compressive History of Medieval India, Pearson, Delhi.

**Marathi:**

1. Dr. Muhammad Ajam, Sufi Tatwadnyan : SwaproopAani Chintan, Padmagandha.
2. Chitnis K.N., MadhyayginBharatiyaSankalpanava Sanstha Bhag 1 te 4, Allrich Enterprises, Mumbai
3. Kulkarni V.V., Nevaskar Ashok MadhyayuginBharatachaItihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.
4. Phadnaik Chandrashekhar, PrachinvaMadhyayugin Bharat, Vidya Prakashan, Nagpur.
5. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, PhadakePrakashan, Kolhapur.
6. Sardesai G.S., MusalmaniRiyasat, Popular Prakashan, Mumbai.
7. Mate M.S., Chavan Kamal, MadhyayuginKalabharati, Continental Prakashan, Pune.
8. Athaley Vibha, PrachinvaMadhyayugin Bharat.
9. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
10. Dr. Kathare Anil, MadhyayuginBharatachaItihas, Prashant Publications, Jalgaon,2013
11. Acharya Apte, Madhyayugin Bharat.

**Hindi:**

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1 te 5, RajkamalPrakashan, New Delhi.
2. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 2, RajkamalPrakashan, New Delhi.
3. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 3, RajkamalPrakashan, New Delhi
4. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 4, RajkamalPrakashan, New Delhi
5. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 2, RajkamalPrakashan, New Delhi
6. Varma Harishchandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi MadhyamKaryanvay Nideshalaya, Delhi Vishwavidyala, Delhi.



**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**  
**Under the Faculty of Humanities**  
**Discipline Specific Elective Course (DSE-2A) - 3 Credit**  
**Semester -III-Glimpses of the Modern World - Part I**

**Learning Objectives:**

1. This paper is designed to introduce the students to the history of the Modern World with its socio-religious, political and economic developments.
2. It will enable students to study interesting historical developments in the countries other than India, which had a significant impact on almost all over the Modern World.
3. It will enable students to understand the significant impact of the modern concepts such as Renaissance, Nationalism, Communism, Imperialism, etc.
4. It will get students acquainted with the major revolutions, and political developments which led to the World War I and its consequences.

**Learning Outcomes:**

1. It will enable students to develop the overall understanding of the Modern World.
2. The students will get acquainted with the Renaissance, major political, socio-religious and economic developments during the Modern World.
3. It will enhance their perception of the history of the Modern World.
4. It will enable students to understand the significance of the intellectual, economic, political developments in the Modern World.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/  
e-learning

<b>Unit I. The Modern Age</b>	<b>6</b>
a) Renaissance - Background and Nature	
b) Religious Reforms Movement - Martin Luther King	
<b>Unit II. The Age of Revolutions</b>	<b>13</b>
a) The American Revolution - Causes and Consequences	
b) The French Revolution - Causes and Consequences	
c) The Industrial Revolution - Causes and Consequences	
<b>Unit III. Nationalism</b>	<b>13</b>
a) Unification of Italy	
b) Unification of Germany	
c) Japan - The Meiji Revolution	

- a) World War I - Causes and Consequences
- b) Paris Peace Settlement; League of Nations
- c) The Russian Revolution - Causes and Consequences

**Reference Book:**

**ENGLISH**

- 1.Carr E.H., International Relations between the two World Wars.
- 2.Corwall R.D.: World History in 20th Century, Longman, London, 1976.
- 3.Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi,2009.
- 4.Gooch V.P., History of Modern Europe.
- 5.Grant and Temperley, Europe in the 19th and 20 centuries.
- 6.Hazen, Modern Europe
- 7.Jain H. and K. Mathur, A History of the Modern World 1500 – 2000 A.D.,Jain Prakashan Mandir, Jaipur, 2014.
- 8.Rao B.V., World History (3rd edition) from early time to AD 2000, NewDawn Press INC, V.S.A. U.K.,India, 2006.

**मराठी**

- १ आचार्य धनंजय .,विसाव्या शतकातील जग ,श्री साईनाथ प्रकाशन ,नागपुर .
- २ कुलकर्णी .,देशपांडे ,आधुनिक जगाचा इतिहास ,(भाग १ व २ ,(स्नेहवर्धन प्रकाशन ,पुणे .
- ३ कुलकर्णी .,फडके ,आधुनिक युरोपचा इतिहास .
- ४ गो .कोलारकर शं .,आधुनिक युरोप .
- ५ गायकवाड .,कदम ,थोरात ,पाटील ,आधुनिक जगाचा इतिहास .
- ६ जी. जोशी पी .,विसाव्या शतकातील जगाचा इतिहास ,विद्या प्रकाशन ,नागपुर .
- ७ वैद्य सुमन .,आधुनिक जग , साईनाथ प्रकाशन ,नागपुर .
- ८वैद्य सुमन .,कोठेकर शांता ,आधुनिक जग , साईनाथ प्रकाशन ,नागपुर.

**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**  
**Under the Faculty of Humanities**  
**Discipline Specific Elective Course (DSE-2A) - 3 Credit**  
**Semester -III - History of East Asia**

**Learning Objectives:**

1. The course is designed to enable students to understand the history of Modern East Asia.
2. It will acquaint students with the notable events in contemporary Asia.
3. It will orient students to understand the economic transition in Asia during 20<sup>th</sup> century and the impact of all this on world politics.
4. It will enable students to understand the history of China and Japan.

**Learning Outcomes:**

1. It will enable students to develop the overall understanding of the Asian countries.
2. The students will get acquainted with the Communism in China & Imperialism of Japan.
3. It will enhance their perception of the developmental Policies of the Asian Countries.
4. It will enable students to understand the significance of China and Japan in the Modern World.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/  
e-learning

**Unit I: China: From Nationalism towards Communism. 10**

- a) Rise and Growth of Nationalism
- b) Yuan-ShiKai and Republic
- c) Chiang-Kai-Shek and National Government.
- d) Kuomintang-Communist Relation; Communist Revolution of 1949

**Unit II: Development and Foreign Policy of Communist China. 12**

- a) Agricultural Developments, Five Year Plan.
- b) Development in Science & Technology, Military
- c) Foreign Policy- India, and Taiwan

**Unit III: Japanese Imperialism. 11**

- a) Russia- Japan War (1904-05).
- b) Japan and the World War I.
- c) Washington Conference – Manchurian Crises.
- d) Japan and the World War II.

- a) General Mac Arthur and Reconstruction of Japan.
- b) Economic Development of Japan.
- c) Development in Science & Technology.

**Reference Books**

**English**

1. Bass Claud, Asia in The Modern World.
2. BernadL, Turkey Today, The Emergence of Modern Turkey.
3. Beasley W.G., The Modern History of Japan.
4. Buchana P.A., History of The Far East.
5. Choneaux, Jean – China – The Peoples Republic.
6. Fisher S.N., The Middle East.
7. North M., The History of Israel.

**मराठी :**

1. आंबेकर गो.वा ., आग्नेय आशियातील घडामोडी, साईनाथ प्रकाशन, नागपुर. .
2. देव प्रभाकर , आधुनिक चीनचा इतिहास (१८४०-१९५०) विद्या प्रकाशन, नागपुर.
3. देव पुजारी , पूर्व आशियाचा इतिहास – चीन व जपान, मंगेश प्रकाशन, नागपुर. .
4. गद्रे प्रभाकर , जपानचा इतिहास विद्या प्रकाशन, नागपुर. .
5. गाठाळ साहेबराव , आग्नेय आशियाचा इतिहास तीरुपति प्रकाशन, परभणि.
6. कुलकर्णी, देशपांडे , आधुनिक जगाचा इतिहास ,(भाग १ व २), स्नेहवर्धन प्रकाशन ,पुणे ..
7. गाठाळ एस .एस – आधुनिक चीनचा इतिहास (१८४० ते १९५०) तीरुपति प्रकाशन, परभणि.

## **Savitribai Phule Pune University, Pune**

**Proposed Syllabus in History for SYBA (Credit System) from the Academic Year 2020-2021**

**Under the Faculty of Humanities**

**Skill Enhancement Courses (SEC) – (2 Credits)**

**Notes:**

- 1. The University Grants Commission has made it compulsory for students to earn two credits from a Skill Enhancement Course (SEC) in each semester second year onwards.**
- 2. It is mandatory for the student to complete one Skill Enhancement Course (SEC) in each semester from Semester III to Semester VI.**
- 3. It must be noted that student has to choose any one of the four Skill Enhancement Courses (SEC) for each Semester.**
- 4. Each Skill Enhancement Course (SEC) will have two (2) credits only.**

**Skill Enhancement Course (SEC-1A) – (2 Credits)**

**Semester III- 1) Brahmi Script**

**Course Objectives:**

1. This paper is designed to introduce the students to the Brahmi Script, which is essential to understand the history of Early India.
2. It will enable students to read and understand the Brahmi Script and thus they will be able to
3. unfold Early Indian History.
4. It will get students acquainted with the primary sources such as Ashokan Pillars, some of the Buddhist texts, written in Brahmi script.

**Course Outcome:**

1. Students will learn to understand the Brahmi Script so as to understand important sources of the history of Early India.
2. They will be able to read and understand the Brahmi Script.
3. They will have an overall understanding of the history of Early India.

**Course Content:**

**Unit. I Brahmi Script Introduction**

**05**

- a) Difference between Language & Script.
- b) History of Brahmi script.
- c) Importance of Script

**Unit. II Brahmi Script** **10**

- a) Vowels
- b) Consonant
- c) Numbers

**Unit. III Types of Brahmi -** **10**

**Variations of strokes in various period**

- a) Ashokan (Maurya)
- b) Satavahana
- c) Kushana, Shaka
- d) Gupta etc.

**Unit IV. Types of inscription -Rock cut Inscriptions** **04**

- a) Copperplate
- b) Coins
- c) Manuscripts etc.

**Unit V. Research Opportunities** **01**

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**Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021**

**Under the Faculty of Humanities**

**Skill Enhancement Courses (SEC 1A) – (2 Credits)**

**Semester III- 2) Art and Architecture of Early India**

**(From 3000 B.C. to 12<sup>th</sup> Century A.D.)**

## **Course Objectives:**

1. This paper is designed to introduce the students to the emergence and development of art and architecture in early India.
2. It will enable students to understand the process of development of art and architecture in the early Indian history on the socio-religious and economic background.
3. It will get students acquainted with the emergence and changes in the styles of the art and architecture during the early India up to the 6<sup>th</sup> century B.C.E.

## **Course Outcome:**

1. Students will get an overall understanding of the emergence and development of the art and architecture in Early India.
2. They will understand the emergence of the Pottery, Terracotta figures, Ornaments, Town Planning, preparation of seals and coins.
3. They will have an understanding of the art and architecture in early India.

## **Course Content:**

### **Unit I Pre-Mauryan and Mauryan Art and Architecture 10**

- a) The Indus Valley: Urban Planning, Great Bath, Seals, Dancing Girl
- b) Mauryan Period: Stupa, Ashokan Pillars, Caves, Pottery, Coins

### **Unit II Post-Mauryan Art and Architecture 05**

- a) Rock-Cut Architecture
- b) Stupas, Chaityas, Vihars and Temples

### **Unit III Gupta and Harsha's Times 05**

- a) Gandhar Style
- b) Mathura Style
- c) Temples



- a) Rock-Cut Architecture: Ajanta, Ellora
- b) Temple Architecture: Nagar Style, Dravid Style.

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**Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021**

**Under the Faculty of Humanities**

**Skill Enhancement Courses (SEC-1A) – (2 Credits)**

**Semester III -3) Digital Documentation**

## **Course Objectives:**

1. This paper is designed to introduce the students to the Digital Documentation.
2. It will enable students to prepare files in various formats; to scan photos, documents and to edit videos, images.
3. It will get students acquainted with the process of online archiving.

## **Course Outcome:**

1. Students will get an overall understanding of the process of digital documentation.
2. They will learn to scan photos, documents and to edit videos, images.
3. They will be able to prepare documents in various digital formats.

## **Course Content:**

<b>Unit I Digital Document Creation</b>	<b>05</b>
a) File Formats and conversion	
b) Scanning any Physical Document	
c) Converting Text Image to Text File	
<b>Unit II Image and Video Editing</b>	<b>10</b>
a) Inserting Graphs, Charts, text into image	
b) Creating Flyers, audio books	
c) Trimming Video (at any ends)	
d) Sound editing of video (to mute, add sound, Music)	
e) Visual editing of Video (lights, content, slideshows)	
<b>Unit III Online Archiving</b>	<b>05</b>
a) Conceptual Understanding	
b) How Online Clouds work	
c) Data Security and Storage	

- a) Visiting a Historical Place and to Create a Video documentary
- b) Creating a Slideshow (with video/ audio editing) of any part of the syllabus
- c) Creating audio books of any favorite topic related to History

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## Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021

### Under the Faculty of Humanities

#### Skill Enhancement Courses (SEC 1A) – (2 Credits)

#### Semester III-4) Tourism Management

#### Course Objectives:

1. This paper is designed to introduce the students to Tourism Management.
2. It will get students acquainted with all the processes of Tourism Industry to work with great potential.
3. It will enable students to seek self-employment by starting their own tourism related business.

#### Course Outcome:

1. Students will get an overall understanding of the process of Tourism Management.
2. They will learn to work in the Tourism Management with great potential.
3. They will be able to seek self-employment by starting their own tourism related business.

#### Course Content:

<b>Unit I Tourism</b>	<b>05</b>
a) Definition and Nature of Tourism	
b) Important Components	
c) Topology of Tourism	
<b>Unit II Tourism recent trends</b>	<b>04</b>
a) Concept of Domestic and International Tourism	
b) Tourism Recent Trends.	
<b>Unit III Tourism as Industry</b>	<b>06</b>
a) Tourism as an Industry	
ii) Visitor, Tourist, Excursionist	
<b>Unit IV Tourism in India and Impact</b>	<b>10</b>
a) Growth and development of tourism in India	
b) Economics and Social impact	
c) Physical and environmental impact	
<b>Unit V Filed Trip and Report Writing</b>	<b>05</b>

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**Savitribai Phule Pune University, Pune**

**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**

**Under the Faculty of Humanities**

**Core Course-I (CC- 2C)**

**Semester -IV- History of the Marathas: (1707-1818) - 3 Credit**

**Learning Objectives:**

1. To understand changed nature of Maratha Polity during the Peshwa Period.
2. To examine the dynamics of Maratha Confederacy and reciprocity.
3. To examine role of Marathas and regionality in National politics of 18th Century India.
4. To study administrative system, society and economy of the Peshawa period

**Learning Outcome:**

1. Students will be able to analyze the Marathas policy of expansionism and its consequences.
2. They will understand the role played by the Marathas in the 18th century India.
3. They will be acquainted with the art of diplomacy in the Deccan region.
4. It will help to enrich the knowledge of the administrative skills and profundity of diplomacy.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/  
e-learning

**Unit-I: Consolidation and Expansion of the Maratha Power 12**

- a) Conflict between Maharani Tarabai and Chhatrapati Shahu Maharaj
- b) Rise of the Peshwas: Balaji Vishwanath- Chauthai and Sardeshmukhi
- c) Peshwa Bajirao I: South and North Expedition

**Unit-II: Strengthening of the Maratha Power 10**

- a) Peshwa Balaji Bajirao (Nanasaheb)
- b) Third Battle of Panipat: Causes and Consequences
- c) Causes of the defeat of the Marathas

**Unit-III: Post Panipat Revival and Downfall 11**

- a) Peshwa Madhavrao I
- b) Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis
- c) Downfall of Maratha Power

- a) Maratha Confederacy
- b) Economic Condition
- c) Society: Caste System and Position of Women

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2. Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957.
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**Under the Faculty of Humanities**

**Discipline Specific Elective Course (DSE-1B) - 3 Credit**

**Semester -IV-Medieval India: Mughal Period**

**Course objectives:**

1. Produce well researched written work that engages with both primary sources and the secondary literature.
2. To learn the Mughal ruler and incidents regarding Deccan policies.
3. To understand the analytical studies of Medieval South India
4. Maps- important centers in Mughal Empire under Akbar and Aurangzeb

**Course outcome:**

1. Draws comparisons between policies of different rulers.
2. Understanding Role of Akbar in the consolidation of Mughal rule in India.
3. Understand Aurangzeb's conflict with Rajputas, Maratha and weakening Mughals age.
4. Analyses factors which led to the emergence of new religious ideas and movements (bhakti and Sufi)

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/ Tests/Quiz/Maps/Field visit/ Group Discussion/ Seminar /use of e-learning

**Unit I: Foundation of Mughal Empire** **10**

- a) Sources of Historiography of Mughal Period
- b) Babur: The Foundation of Mughals Empire
- c) Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms

**Unit II: The Consolidation of the Mughal Empire** **15**

- a) Akbar: Extent of the Mughal Empire, Mansabdari System, Religious Policy
- b) Expansion: Deccan Policy of Jahangir and Shah Jahan
- c) The reign of Aurangzeb: Rajput Policy, Ahom conflicts, Sikh Policy, Deccan expeditions

**Unit III: Administrative systems** **10**

- a) Central and Provincial Administration
- b) Revenue System
- c) Judicial System, Military administration

#### **Unit IV: Economy, Society and Culture**

10

- a) Economy: Agriculture, trade and industry
- b) Society: Caste system, position of women, Bhakti and Sufi movement.
- c) Culture: Science and Technology.

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11. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, PhadakePrakashan, Kolhapur.
12. Sardesai G.S., MusalmaniRiyasat, Popular Prakashan, Mumbai.
13. Mate M.S., Chavan Kamal, MadhyayuginKalabharati, Continental Prakashan, Pune.
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3. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 3, RajkamalPrakashan, New Delhi
4. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 4, RajkamalPrakashan, New Delhi
5. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 2, RajkamalPrakashan, New Delhi
6. Varma Harishchandra (Sampa.), MadhyakalinBhar, Bhag 1, 750, 1540 Hindi  
MadhyamKaryanvayNideshalaya, Delhi Vishwavidyala, Delhi.

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**Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21**  
**Under the Faculty of Humanities**  
**Discipline Specific Elective Course (DSE-2 B) - 3 Credit**  
**Semester -IV-Glimpses of the Modern World - Part II**

**Learning Objectives:**

1. This paper is designed to introduce the students to the political history of the Modern World.
2. It will enable students to study remarkable historical developments in the various countries including India, which had a significant impact on almost all over the Modern World.
3. It will enable students to understand the significant impact of the modern concepts such as Dictatorship, Cold War, Nationalism, Communism, Imperialism, Polarization, etc.
4. It will get students acquainted with the major nationalist movements, the World War II and its consequences, the Cold War and its Consequences.

**Learning Outcomes:**

1. It will enable students to develop the overall understanding of the Modern World.
2. The students will get acquainted with the major nationalist movements, the World War II and its consequences, the Cold War and its Consequences.
3. It will enhance their overall perception of the history of the Modern World.
4. It will enable students to understand the significance of the strategic political developments in the Modern World.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/  
e-learning

**Unit I. Nationalist Movements in Asia and Africa** **12**

- a) Dr. Sun-Yet-Sen
- b) Mahatma Gandhi (Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement)
- c) Dr. Nelson Mandela

**Unit II. Rise of Dictatorship** **12**

- a) Italy - Mussolini
- b) Germany – Hitler
- c) Turkestan - Kemal Pasha
- d) Militarism in Japan

### Unit III. World War II and the Rise of World Power

10

- a) World War II - Causes and Consequences
- b) United Nations Organization - Structure and Functions
- c) The Rise of the World Powers – U.S.A. and U.S.S.R.

### Unit IV. Cold War and Third World

11

- a) Cold War: Causes, Nature and Course
- b) Third World: Non-Alignment Movement
- c) End of the Cold War and Disintegration of U.S.S.R.

### References:

#### English

1. Carr EH, International Relations Between the Two World Wars.
2. Corwall RD: World History in the 20th Century, Longman, London, 1976.
3. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi, 2009.
4. Gooch VP, History of Modern Europe.
5. Grant and Temporally, Europe in the 19th and 20th centuries.
6. Hazen, Modern Europe
7. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 AD, Jain Prakashan Mandir, Jaipur , 2014.
8. Rao BV: World History (3rd edition) from early time to AD 2000, New Dawn Press INC, VSA UK , India , 2006.

#### मराठी

१. आचार्य धनंजय , विसाव्या शतकातील जग , श्री साईनाथ प्रकाशन , नागपुर.
२. कुलकर्णी , देशपांडे , आधुनिक जगाचा इतिहास ,(भाग १ व २ ), स्नेहवर्धन प्रकाशन , पुणे.
३. कुलकर्णी , फडके , आधुनिक युरोपचा इतिहास.
४. कोलारकर शं. गो , आधुनिक युरोप.
५. गायकवाड , कदम , थोरात , पाटील , आधुनिक जगाचा इतिहास .
६. जोशी पी .जी , विसाव्या शतकातील जगाचा इतिहास , विद्या प्रकाशन , नागपुर .
७. वैद्य सुमन , आधुनिक जग , साईनाथ प्रकाशन , नागपुर .
८. वैद्य सुमन, कोठेकर शांता , आधुनिक जग , साईनाथ प्रकाशन , नागपुर.

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**Under the Faculty of Humanities**  
**Discipline Specific Elective Course (DSE-2 B) - 3 Credit**  
**Semester -IV- History of West Asia**

**Learning Objectives:**

1. The course is designed to enable students to understand the history of Modern East Asia.
2. It will acquaint students with the notable events in contemporary Asia.
3. It will orient students to understand the economic transition in Asia during 20<sup>th</sup> century and the impact of all this on world politics.
4. It will enable students to understand the history of West Asian countries.

**Learning Outcomes:**

1. It will enable students to develop the overall understanding of the West Asian countries.
2. The students will get acquainted with the modernization of Turkestan, Arab Nationalism and the Arab-Israel Conflict.
3. It will enhance their perception of the developmental policies of the Asian Countries.
4. It will enable students to understand the significance of the West Asian countries in the Modern World.

**Pedagogy:** Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/  
e-learning

**Unit I: Modern Turkestan.**

**12**

- a) Young Turkey Movement.
- b) Turkestan and World War I
- c) Kemal Pasha and Modernization of Turkestan.

**Unit II: Israel**

**12**

- a) Zionist Movement.
- b) Balfour declaration.
- c) Rise of Israel.
- d) Arab Israel conflict.

**Unit III: Rise of Arab Nationalism.****08**

- a) General Nasser and the Suez Crises.
- b) Saudi Arabia: Wahhabi Movement and Achievements of Ibn Saud.

**Unit IV: Iran and Iraq****13**

- a) Iran: Achievement of Reza shah Pahlavi
- b) Iran and World War II
- c) Oil Diplomacy
- d) Iraq: Rise of Rashid Ali
- e) Iraq- Iran Conflict
- f) Gulf War.

**Reference -****English books**

1. Bass Claud, Asia in the Modern World.
2. Bernad L, Turkey Today, The Emergence of Modern Turkey.
3. Beasley W.G., The Modern History of Japan.
4. Buchana P.A., History of The Far East.
5. Choneaux, Jean – China – The Peoples Republic.
6. Fisher S.N., The Middle East.
7. North M., The History of Israel.

**मराठी :**

1. आंबेकर गो.वा ., आग्नेय आशियातील घडामोडी, साईनाथ प्रकाशन, नागपुर. .
2. देव प्रभाकर , आधुनिक चीनचा इतिहास (१८४०-१९५०) विद्या प्रकाशन, नागपुर.
3. देव पुजारी , पूर्व आशियाचा इतिहास – चीन व जपान, मंगेश प्रकाशन, नागपुर. .
4. गद्रे प्रभाकर , जपानचा इतिहास विद्या प्रकाशन, नागपुर. .
5. गाठाळ साहेबराव , आग्नेय आशियाचा इतिहास तीरुपति प्रकाशन, परभणि.
6. जोशी पी .जी , विसाव्या शतकातील जगाचा इतिहास , विद्या प्रकाशन , नागपुर .
7. गाठाळ एस .एस – आधुनिक चीनचा इतिहास (१८४० ते १९५०) तीरुपति प्रकाशन, परभणि.



**Savitribai Phule Pune University, Pune**

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**Under the Faculty of Humanities**

**Skill Enhancement Course (SEC 2B) – (2 Credits)**

**Semester IV- 5) Modi Script**

**Course Objectives:**

1. This paper is designed to introduce the students to the Modi Script.
2. It will get students acquainted with details of the Modi Script.
3. It will enable students to understand Maratha History in detail.

**Course Outcome:**

1. Students will get an overall understanding of the Modi Script.
2. They will be able to know the history of the Marathas.
3. They will be able to read and write in Modi Script.

**Course Content:**

<b>Unit.I Modi Script Introduction</b>	<b>10</b>
Modi Script – Writing & Reading	
i) Vowels	
ii) Consonant	
iii) Numbers	
<b>Unit.II A. Kalaganana –</b>	<b>06</b>
i) Hindu	
ii) Muslim	
<b>B. Anewari Reghi Hisheb</b>	<b>04</b>
<b>Unit. III Reading practice</b>	<b>06</b>
i) Short Forms	
ii) Farasi words	
<b>Unit. IV Archives &amp; Types of Documents, Research Opportunities</b>	<b>04</b>

## Reference books:

1. Modi Lipi- Prashikshan va Saraavpustika, Maharashtra Purabhilekhagar Sanchalanalaya, Govt. of Maharashtra, 2007,2008, 2012
2. Prachin Bharatiy Lipimala, OzhaGaurishankar H. MunshiramManoharlaal Publi., New Delhi, 1918.
3. The Palaeography of India, OzhaGaurishankar H. MunshiramManoharlaal Publi., New Delhi,1918.
4. Mod VachanAaniLekhan ,Valinbe Ganesh R., DhavalePrakashana, Mumbai, 1951, 1953, 2005,2009
5. Bharatiya Lipinche Maulik Eakarup – Pandit GanapatishastriHebbar published by Maharashtra Rajya Sahitya Ani Sanskruti Mandal.1988
6. Chala Shikuya Modi Aapan., Mhatre Krushnaji, Modi LipiShikshan Mandal, Mumbai, 1993, 2003,2009
7. Sahaj sopi Modi Lipi, Tilak Shreekrushna L., Vyasa creation, Thane
8. Sopi Modi Patre, Lawate Mandar & Soman Bhasvati, Adijit Pub. Pune, 2013
9. Shivachhatrapatinche Patre, Vol. I & II, Kulkarni Anuradha, Param Mitra, 2011
10. Modi Lipi , Mali Navinkumar,
11. Tumhich Modi Shika, Kulkarni M.R. , Diamond Publi, Pune

# **Savitribai Phule Pune University, Pune**

**Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021**

**Under the Faculty of Humanities**

**Skill Enhancement Courses (SEC 2B) – (2 Credits)**

**Semester IV-6) Medieval Indian Arts and Architecture (1206 To 1857)**

## **Course Objectives:**

1. This paper is designed to introduce the students to the Art and Architecture during the Medieval India.
2. It will enable students to understand the impact of the Persia on the Mughal Art and Architecture.
3. It will get students acquainted with the development of Indo-Persian style of Painting.

## **Course Outcome:**

1. Students will get an overall understanding of the development of the Medieval Art and Architecture.
2. They will understand the changing patterns of the Art and Architecture during the Medieval India.
3. They will have an understanding of the impact of Persian Art on Islamic Art and Architecture in Medieval India.

## **Course Content:**

### **Unit I Sultanate Art & Architecture 10**

- a) Arcuate Technique (Arches domes)
- b) Qubbat-ul-Islam Mosque
- c) Tomb of Iltumish
- d) Qutbminar
- e) Alai Darwaza

### **Unit II Deccan Art & Architecture 05**

- a) Bahamani
- b) Vijaynagar (Hampi)

### **Unit III Sur Art & Architecture**

**03**

- a) Qila-i-Kuhna Mosque
- b) Tombs (Hasan Sur and Sher Shah)

### **Unit IV Mughal Art & Architecture**

**12**

- a) Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahor forts
- b) Jahangir: Sikandara, Tomb of Itmad-ud-Daula
- c) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid
- d) Mughal Paintings
- e) Regional Art & Architecture

### **Reference Books:**

- 1) Percy Brown: Indian Architecture (Islamic period), Mumbai 1997
- 2) Percy Brown: Indian Painting, New Delhi, 1965
- 3) R.Nath : History of Sultanate Architecture, Delhi, 1978
- 4) Catherine B. Asher: The New Cambridge History of India, Mughal Architecture.
- 5) Satish Grover: The Architecture of India (Islamic Period) Delhi, 1981
- 6) Ebba Koch: The Mughal Architecture: An outline of its History and Development, Primus Books, Delhi, 2014
- 7) S.P.Verma : Art and Material Culture in the Paintings of Akbars Court, Delhi 1978
- 8) K.Khandalwal : Documents on Indian Painting, Bombay 1969
- 9) M.C.Beach : The Cambridge History of India :Mughal and Rajput Paintings, Cambridge University Press 1992
- 10) Surendra Sahai : Indian Architecture, Islamic period
- 11) Z.A.Desai : Indo-Islamic Architecture, Publication Division, Ministry of Information and Broadcasting, Govt. of India ,Delhi 1970
- 12) Daljeet : Mughals and Deccan Paintings, From the collection of National Museum, New Delhi 1999
- 13) Ziauddin Desai : Indo-Islamic Architecture, Delhi 1970
- 14) Subhash Parihar : Some aspect of Indo-Islamic Architecture, Delhi 1999
- 15) Abha Narain Lambah & Alka Patel : The Architecture of the Indian Sultanates, Marg publication, 2006

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**Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021**

**Under the Faculty of Humanities**

**Skill Enhancement Courses (SEC) – (2 Credits)**

**Semester IV- 7) Popular Indian Culture**

## **Course Objectives:**

1. This paper is designed to introduce the students to the Popular Culture in India.
2. It will enable students to understand Visual Arts, Performances, Audio-Visual expressions, Fairs, Festivals and Rituals.
3. It will get students acquainted with the development of Popular Indian Culture.

## **Course Outcome:**

1. Students will get an overall understanding of the the Popular Culture in India.
2. They will understand the Visual Arts, Performances, Audio-Visual expressions, Fairs, Festivals and Rituals.
3. They will have an understanding of the importance of Popular Indian Culture.

## **Course Content:**

### **Unit I Introduction: 04**

- a) Definition Popular Culture
- b) Popular Culture and High Culture

### **Unit II Visual Expressions and Performance: 06**

- a) Visual Expressions - Folk Art Calendar Art Photography
- b) Performance – Theatre, Music, Folktales, Songs, Swang and Nautanki

### **Unit III: Audio-Visual Expression: 10**

- a) Indian Cinema, Television and Internet
- b) Influence of National Struggle for Independence (1930s & 1940s)
- c) Idealized Nationalism (1950s)
- d) Disillusionment and Anti-Establishment Mood (1970s & 1980s)
- e) Impact on Social Media

- a) Disentangling Mythological Stories
- b) Patronage
- c) Regional Variations

**A visit to an exhibition/fair/festival is an essential part of this course.**

**Reference Books:**

1. Dissanayake, W. and K.M. Gokul Singh. *Indian Popular Cinema*. London: Trentham Books, 2004.
2. Oberoi, P. *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi, 2009.
3. Princy, C. *Camera Indica: The Social Life of Indian Photographs*. Chicago, 1998.
4. Storey, J. *Cultural Theory and Popular Culture*. London, 2001.
5. Rag, P. *Dhuno ke Yatri*, New Delhi: Rajkamal, 2006.
6. Ramanujan, A.K. *Folktales from India: A Selection of Oral Tales From Twenty-two Languages*. USA: Random House, 1997. (Introduction)
7. Ramaswamy, V. "Women and the 'Domestic' in Tamil Folk Song." In *From Myths to Markets: Essay on Gender*, edited by Kumkum Sangari and Uma Chakravarti. Shimla: Manohar and Indian Institute of Advanced Study, 1999.
8. Singh, L., ed. *Theatre in Colonial India: Playhouse of Power*. New Delhi: OUP, 2009.

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**Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021**

**Under the Faculty of Humanities**

**Skill Enhancement Courses (SEC 2B) – (2 Credits)**

**Semester IV- 8) Travel Agency and Tour Business**

## **Course Objectives:**

1. This course is designed to create awareness about Travel Agency, Education and Job opportunities among the students.
2. It aims in training students on both Theory and Practical aspect and Travel Agency and creating professionals for tourism industry.
3. It will enable student to seek self-employment by starting their own Travel Agency related to business.

## **Course Outcome:**

1. The students will understand the details of the business of Travel Agency.
2. They will be trained on both Theory and Practical aspect and Travel Agency and creating professionals for Tourism Industry.
3. It will enable student to seek self-employment by starting their own Travel Agency related to business.

## **Course Content:**

**Unit I. Concept of Travel Agency** **06**

- a) Definition of travel agency
- b) Main function of travel agency
- c) Organizational Structure of a travel agency

**Unit II. Role of Travel Agent** **08**

- a) Types of Travel Agents
- b) Responsibilities of Travel Agent
- c) Procedure for Travel Agent and Tour Operators in India
- d) Online Travel Agency

**Unit III. Role of Travel Agency****10**

- a) Role of Indian Airlines, Indian Railway
- b) Role of different Tour Companies
- c) Tour Packages and Accommodation

**Unit IV. Field Visit and Report Writing****06****Reference Books:**

1. Foster D.L. The Business of travel agency Operation and tour Management
2. Merissen Jome W, Travel Agent and Tourism
3. Howel David H, Principals and Methods of Scheduling Reservations
4. J.M.S. Negi., Travel Agency & Tour Operations
5. Agarwal Surinder, Travel Agency Managements
6. Bhatia A.K, Professional Travel Agency Management
7. Bhatia A.K, Tourism Development
8. Pran Nath Seth (1997), 'Successful Tourism Management', Vikas Publishing House (P) Ltd., New Delhi, pp. 329..
9. Willaim Cordve, Travel in India
10. National Publisher ,The World of Travel
11. Stephen F. Witt and Luiz Moutinho (1995), 'Tourism Marketing and Management Hand Book', Prentice Hall, London, pp 3.
12. Webstar Susan, Group Travel Operating Procedure
13. Roger Carter (1990), 'Tourism – Exercise and Activities', Hodder & Sloughton, London.
14. Sharma K.K. (1991), 'Tourism in India', Classic Publishing House, New Delhi.



