



# **Tuljaram Chaturchand College, Baramati**

*Autonomous College*

*Three years degree programme in Geography*

(Faculty of Science and Technology)

*Revised Syllabus for*

**F.Y.B.A. Geography Sem. I**

For Tuljaram Chaturchand College, Baramati

**Choice Based Credit System Syllabus**

**To be implemented from Academic Year 2019-2020**

# Tuljaram Chaturchand College, Baramati

*Autonomous College*

## Board of Studies in Geography

From 2019-20 To 2021-22

Sr. No.	Name of Member	Designation
1.	<b>Dr. Asaram S. Jadhav</b> Head & Assistant Professor, Department of Geography, T. C. College, Baramati.	Chairman
2.	<b>Dr. Arun S. Magar,</b> Assistant Professor, Department of Geography, T. C. College, Baramati	Internal Member
3.	<b>Mr. V. H. Madane</b> Assistant Professor, Department of Geography, T. C. College, Baramati	Internal Member
4.	<b>Mr. Vinayak D. Chavan</b> Assistant Professor, Department of Geography, T. C. College, Baramati	Internal Member
5.	<b>Mr. Prashant A. Shinde</b> Assistant Professor, Department of Geography, T. C. College, Baramati	Internal Member
6.	<b>Ms. Nayan D. Zagade</b> Assistant Professor, Department of Geography, T. C. College, Baramati	Internal Member
7.	<b>Dr. Amit Dhorade</b> Professor, Department of Geography, Savitribai Phule Pune University, Pune.	External Member Vice-Chancellor Nominee
8.	<b>Dr. Avinash Kadam</b> Associate Professor, Department of Earth Science, Sant Gadagebaba University, Nanded	External Member from other University
9.	<b>Dr. T. P. Shinde</b> Head & Associate Professor, Dept. of Geography, Mudhoji College, Phaltan	External Member from other University
10.	<b>Dr. Ramesh Nanware</b> President, Geo- Solution PVT. LTD. Pune	Industrialist
11.	<b>Dr. Jawahar L. Chaudhari</b> Associate Professor, Department of Geography, M. S. Kakade College, Someshwarnagar, Baramati.	Meritorious Alumni

**Program Outcomes (POs) for B.A Programme**

PO1	<b>Research-Related Skills:</b> Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.
PO2	<b>Effective Citizenship and Ethics:</b> Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO3	<b>Social competence:</b> Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	<b>Disciplinary Knowledge:</b> Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO5	<b>Personal and professional competence:</b> Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	<b>Self-directed and Life-long learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological change.
PO7	<b>Environment and Sustainability:</b> Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PO8	<b>Critical Thinking and Problem solving:</b> Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.

## Choice Based Credit System Syllabus

To be implemented from Academic Year 2019-2020

## GEOGRAPHY

Class	Pattern	Semester	Course Code	Course Title	Course Type	No. of Credits
<b>First Year</b>						
Class	Implement year	Semester	Course Code	Title	Theory/ Practical	Credits
F.Y.B. A	2019	I	GEO 1101	Physical Geography	Theory	03
		II	GEO 1201	Human Geography	Theory	03
<b>Second Year</b>						
<b>Semester III</b>						
S.Y.B.A.	2020	III	GEO2301	Environmental Geography I	Theory	03
			GEO2302	Geography of Maharashtra - I	Theory	03
			GEO2303	Practical Geography – I (Scale and Map Projections)	Practical	04
<b>Semester IV</b>						
S.Y.B.A.	2020	IV	GEO 2401	Environmental Geography II	Theory	03
			GEO 2402	Geography of Maharashtra – II	Theory	03
			GEO 2403	Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)	Practical	04
			PR-1	Project-1	Field Project	04
<b>Third Year</b>						
<b>Semester V</b>						
T.Y.B.A.	2021	V	GEO 3501	Geography of Tourism-I	Theory	03

			GEO 3502	Physical Geography of India	Theory	03
			GEO 3503	Practical in Map Reading and Map Preparation	Practical	04
<i>Semester VI</i>						
T.Y.B.A.	2021	VI	GEO 3601	Geography of Tourism-II	Theory	03
			GEO 3602	Human Geography of India	Theory	03
			GEO 3603	Practical in Statistical Techniques	Practical	04
			PR-2	Project-2	Field Project	04

## F.Y.B.A. Geography, Syllabus for Semester- I

**Subject:** Physical Geography**Subject Code:** GEO 1101**No. of Credits:** 03**Learning Objectives:**

1. To describing the elements comprising the Earth System.
2. To grasping the Plate Tectonic Theory and its related characteristics.
3. To investigating the geographic distribution of significant Earth landforms.
4. To acquiring knowledge of the weathering process and the formation of soil.
5. To comprehending the Earth System's hydrological cycle and its significance.
6. To elaborating on the factors that impact the development of ocean currents.
7. To recognizing and examining local landforms and weather phenomena.

**Learning Outcomes:**

Upon completing the course, students will:

1. Gain an understanding of contemporary issues in Human Geography, particularly those focused on population and agriculture.
2. Be able to identify and elucidate the characteristics and functions of each component within the Earth System.
3. Provide explanations for the processes and features associated with plate tectonics, including divergent boundaries, convergent boundaries, transform boundaries, and related geological phenomena.
4. Demonstrate the ability to identify and categorize major landforms on Earth, encompassing mountains, plains, plateaus, valleys, and deserts.
5. Articulate the stages and factors influencing soil formation, incorporating considerations of parent material, climate, organisms, topography, and time.
6. Develop an understanding of the hydrological cycle's role in redistributing water on Earth and sustaining global water balance.
7. Conduct analyses on the impact of ocean currents on global climate patterns, marine ecosystems, and the transport of heat around the Earth.

## Topics and Learning points

<p><b>Unit – 1: Introduction to Physical Geography</b></p> <p>1.1 Definition of Physical geography  1.2 Nature and Scope of Physical Geography  1.3 Branches and Importance of Physical Geography  1.4 Introduction to the Earth system (Lithosphere, Atmosphere, Biosphere and Hydrosphere)</p>	<b>Lectures</b>  <b>12</b>
<p><b>Unit – 2:Lithosphere</b></p> <p>2.1 Interior of the earth  2.2 Wagner’s Continental Drift Theory  2.3 Plate Tectonic Theory  2.4 Weathering and Erosion- Types of weathering, Agents of Erosion</p>	<b>12</b>
<p><b>Unit – 3: Atmosphere</b></p> <p>3.1 Structure and Composition of the atmosphere  3.2 Heat and Temperature- Distribution, Controlling factors  3.3 Pressure and wind belts, Factors affecting pressure and wind  3.4 Types of Precipitation- Orographic, Convectional and Frontal</p>	<b>12</b>
<p><b>Unit – 4: Hydrosphere</b></p> <p>4.1 Hydrological cycle  4.2 General structure of ocean floor  4.3 Waves and Tides</p>	<b>12</b>
<p><b>Unit – 5: Field Visit</b></p> <p>One day field visit for observations and identification of landforms and weather.</p>	

## **References:**

- 1) Clyton K., (1986), Earth Crust, Adus Book, London.
- 2) Davis W. M., (1909), Geographical Essay, Ginnia Co.
- 3) Dayal P., (1996), Text Book of Geomorphology, Shukla Book Depot, Patna.
- 4) Kale V.S. and Gupta A., (2015), Introduction of Geomorphology, University Press, PVT Kolkata.
- 5) Lal, D. S.(1998): 'Climatology', Chaitanya Publishing House, Allahabad
- 6) Kale V.S. and Gupta A., (2001), Elements of Geomorphology, Oxford Univ. Press.  
Monkhouse, (1951), Principle of Physical Geography, McGraw Hill Pub – New York.
- 6) Pitty A. F., (1974), Introduction to Geomorphology, Methuen London.
- 7) Singh Savindra, (2000), Physical Geography, Prayag Pustak Bhavan, 20-A, University Road, Allahabad – 211002.
- 8) Steers J. A., (1964), The Unstable Earth Some Recent Views in Geography, Kalyani Publishers, New Delhi.
- 9) Swaroop Shanti, (2006), Physical Geography, King Books, Nai Sarak, Delhi –110006.
- 10) Wooldridge S. W. and Morgan R. S., (1959), The Physical Basis of Geography and Outline of Geomorphology, Longman Green and Co. London.
- 11) Chaudhari J. L (2013) Physical Geography



## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** F.Y.B.A.

**Subject:** Geography

**Course:** Physical Geography

**Course Code:** GEO 1101

**Weightage:** 1= Weak or low relation , 2= Moderate or partial relation, 3= Strong or direct relation

Program Outcomes (POs)								
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				2				
CO 2						3		
CO 3				2				
CO 4			2			2		
CO 5				3				
CO 6						2		
CO 7				2				

### Justification for the mapping

#### **PO 3: Social Competence:**

CO4- Encouraging awareness, sustainable practices, and policies that preserve and enhance these components of the Earth system can positively influence social competence by creating a stable, healthy, and inclusive environment for human societies to thrive.

#### **PO4 : Disciplinary Knowledge:**

CO1- By studying these Earth system components and their characteristics, individuals gain interdisciplinary knowledge that can be applied across various scientific fields and industries. Understanding the interconnectedness of these systems encourages a holistic approach to problem-solving and innovation. For instance, knowledge of atmospheric science can influence agricultural practices; understanding the hydrosphere can aid in urban water management, and insights into the biosphere can lead to advancements in medicine and sustainable resource utilization.

CO3- Understanding the characteristics, formation processes, and geographical distribution of these major landforms contributes to disciplinary knowledge in various fields, including geology, geography, environmental science, ecology, agriculture, and engineering. It aids in resource management, land-use planning, environmental conservation, and the development of sustainable practices for a variety of human activities.

CO5- Understanding the role of the hydrological cycle fosters interdisciplinary collaboration among these fields. It facilitates the development of models, technologies, and policies aimed at sustainable water management, addressing water scarcity, ensuring water quality, and adapting to changing environmental conditions. Additionally, this knowledge contributes to global efforts in addressing water-related challenges and promoting resilience in the face of climate change.

CO7-Observing and analyzing local weather features across these disciplines contribute to a comprehensive understanding of the Earth's systems. It fosters collaboration, aids in the development of predictive models, supports decision-making in various sectors, and enables society to adapt to and mitigate the impacts of changing weather patterns and climate conditions.

**PO6: Self-directed and Life-long learning:**

CO2- Overall, understanding plate tectonics fosters a curiosity-driven approach to learning. It encourages individuals to explore interconnected scientific fields, engage in ongoing research,

and continuously expand their knowledge about Earth's dynamic processes and their impacts on the planet's surface and inhabitants.

CO4- By exploring the stages and factors of soil formation, individuals engage in self-directed learning by integrating knowledge from multiple disciplines. They discover the interconnectedness of geology, biology, climatology, ecology, and geography in understanding soil formation processes. This encourages continuous learning, fostering a deeper appreciation for the complexities of soil ecosystems and their importance in sustaining life on Earth.

CO6- By exploring the role of ocean currents in various aspects of Earth's systems, individuals engage in self-directed learning that integrates knowledge from multiple scientific disciplines. They discover the interconnectedness of meteorology, oceanography, ecology, climatology, and marine sciences in understanding the complexities of ocean circulation and its profound effects on climate, ecosystems, and global heat distribution. This encourages continuous learning, fostering a deeper understanding of the dynamic interactions shaping our planet's environment.