Tuljaram Chaturchand College, Baramati

Autonomous College

Three years degree programme in Geography

(Faculty of Science and Technology)

Revised Syllabus for

T.Y.B.A. Geography Sem VI

For Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus

To be implemented from Academic Year 2021-2022

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To be implemented from Academic Year 2021-2022

T. Y. B. A. GEOGRAPHY

Semester	Code No.	Paper Title
V	GEO 3501	Geography of Tourism-I
	GEO 3502	Physical Geography of India
	GEO 3503	Practical in Map Reading and Map Preparation
VI	GEO 3601	Geography of Tourism-II
	GEO 3602	Human Geography of India
	GEO 3603	Practical in Statistical Techniques

Programme outcomes (Pos) (BA Geography):

PO.1. Ability of Problem Analysis: Student will be able to analyse the problems of physical as wellas cultural environments of both rural and urban areas. Moreover, they will try to find out the possiblemeasures to solve those problems.

PO.2. Conduct Social Survey Project: They will be eligible for conducting social survey project, which is necessity for the assessment of development status of a particular group or section of the society.

PO.3. Individual and teamwork: Works effectively as an individual and as a member or leader in diverse teams and in multidisciplinary settings.

PO.4. Application of modern instruments: Students will be able to apply various modern instrumentsfor data collection and field survey.

PO.5. Application of GIS and modern Geographical Map Making Techniques: Students will learn how to prepare map based on GIS by using the modern geographical map-making techniques.

PO.6. Critical Thinking: Students will able to understand and solve the critical problems of physicaland cultural environment.

PO.7. Development of Observation Power: As a student of Geography, they will be capable to develop their observation power through field experience and in future, they will be able to identifythe socio-environmental problems of a locality.

PO.8. Development of Communication Skill and Interaction Power: After the completion of the course, they will be efficient in their communication skill as well as power of social interaction.

PO.9. Effective Citizenship: Demonstrate empathetic social concern and equity centred national development and the ability to act with an informed awareness of issues and participate in civic lifethrough volunteering.

PO.10. Enhancement of the ability of Management: Demonstrate knowledge and understanding of the management principles and apply these to their own work, as a member and leader in a team, to manage projects. They will perform effectively as an individual, and as a member or leader in diverseteams, and in multidisciplinary settings.

PO.11. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions and accept responsibility for them.

PO.12. Understand Environmental Ethics and Sustainability: Understand the impact of the acquiredknowledge in societal and environmental contexts and demonstrate the knowledge of need for sustainable development.

PO.13. Self-directed and Life-long Course: Acquire the ability to engage in independent and life- long Course in the broadest context social, environmental and technological changes.

PO.14. Presentation Skill: Students are being able to understand and write effective reports and design credentials, make effective demonstrations, give and receive clear instruction.

T.Y.B.A. Geography (G3),Syllabus for Semester VI

Subject: Tourism Geography-II

Subject Code: GEO3601 **No. of Credits:**03

Course Objectives:

1. To know the impacts of tourism.
2. To aware the students with the utility and application of Tourism
3. To understand Tour planning and Skill development.
4. To understand the impact of Physical and Human Environments on tourism.
5. To learn the tourism potentials in various continents.
6. To develop skills in geographical analysis, including mapping and data presentation.
7. To investigate the principles of tourism planning and policy.

Course Outcomes:

After the completion of the course, Students will be able to-

1. Students will understand various impacts of tourism.
2. Students will know various tourist places of the world
3. Students will able to plan tours.
4. Student will be able to define and explain key concepts related to tourism.
5. Student will be able to analyze factors influencing tourist behaviour.
6. Student will be able to develop skills in spatial analysis, such as mapping.
7. Student will be able to explore strategies for promoting sustainable tourism practices.

TopicsandCoursepoints

Unit – 1: Impactof Tourism 1.1 EnvironmentalImpact i. Land Degradation ii. Pollution – Land, Water, Air iii. Loss of Plants iv. Loss of Wild Animals and Birds 1.2 Economic Impacts i. Tourism as an Economic Activity ii. Effect on foreign Exchange iii. Employment generation iv. Increase of Land Values v. Increase of Trading Activity vi. Increase of Govt. Revenues vii. Growth of infrastructure development 1.3 Social and Cultural Impact i. New colonialism ii. Crime iii. Religion iv. Language v. Health vi. Traditional Arts	**Lectures** **12**
Unit – 2: Tourism potentials and Attraction 2.1 Continent wise tourism Potential and attractions 2.2 Tourism Potential and Attractions in India i. Physical ii. Cultural iii. Historical	**12**

iv. Religious 2.3 Impact of Environmental and Biological Disaster on Tourism	
Unit – 3: Local Tourism 3.1Concept and need of local tourism 3.2 Introduction to local tourist places 3.3 Potential of local tourism and available infrastructure 3.4 A case study of local tourism i. Pune District ii. BaramatiTahsil	**12**
Unit- 4: Tour planning and Skill development 4.1 Basic skills in Tour Planning i. Communication ii. Time Management iii. Online booking iv. Net banking 4.2 Framing the tour plan (Itinerary) i. Destination and Route ii. Duration iii. Budget (Costing) iv. Insurance 4.3 Promotion of tourism i. Broachers ii. Social media iii. Television iv. Newspaper and Magazines 4.4 International Tour Planning i. Need, types and required documents for passport and visa ii. International Date Line, Time difference, GMT and Indian Standard Time 4.5 Travel agencies in India	**12**

ReferenceBooks&Websites:

1. RobinsonH.(1996):AGeographyofTourism
2. BhatiaA.K.,SterlingPublisherLtd.,NewDelhi:TourismDevelopment,PrinciplesandPractices
3. S.N.Singh(1985):GeographyofTourismand Recreation
4. DouglasPearce(1987)TourismToday:A GeographicalAnalysis:
5. MathisesonA.andWallC,Logman,U.K:Tourism:EconomicPhysicalandSocial Impact:
6. ManojDasIndia:AtouristParadise
7. ManeetKumarTourismToday:AnIndianPerspective
8. Hudman L.E.GeographyofTravelandTourism
9. SethP.N(1985)SterlingPublisherLtd.,New DelhiSuccessfulTourismManagement
10. SmithS.L.J :TourismAnalysis
11. GuptaV.K:Tourismof India
12. KaulR.N,SterlinePublisherLtd:DynamicsofTourism
13. ShindeS.B,PhadkePrakashanaKolhapur2:GeographyofTourism

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. **Subject:** Geography

Course: Geography of Tourism **Course Code:** GEO3601

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				
CO 5				2				
CO 6						2		
CO 7			3					

PO3: Social competence and communication skills:

CO2- Incorporating activities related to tourist places into the curriculum can be an effective way to not only impart knowledge but also to enhance the social and communication skills crucial for students' personal and professional growth**.**

CO7- By immersing students in discussions and activities related to sustainable tourism practices, educators can empower them to become more socially competent individuals with refined communication skills, equipped to address real-world challenges in a responsible and informed manner.

PO4: Disciplinary Knowledge:

CO1- By exploring the diverse impacts of tourism across various disciplines, students can develop a multidisciplinary perspective, integrating knowledge from different fields to comprehend the complexities and interconnections associated with this global industry.

CO4- By comprehending and explaining these key concepts, students not only gain knowledge specific to tourism but also develop a broader understanding of how different disciplines intersect within the context of the tourism industry. This interdisciplinary approach enhances their overall disciplinary knowledge and fosters a holistic understanding of tourism's complexities.

CO5- By analyzing these multidimensional factors that influence tourist behavior, students gain a deeper understanding of the interconnectedness of various disciplines within the context of the tourism industry. This approach fosters a holistic perspective and encourages the integration of knowledge from diverse fields to comprehend the complexities of tourist behavior.

PO6: Self-directed and Life-long Course:

CO3- Encouraging students to take the initiative in planning tours not only provides practical skills but also instills a sense of responsibility and independence, preparing them for future challenges and fostering a mindset of lifelong Course.

CO6- By encouraging students to engage in spatial analysis and mapping activities, educators empower them to become self-directed learners, fostering a passion for geographic exploration and a commitment to lifelong Course.

T.Y.B.A. Geography(S3), Syllabus for Semester VI

Subject: Human Geography of India

Subject Code: GEO3602 **No. of Credits:**03

Course Objectives:

1. To introduce basic concepts in population studies
2. To understand population in terms of their spatial distribution pattern
3. To understand economic development, demographic and social change.
4. To introduce demographic, social and cultural attributes.
5. To introduce the cultural diversity of India.
6. To learn the patterns of population distribution, growth, and migration in India.
7. To learn the geographical patterns of economic activities, industries, and employment in India,

Course Outcomes:

After the completion of the course, Students will be able to-

1. Understand the Population distribution of India.
2. Demonstrate critical thinking in evaluating historical background for migration, Population and their distribution.
3. Understand impact of agriculture, Industries, Minerals on the Indian economy.
4. Analyze the human (migration, Population, Industries, Agriculture, Minerals) contexts of India in order to recommend policies aimed at social change.
5. Understand the agricultural practices, land use patterns, and livelihoods of rural communities in different regions of India.
6. Analyze social movements and changes in India.
7. Examine gender roles, relationships, and issues in Indian society, exploring their influence on human geography.

TopicsandCoursepoints

Unit – 1: Population 1.1 Sources of population data 1.2 Population Growth and Distribution 1.3 Population Dynamics i. Fertility ii. Mortality iii. Migration 1.4 Population Composition and Characteristics i. Age ii. Sex iii. Literacy iv. Rural and Urban Composition v. Occupational vi. Religious vii. Linguistic	**Lectures** **12**
Unit – 2: Settlement 2.1 Types and Patterns of Rural Settlement 2.2 Urban Development 2.3 Functional Classification of Indian Cities 2.4 Settlement hierarchy 2.5 Slums and Associated Problems 2.6 Concept of Smart City 2.7 Problems of Urbanization and Remedies	**12**

Unit – 3: Agriculture 3.1 Significance of Agriculture in Indian Economy 3.2 Major Crops: Rice, Wheat, Sugarcane and Cotton Green Revolution 3.3 White Revolution 3.4 Blue Revolution 3.5 Livestock Resources 3.6 Tissue Culture & Horticulture 3.7 Important Government Schemes	**12**
Unit – 4: Industries 4.1 Importance of Industries in Indian Economy 4.2 Agro Based Industries: Location, Factors, Distribution, Production i. Cotton Industries ii. Sugar Industries iii. Jute Industries 4.3 Mineral Based Industries: Location, Factors, Distribution, Production i. Iron and Steel Industries ii. Aluminium Industries 4.4 Fertilizers Industries 4.5 Automobile Industries 4.6 New Industrial Policies 4.7 Special Economic Zone	**12**

ReferenceBooks&Websites:

1. Bhende A. and Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing
2. Jones, H. R., 2000: Population Geography, 3rd ed. Paul Chapman, London.
3. Maurya S D (2009) Jansankya Bhugol, Sharda Putak Bhawan, Allahabad
4. Singh, R.L.(ed.): India: A Regional Geography. National Geogphical Society. India, Varanasi, 1971.
5. Patil S. G., Suryawanshi R. S., Pacharne S., Choudhar A. H. : Economic Geography, Atharav Prakashan, Pune. (2014) (Marathi).
6. Aher A. B. ,Arekar R.: Commercial Geography, AtharavPrakashan, Pune. (2013) (Marathi).
7. Datt & Sunderm: Indian Economy (2014)
8. Dubey R. N. : Economic Geography Of India
9. Tirtha, Ranjit. : Geography of India, Rawat, Jaipur, 1996.
10. PijushkantiSaha&ParthaBasu(2007):Advanced PracticalGeography,BooksandAllied(P)Ltd.,Kolkata.
11. Heywood,I.,Cornelius,S.andCarver,S.(2011)AnIntroductiontoGeographicalInformationSystems.PrenticeHall,FourthEdition.
12. Majid H., (2013): Geography of India, Tata Mcgraw Hill Education (India) Private Limited, New Delhi.
13. https://epgp.inflibnet.ac.in/
14. https://ndl.iitkgp.ac.in/

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. **Subject:** Geography

Course: Human Geography of India **Course Code:** GEO3602

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				3				
CO 4			2					
CO 5			2	2				
CO 6			2					
CO 7				2		2		

PO3: Social competence and communication skills:

CO4- By engaging in the analysis of human contexts and formulating policy recommendations for social change, students develop a range of skills, including research, critical thinking, communication, empathy, and advocacy. These experiences not only empower them as socially competent individuals but also prepare them to actively contribute to positive social change in their communities.

CO5- By immersing themselves in understanding the agricultural practices, land use patterns, and livelihoods of rural communities in diverse Indian regions, students develop a range of social competencies and communication skills essential for interacting effectively in diverse settings and addressing real-world challenges.

CO6- By engaging with the analysis of social movements and changes in India, students not only deepen their understanding of societal issues but also develop crucial social competence and communication skills necessary for effective engagement in a diverse and dynamic society.

PO4: Disciplinary Knowledge:

CO1- By examining the population distribution of India, students gain interdisciplinary knowledge, integrating concepts from geography, economics, sociology, environmental studies, history, health sciences, political science, urban planning, cultural studies, and other disciplines. This comprehensive understanding enhances their disciplinary knowledge and fosters a holistic perspective on the complexities of population distribution and its implications across various fields.

CO4- By examining and recommending policies for social change in these contexts, students integrate knowledge from various disciplines like geography, economics, agriculture, environmental sciences, sociology, political science, technology, public health, and cultural studies. This interdisciplinary approach fosters a comprehensive understanding of complex societal issues and encourages collaborative solutions, promoting a holistic approach to social change.

CO5- By delving into the complexities of agricultural practices, land use patterns, and rural livelihoods across different regions of India, students integrate knowledge from various disciplines like agricultural sciences, geography, economics, environmental sciences, sociology, technology, anthropology, food sciences, climate sciences, and development studies. This interdisciplinary approach fosters a comprehensive understanding of rural dynamics and encourages innovative, holistic solutions for sustainable rural development.

PO6: Self directed and Life-long Course:

CO3- Understanding the impact of agriculture, industries, and minerals on the Indian economy not only imparts knowledge but also fosters a mindset of continuous Course, adaptability, critical thinking, and engagement with economic issues that are vital for personal and professional growth.

CO6- Engaging with the analysis of social movements and changes in India promotes a range of skills and attitudes, including critical thinking, empathy, effective communication, historical and cultural awareness, and a commitment to lifelong Course and social engagement. These experiences not only enrich understanding but also empower individuals to actively participate in shaping a more informed and equitable society.

T.Y.B.A. Geography (S4), Syllabus for Semester VI

Subject: Practical in Statistical Techniques

Subject Code: GEO3603 **No. of Credits:** 04

Workload: six periods per week per batch consisting of 12 students; however the last batch needs to have more than six students.

Course Objectives:

1. To Introduce SPSS software for data analysis.
2. To develop the skills of data collection and interpretation.
3. Students will also learn how to plan a small group field visit and work in small groups in the field
4. The goal to enhance the students Course experience with field visits and digital techniques.
5. The overall aim of the course is to provide an introduction to fundamental statistical methods used in Geography.
6. Students will create clear and informative data visualizations to represent statistical findings.
7. Students will learn exhibit proficiency in using statistical software to conduct data analysis.

Course Outcomes:

On completion of this course, the student will be able to:

1. Gain understanding of basic statistical techniques used in Geography.
2. Analyze the data in the SPSS software.
3. Gain practical experience and awareness of some skills of field visits and data collection.
4. Develop skills by problem-solving, field and/or primary and secondary data collection, analysis and interpretation.
5. Develop communication and interactive skills through group work.
6. Enhance ability to work as part of a team.
7. Students will be able to identify and understand various statistical tools commonly used in data analysis.

Topics and Course points

Unit – 1: Introduction to statistical techniques in geography 1.1 Applications of statistical techniques in Geography 1.2 Geographical data i. Primary and secondary data ii. Spatial and temporal data iii. Discrete and continuous data iv. Grouped and ungrouped data 1.3 Types of statistics: descriptive and inferential statistics	**Lectures 08**
Unit – 2: Descriptive Statistics 2.1 Introduction to descriptive statistics 2.2 Measures of central tendency: mean. mode and median 2.3 Measures of dispersion: variance and standard deviation (Calculations of above parameters for ungrouped and grouped data)	**12**
Unit – 3: Inferential statistics 3.1 Population and sample 3.2 Hypothesis testing: null and alternative hypothesis 3.3 The Chi-square test (One sample case) 3.4 Student's 't' test (Two sample case)	**12**
Unit – 4: Correlation and regression analysis 4.1 Introduction to bivariate correlation and regression 4.2 Pearson's product-moment correlation coefficient 4.3 Spearman's Rank order correlation coefficient 4.4 Linear regression equation.	**12**

Unit – 5: Data collection and analysis in SPSS 5.1 Introduction to SPSS software for statistical analysis 5.2 Designing questionnaire 5.3 Collection of primary and/or secondary data by field visit (group of four st 5.4 Analysis of data in SPSS by using learned statistical techniques 5.5 Interpretation of analysed data.	**12**
Unit – 6: Study tour or village/ city survey 6.1 A short tour of two days duration or a long tour of more than five days duration and preparation of study report OR 6.1 A village/ city survey and preparation of report	**04**

Reference Books:

1. Singh Lehraj, (1973): Map Work and Practical Geography, Central Book Depot – Allahabad
2. D. Y. Ahirrao and E. K. Karanjkhele, (2002): PratyakshikBhugol, Sudarshan Publication, Nashik
3. PijushkantiSaha&ParthaBasu (2007): Advanced Practical Geography, Books and Allied (P) Ltd., Kolkata.
4. Heywood, I., Cornelius, S. and Carver, S. (2011) An Introduction to Geographical Information Systems. Prentice Hall, Fourth Edition.
5. AsisSarkar (2015): Practical Geography, A Systematic Approach, Orient Black Swan
6. David, E. (1989): Statistics for Geographers.
7. Elhance, D.L., Elhance, V. and Aggarwal B.M. (2014): Fundamentals of Statistics, KitabMahal, Allahabad.
8. Hammond, R. and McCullagh, P. (1978): Quantitative Techniques in Geography, Clarendon Press. Oxford, London.
9. Karlekar, S. and Kale, M. (2006): Statistical Analysis of Geographical Data, Diamond Publication, Pune.
10. Liendsor, J. M. (1997): Techniques in Human Geography, Routledge.
11. Norcliffe, G.B. (1977): Inferential Statistics for Geographers, Hutchinson, London.
12. Rogerson, P.A. (2015): Statistical Methods for Geography, SAGE Publication, London.
13. Wheller, D., Shaw, G. and Barr, S. (2010): Statistical Techniques in Geographical Analysis, David Fulton, Routledge, New York.
14. Yeats, M. H. (1974): An Introduction to Quantitative Analysis in Human Geography.
15. http://studymaterial.unipune.ac.in:8080/jspui/handle/123456789/201

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. **Subject:** Geography

Course: Practical in statistical Techniques **Course Code:** UAGG3603

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	2							
CO 3			2					
CO 4								3
CO 5			2					
CO 6				2				
CO 7								2

Justification for the mapping

PO1: Research-Related Skills and Scientific temper:

CO2- By applying various statistical techniques in geographical research, students not only enhance their statistical and analytical skills but also develop a broader skill set encompassing research design, hypothesis testing, critical evaluation, and interdisciplinary integration. These skills are invaluable for conducting high-quality and impactful research in the field of geography.

PO3: Social competence and communication skill:

CO3- By gaining practical experience through field visits and data collection, students not only develop technical competencies but also nurture social competence and communication skills crucial for effective interaction, collaboration, and engagement in diverse settings.

CO5- Group work serves as a platform for students to practice and refine their social competence and communication skills, preparing them for effective collaboration, communication, and interaction in various personal, academic, and professional settings.

PO4:Disciplinary Knowledge:

CO1- By comprehending and embracing various techniques used in geography, students deepen their disciplinary knowledge, becoming adept at selecting, applying, and critically evaluating methodologies best suited to address geographical inquiries and challenges.

CO6-By fostering teamwork skills, individuals in geography can leverage collective expertise, diverse perspectives, and collaborative efforts to advance the discipline's knowledge base, solve complex geographical problems, and make substantial contributions to the field**.**

PO8: Critical Thinking and Problem solving:

CO4- By actively participating in problem-solving, fieldwork, and data collection, analysis, and interpretation, individuals in geographical research cultivate critical thinking skills essential for evaluating, synthesizing information, making informed decisions, and addressing complex issues within the discipline.

CO7- By comprehensively understanding and identifying various statistical tools, students cultivate critical thinking skills essential for methodological rigor, problem-solving in data analysis, and the ability to make informed decisions based on statistical evidence within the field of geography.