



Karmaveer Bhaurao Patil University, Satara
(A State Public University)

Rayat Shikshan Sanstha's
CHHATRAPATI SHIVAJI COLLEGE, SATARA
(A Constituent College)

Faculty of Science and Technology

Syllabus for

B. A. Degree Programme in Geography

UNDER

B.A. Part-II

Structure and Syllabus in Accordance With
National Education Policy (NEP) 2020

Choice Based Credit System (CBCS)
With Multiple Entry & Multiple Exit Options

To be implemented from June-2025 Onwards

NAME OF THE PROGRAMME: B.A. GEOGRAPHY

PREAMBLE:

The B.A. Part-II Geography curriculum aims to enhance students' understanding of the earth's physical and human dimensions through the study of key thematic areas. The course focuses on **Soil Geography** and **Resource Geography**, equipping learners with knowledge of soil types, formation processes, distribution, and the sustainable use of natural resources. The inclusion of **Physical Geography of Maharashtra** helps students gain region-specific insights into landforms, climate, and drainage patterns. The course also introduces students to **Travel and Tourism Management**, highlighting the importance of geography in tourism planning and regional development. Through **Environmental Studies**, students explore pressing ecological issues and conservation strategies. A **Field Project** component develops practical skills in data collection, spatial analysis, and report writing, fostering a research-oriented and environment-conscious approach to geographical inquiry.

The course introduces **Oceanography**, exploring the physical and chemical properties of oceans and their impact on human life. **Agricultural Geography** equips students with an understanding of the spatial aspects of agriculture and land use. The study of the **Economic Geography of Maharashtra** enables learners to analyze the state's regional economic resources and development patterns. An important component of the curriculum is the inclusion of **Indian Knowledge Systems (IKS)**, particularly the contributions of **Ancient Indian Geographers**, promoting an appreciation of indigenous geographical thought. The course also emphasizes applied skills through **Travel and Tourism Management**, and introduces basic principles and methods of **Land Surveying**, vital for spatial data collection and analysis. Further, the **Community Engagement Programme** connects academic learning with societal needs, encouraging students to participate in local development initiatives.

PROGRAMME OBJECTIVES:

The **Bachelor of Arts (B.A.) in Geography** aims to provide students with a comprehensive understanding of physical and human environments while developing analytical and practical skills. The programme objectives are:

1. **To provide fundamental knowledge** of physical geography, human geography, environmental geography, and regional geography.
2. **To develop an understanding** of the interaction between human society and the natural environment.
3. **To enhance geographical skills** in map reading, map interpretation, surveying, fieldwork, and spatial analysis.

4. **To introduce modern geographical techniques** such as Geographic Information System (GIS), Remote Sensing (RS), and Global Positioning System (GPS).
5. **To promote awareness** of environmental conservation, sustainable development, disaster management, and climate change.
6. **To develop research aptitude** through field surveys, data collection, data analysis, report writing, and project work.
7. **To cultivate critical thinking and problem-solving abilities** for addressing geographical and environmental issues.
8. **To provide knowledge of regional and global geographical patterns**, including population, agriculture, industries, urbanization, and resource management.
9. **To encourage the application of geographical knowledge** in planning, resource management, and rural and urban development.
10. **To prepare students for higher education, competitive examinations, teaching, research, and careers** in geography, environmental management, GIS, remote sensing, planning, tourism, and related fields.

This programme objectives are suitable for a **B. A. Geography Degree Programme** and align with the objectives commonly followed under the **National Education Policy (NEP), 2020** and Indian university outcome-based education frameworks.

PROGRAMME OUTCOMES:

After successful completion of the **Bachelor of Arts (B.A.) Degree Programme in Geography**, students will be able to:

1. **Develop Geographical Knowledge:** Acquire comprehensive knowledge of physical, human, regional, and environmental geography and understand the spatial organization of natural and human phenomena.
2. **Understand Human–Environment Relationships:** Analyze the interaction between humans and the environment and evaluate issues related to environmental conservation and sustainable development.
3. **Apply Geographical Skills:** Demonstrate skills in map reading, cartography, field surveying, spatial data interpretation, and the use of geographical tools such as GIS and Remote Sensing.
4. **Develop Analytical and Critical Thinking:** Analyze geographical problems using scientific methods, interpret spatial patterns, and propose practical solutions to local, regional, and global issues.
5. **Conduct Field-Based Research:** Plan and execute fieldwork, collect and analyze primary and secondary data, prepare field reports, and communicate research findings effectively.

6. **Promote Sustainable Resource Management:** Evaluate the utilization, conservation, and management of natural resources for sustainable development and environmental protection.
7. **Enhance Communication and Teamwork:** Develop effective communication, report writing, presentation, leadership, and collaborative skills through fieldwork and project-based learning.
8. **Develop Ethical and Social Responsibility:** Demonstrate environmental ethics, social responsibility, and awareness of contemporary issues such as climate change, disaster management, urbanization, and rural development.
9. **Prepare for Higher Education and Employment:** Acquire the knowledge and practical competencies required for higher studies, research, teaching, civil services, urban and regional planning, GIS, environmental consultancy, disaster management, tourism, and related professions.
10. **Promote Lifelong Learning:** Develop independent learning abilities, adaptability, and professional competence to meet the evolving needs of society and the discipline of Geography.



KARMAVEER BHAURAO PATIL UNIVERSITY, SATARA

Chhatrapati Shivaji College, Satara

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B.A. Part-II Geography

COURSE STRUCTURE

(w.e.f. June, 2025 onwards)

Year	Level	Semester	Course Type	Course No. & Course Title	Credit
II	5	III	Major Mandatory (MM)	MM-III Soil Geography	4
			Major Mandatory (MM)	MM -IV-Resource Geography	4
			Minor (MN)	MN-I Physical Geography of Maharashtra	4
			Open Elective Course (OE)	OE-III Tourism in Maharashtra	2
			Vocational Skill Course (VSC)	VSC-I Travel & Tourism Management	2
			Ability Enhancement Course (AEC)	AEC-III-English for Communication P-III	2
			VEC	Environmental Studies (EVS)	2
			Field Project	Field Project	2
Cumulative Credits for Semester-III					22
II	5	IV	Major Mandatory (MM)	MM-V-Oceanography	4
			Major Mandatory (MM)	MM-VI- Agricultural Geography	4
			Minor (MN)	MN-II- Economic Geography of Maharashtra	4
			IKS Specific	Paper-II Ancient Indian Geographer	2
			VSC	Paper II Travel & Tourism Management-II	2
			SEC	Paper-I Introducing to Land Surveying	2
			Ability Enhancement Course (AEC)	AEC-IV English for Communication P-IV	2
			Community Engagement Programme (CEP)	CEP-I- Community Engagement Programme	2
Cumulative Credits for Semester -IV					22
Cumulative Credits for Semester-III& IV					44



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B.A. Part-II GEOGRAPHY

Course Structure

(w.e.f. June, 2025 onwards)

Sem.	Course Type	Course No. & Course Title	Course Code	Credit	Workload Per Week	ESE	C C E	Total Marks
III	Major Mandatory (MM)	MM-III-Soil Geography	MMGEO01303	4	4 Lectures	60	40	100
III	Major Mandatory (MM)	MM -IV-Resource Geography	MMGEO01304	4	4 Lectures	60	40	100
III	Minor (MN)	MN-I Physical Geography of Maharashtra	MNGEO01301	4	4 Lectures	60	40	100
III	Open Elective Course (OE)	OE-III Tourism in Maharashtra	OEGEO01303	2	2 Lectures	30	20	50
III	Vocational Skill Course (VSC)	VSC-I Travel & Tourism Management-I	VSCGEO01301	2	2 Lectures	30	20	50
III	Ability Enhancement Course (AEC)	AEC-III-English for Communication P-III	AECENG01303	2	2 Lectures	30	20	50
III	VEC	Environmental Studies (EVS)	VECEVS01301	2	2 Lectures	30	20	50
III	Field Project	Field Project	FPGEO01301	2	2 Lectures	30	20	50
IV	Major Mandatory (MM)	MM-V-Oceanography	MMGEO01405	4	4 Lectures	60	40	100
IV	Major Mandatory (MM)	MM-VI- Agricultural Geography	MMGEO01406	4	4 Lectures	60	40	100
IV	Minor (MN)	MN-III- Economic Geography of Maharashtra	MNGEO01402	4	4 Lectures	60	40	100
IV	Indian Knowledge System (IKS) Specific	IKS Ancient Indian Geographer	IKSGEO01402	2	2 Lectures	30	20	50
IV	Vocational Skill Course (VSC)	VSC-II Travel & Tourism Management-II	VSCGEO01401	2	2 Lecture	30	20	50
IV	Skill Enhancement Course (SEC)	SEC-III- Introducing to Land Surveying	SECGEO01401	2	2 Lectures	30	20	50
IV	Ability Enhancement Course (AEC)	AEC-IV English for Communication P-IV	AECENG01404	2	2 Lectures	30	20	50
IV	Community Engagement Programme (CEP)	CEP-I- Community Engagement Programme	CEPGEO01401	2	2 Lectures	30	20	50

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	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II		Semester- III
	Type: Major		Marks: 100
	Credits: 4		From: June- 2025
Name of the Course: Soil Geography (MMGEO01303)			
Course Objectives: Students should be able to..... 1. To study the various concept in Soil Geography 2. To know the mechanism of soil formation 3. To study the distribution of soil 4. To identify the types of soil			
Course Outcomes: Students will be able to..... 1 Explain the basic concept in Soil Geography 2 Categorize soil sin different regions 3 Distinguish the soils on various basis 4 Formulate the soil map of India 5 Justify the need of soil management 6 Experiment with soil testing process			
Expected Skills Impartation ➤ Reading Comprehension ➤ Complex Problem Solving ➤ Judgment and Decision Making ➤ Quality Control Analysis ➤ Social Perceptiveness ➤ Thinking ability			
Module	Title and Contents		Hrs.
1	Module-1: Introduction to Soil Geography 1.1 Meaning and definition 1.2 Nature and Scope 1.3 Relationship of Soil Geography with Pedology 1.4 Significance of Soil Geography		15
2	Module-2: Formation and Properties of Soil 2.1 Jenny’s Factorial Model of Soil Formation 2.2 Soil Profile 2.3 Physical Properties of Soil 2.4 Chemical Properties of Soil		15
3	Module-3: Classification and Distribution of Soil 3.1 Genetic Classification of Soil 3.2 Characteristics and Distribution of Soil in India 3.3 Soil Erosion: Concept, Causes and affecting factors 3.4 Concept of Soil Conservation and Management		15
4	Module-4: Practical (Theory Only) 4.1 Soil Sampling 4.2 Introduction to Soil testing, Laboratory Soil Analysis: Saline and Alkaline. 4.3 Sample of soil testing report 4.4 Vermi Compost Process		15
Reference Books ❖ H. O. Backman and N. C. Brady, <i>The Nature and Properties of Soils</i> New York: Macmillan, 1960. ❖ Hugh H. Bennet, <i>Soil Conservation</i> New York: McGraw-Hill.			

- ❖ B. T. Bunting, *The Geography of Soils* London: Hutchinson, 1973.
- ❖ G. R. Clarke, *Study of the Soil in the Field* Oxford: Oxford University Press, 1957.
- ❖ H. D. Foth and L. M. Turk, *Fundamentals of Soil Science* New York: John Wiley, 1972.
- ❖ S. V. Govinda Rajan and H. G. Gopala Rao, *Studies on Soils of India* New Delhi: Vikas, 1978.
- ❖ M. B. McBride, *Environmental Chemistry of Soils* New York: Oxford University Press, 1999.
- ❖ P. H. Nye and D. J. Greene, *The Soil Under Shifting Cultivation*, Technical Communication No. 51 Harpenden: Commonwealth Bureau of Soil Science, 1960.
- ❖ S. P. Raychoudhuri, *Soils of India* New Delhi: ICAR, 1958.
- ❖ Sir Edward J. Russell, *Soil Conditions and Plant Growth* New York: Wiley, 1961.
- ❖ के. ए. खतीब, *मृदा भूगोल कोल्हापूर*: अनिल मेहता बुक सेलर्स, २०१९.
- ❖ श्री व सौ दाते, *प्राकृतिक भूविज्ञान सातारा*: रावल पब्लिकेशन, १९७८.

Suggested Research Journal

- Cartography and Geographic Information Science
- Goa Geographer
- Maharashtra Bhugolshastra Sanshodhan Patrika
- Progress in Soil geography.
- Eurasian Soil science

Additional Reading:

1. Soil Sampling
2. Latest news related to content
3. Indian Journal of Agricultural Research (IJAR)

Evaluation Pattern:

Total Marks: 100

Internal Continuous Evaluation:

Activities for 40 Marks: For Major / Elective Courses of 4 Credits

- 1) Project - 20 Marks
- 2) Online/Offline Class Test - 20 Marks

End Semester Examination Question Paper Pattern for 60 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:

Total Marks: 60

Time: Two Hours

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Q. 1. Choose the correct alternatives from the following. 15

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short notes (*Three out of Four*) 15

प्रश्न २. टीपा लिहा (चार पैकी तीन)

Q.3. Write short answer (*Three out of Four*) 15

प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)

Q.4. Answer the following question in broad. (*One out of Two*)

प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक)

15

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	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II		Semester- III
	Type: Major		Marks: 100
	Credits: 4		From: June- 2025
Name of the Course: Resource Geography (MMGEO01304)			
Course Objectives: Students should be able to..... 1. To understand the concept of resources 2. To examine the distribution, utilization and problems of resources 3. To study the concept of sustainable resource development 4. To study the cartographic techniques			
Course Outcomes: Students will be able to..... 1. Demonstrate their knowledge of resources 2. Understand the dynamic interactive relationship between man and resources. 3. Understanding the distribution, utilization and problems of major resources 4. Familiarize concept of sustainable resource development 5. Make assessment related to resources. 6. Familiarize the students with cartographic techniques			
Expected Skills Impartation ➤ Acquiring geographic information ➤ Classify resources ➤ Organizing geographic information			
Module	Title and Contents		Hrs.
1	Module-1: Introduction to Resource Geography 1.1 Definition and meaning ` 1.2 Nature and scope 1.3 Approaches to study the Resource Geography 1.4 Importance of Resource Geography		15
2	Module-2: Major Resources 2.1 Resource: Concept and Classification 2.2 Water Resources: Distribution, Utilization and Problems 2.3 Forest Resources: Distribution, Utilization and Problems 2.4 Human Resources: Distribution, Utilization and Problems		15
3	Module-3: Sustainable Resource Development 3.1 Concept of Sustainable Resource Development 3.2 Sustainable Water Resource Development 3.3 Sustainable Forest Resource Development 3.4 Sustainable Human Resource Development		15
4	Module-4: Practical (Theory Only) 4.1 Divided Circle, Divided Rectangle 4.2 Choropleth Map 4.3 Dot Map 4.4 Water Quality Index		15
Reference Books:- ❖ D. D. Chiras and J. P. Reganold, <i>Natural Resource Conservation: Management for a Sustainable Future</i>, 10th ed. Pearson, 2009. ❖ S. N. Cutter, H. L. Renwick, and W. Renwick, <i>Exploitation, Conservation, Preservation: A Geographical Perspective on Natural Resources Use</i> New York: John Wiley and Sons, 1991. ❖ M. Gadgil and R. Guha, <i>The Use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity USA</i>: Oxford University Press, 2005.			

- ❖ D. Gregory, R. Johnston, G. Pratt, M. Watts, and S. Whatmore, eds., *The Dictionary of Human Geography*, 5th ed. Wiley, 2009.
- ❖ J. L. C. Holechek, A. Richard, J. T. Fisher, and R. Valdez, *Natural Resources: Ecology, Economics and Policy* New Jersey: Prentice Hall, 2003.
- ❖ G. Jones and G. Hollier, *Resources, Society and Environmental Management* London: Paul Chapman, 1997.
- ❖ G. Klee, *Conservation of Natural Resources* Englewood: Prentice Hall, 1991.
- ❖ A. S. Mather and K. Chapman, *Environmental Resources* New York: John Wiley and Sons, 1995.
- ❖ B. Mitchell, *Resource and Environmental Management* Harlow, England: Longman, 1997.
- ❖ S. Owen and P. L. Owen, *Environment, Resources and Conservation* New York: Cambridge University Press, 1991.
- ❖ J. Rees, *Natural Resources: Allocation, Economics and Policy* London: Routledge, 1990.
- ❖ Zorlu Senyucel, *Managing the Human Resource in the 21st Century*.
- ❖ के. ए. खतीब, *साधन संपत्ती भूगोल* कोल्हापूर: मेहता बुकसेलर्स, २०१९.
- ❖ दीपक गुरव आणि स्वाती चव्हाण, *साधन संपत्ती भूगोल* पुणे: निराली प्रकाशन, २०१९.
- ❖ जयकुमार मगर, *आर्थिक भूगोल* नागपूर: विद्या प्रकाशन, १९९१.
- ❖ फुले व इतर, *कोल्हापूर: सप्रेम प्रकाशन, १९९८.*
- ❖ प्रकाश सावंत, *साधन संपत्ती भूगोल* कोल्हापूर: फडके प्रकाशन, २०१९.

Journals:

1. An International E- Journal for Critical Geographers
2. Agriculture and Human Values

Additional readings:

1. जिल्हा सामाजिक आणि आर्थिक समालोचन
2. Daily news related to this paper

Medium of Instruction: Marathi / English

Special instructions, if any: Marathi

Evaluation Pattern:

Total Marks: 100

Internal Continuous Evaluation:

Activities for 40 Marks: For Major / Elective Courses of 4 Credits

- 1) Project - 20 Marks
- 2) Online/Offline Class Test - 20 Marks

End Semester Examination Question Paper Pattern for 60 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:

Total Marks: 60

Time: Two Hours

Q. 1. Choose the correct alternatives from the following.

15

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

15

Q.2. Write short notes (Three out of Four)

प्रश्न २. टीपा लिहा (चार पैकी तीन)

Q.3. Write short answer (Three out of Four)

15

प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)

Q.4. Answer the following question in broad. (One out of Two)

प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक)

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	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II		Semester- III
	Type: Minor (MN)		Marks: 1000
	Credits: 4		From: June- 2025
	Name of the Course: Physical Geography of Maharashtra (MNGEO01301)		
Course Objectives: Students should be able to..... 1. To appraise the students with salient features of the Maharashtra State 2. To familiarize the students with the climatic characteristics of the State. 3. To make the students aware of the geographic problems of Maharashtra in the view of sustainable development. 4. To provide a comprehensive understanding of the physical landscape of Maharashtra, including its major landforms such as the Western Ghats, Deccan Plateau, and coastal plains. 5. To study the river systems, lakes, and other water bodies in Maharashtra, focusing on their origin, distribution, and significance in regional development and water resource management.			
Course Outcomes: Students will be able to..... 1 Understand the Geographic Location and Extent of Maharashtra. 2 Identify and describe the administrative divisions of Maharashtra. 3 Analyze the Physiography and Drainage Systems of Maharashtra. 4 Understand the Climatic Patterns and Their Impact. 5 Examine the Soils and Natural Vegetation in Maharashtra.			
Expected Skills Impartation 1. Conceptual Understanding Skill 2. Analytical Skill 3. Interpretation Skill 4. Critical Thinking Skill			
Module	Title and Contents		Hrs.
1	Module-1: Introduction to Geography of Maharashtra 1.1 Location & extent of Maharashtra 1.2 Introduction to Maharashtra-Geology, Historical and political background 1.3 Administrative divisions of Maharashtra 1.4 Characteristics of Maharashtra		15
2	Module-2: Physiography and Drainage of Maharashtra 2.1 Physical Divisions of Maharashtra i. The Konkan Lowland ii. Western Ghat/Sahyadri iii. Maharashtra Plateau (Desh) 2.2 Major Rivers in Maharashtra i. East flowing rivers: Godavari, Krishna and Bhima ii. West flowing rivers- Tapi, Purna and Konkan rivers		15
3	Module-3: Climate 3.1 Characteristics of climate in Maharashtra 3.2 Temperature and rainfall distribution in Maharashtra 3.3 Importance of monsoon in Maharashtra 3.4 General climatic divisions in Maharashtra according to G. T. Trewartha Theory		15

4	Module-4: Soils and Natural Vegetation 4.1 Types and distribution of Soils in Maharashtra 4.2 Problems of soil erosion and Methods of soil conservation: a) Afforestation b) Soil management c) Crop rotation d) Construction of dam 4.3 Types and distribution of forest in Maharashtra 4.4 Methods of Forest conservation a) Reforestation and afforestation b) Prevention of forest fire c) Social forestry and Tree Plantation d) Agro-forestry	15
Reference Books:- ❖ B. Arunachalam, <i>Maharashtra: A Study in Physical and Regional Setting</i> Mumbai: Sheth and Co., 1967. ❖ S. M. Bhamare, <i>Geography of Maharashtra</i> Jalgaon: Prashant Publication, 2013. ❖ S. Dasatane, <i>Glimpse of Maharashtra</i> Pune: Dasatane Ramchandra and Co., 1992. ❖ V. S. Kale and A. Gupta, <i>Introduction to Geomorphology</i> Orient Longman, 2001. ❖ V. S. Kale and H. Kulkarni, <i>Maharashtra in Maps</i> Maharashtra State Board for Literature and Culture, 1992. ❖ D. S. Lal, <i>Climatology</i> Allahabad: Sharda Pustak Bhawan, 2011. ❖ Jaykumar Magar, <i>Bharatacha Bhugol</i> Nagpur: Vidya Publishers, 2001. ❖ S. B. Patil, <i>Geography of Maharashtra</i> Jalgaon: Prashant Publication, 2019. ❖ Subhashchandra Sarang, <i>Maharashtracha Bhugol</i> Nagpur: Vidya Prakashan, 1997. ❖ A. B. Savadi, <i>The Mega State: Maharashtra</i> Pune: Nirali Prakashan, 2020. ❖ Savindra Singh, <i>Climatology</i> Allahabad: Prayag Pustak Bhawan, 2005. ❖ R. L. Singh, <i>India: A Regional Geography</i> Banaras: National Geographical Society of India, 2012. ❖ S. Singh, <i>Physical Geography</i> Allahabad: Prayag Pustak Bhawan, 2003. ❖ दीपक बाविस्कर आणि दिलीप पाटील, <i>महाराष्ट्राचा भूगोल</i> जळगाव: दीपस्तंभ प्रकाशन, २०१७. ❖ के. ए. खतीब, <i>महाराष्ट्राचा भूगोल</i> पुणे: निराली प्रकाशन, २०११. ❖ ए. बी. सवदी आणि पी. एस. कोळेकर, <i>दि मेगा स्टेट महाराष्ट्र</i> पुणे: निराली प्रकाशन, २००९.		
Evaluation Pattern:		
Total Marks: 100		
Internal Continuous Evaluation: Activities for 40 Marks: For Major / Elective Courses of 4 Credits 1) Project - 20 Marks 2) Online/Offline Class Test - 20 Marks	<u>End Semester Examination Question Paper Pattern for 60 Marks</u> Instruction: 1) All Questions are Compulsory. 2) All Questions carry equal marks. 3) Figures to the right indicate full marks. Day and Date: _____ Total Marks: 60 Time: Two Hours ===== Q. 1. Choose the correct alternatives from the following. 15 प्रश्न १. खालीलपैकी योग्य पर्याय निवडा. Q.2. Write short notes (<i>Three out of Four</i>) 15 प्रश्न २. टीपा लिहा (चार पैकी तीन) Q.3. Write short answer (<i>Three out of Four</i>) 15 प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन) Q.4. Answer the following question in broad. (One out of Two) प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक) 15	



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Faculty of Science and Technology

CHHATRAPATI SHIVAJI COLLEGE, SATARA

Board of Studies in Geography

Programme: B.A. Part-II

Semester- III

Type: Open Elective (OE)

Marks: 50

Credits: 2

From: June- 2025

Name of the Course: TOURISM IN MAHARASHTRA (OEGEO01303)

Course Objectives: Students should be able to.....

1. To familiarize the students with aspects of tourism which have a relation with the subject matter of Geography.
2. To orient the students to the logistics of tourism industry and the role of tourism in regional development.
3. To understand the impact of tourism on physical and human environments.
4. To familiarize the students with local, regional and national tourism.

Course Outcomes: Students will be able to.....

1. Understand the geographical and historical tourism centers in Maharashtra.
2. Understand the religious and cultural tourism centers in Maharashtra.
3. Know the earth's environment.
4. Know the preserve the natural and cultural environment.

Expected Skills impartation

- Understanding skill
- Evaluative skill
- Analytical skill
- Critical Thinking

Module	Title and Contents	Hrs.
1	Module-1: Geographical & Historical Tourism in Maharashtra 1.1 Hill stations and Sea beaches. 1.2 Sanctuaries and National Parks. 1.3 Water Bodies – Lakes and Waterfalls. 1.4 Forts, Capital places and other Historical places.	15
2	Module-2: Religious and Cultural Tourism in Maharashtra 2.1 Religious tourist centres in North Maharashtra. 2.2 Religious tourist centres in South Maharashtra. 2.3 Cultural tourist centres in North Maharashtra. 2.4 Cultural tourist centers in South Maharashtra.	15

Reference Books:-

- ❖ A. K. Bhatia, *International Tourism*, 3rd ed. New Delhi: Sterling Publishers Pvt. Ltd., 2019.
- ❖ A. K. Bhatia, *Tourism Development* New Delhi: Sterling Publishers Pvt. Ltd., 2002.
- ❖ Manoj Dev, *India: A Tourist Paradise* New Delhi: Sterling Publishers Pvt. Ltd., 1985.
- ❖ Premnath Dhar, *Development of Tourism and Travel Industry* India: Kanishka Publishing House, 2009.
- ❖ V. N. Gupta, *Tourism in India* Delhi: Gyan Publishing House, 2013.

- ❖ Jagmohan Negi, *Tourism Development and Resource Conservation* New Delhi: Metropolitan Books Publication, 1990.
- ❖ Douglas Pearce, *Tourism Development*, vol. 2, 1970.
- ❖ R. Robinson, *Geography of Tourism* Boston: MacDonald and Evans, Ltd., 1976.
- ❖ K. C. Sharma, *Tourism: Policy, Planning Strategy* Jaipur: Pointer Publishers, 1996.
- ❖ Pran Seth, *Successful Tourism Management* Cross Section Publications, 1978.
- ❖ P. C. Sinha, *Tourism Marketing* Anmol Publication Pvt. Ltd., 2011.
- ❖ Shawni Singh, *Principles of Indian Tourism*, 2011.
- ❖ S. N. Singh, *Geography of Tourism and Recreation*, 4th ed., 2014.
- ❖ Ratandeep Singh, *Tourism Today*, vols. 1–3.
- ❖ एस. बी. शिंदे, *पर्यटन भूगोल* कोल्हापूर: फडके प्रकाशन.
- ❖ व्ही. टी. घारपुरे, *पर्यटन भूगोल* नागपूर: पिंपळापुरे अँड कं. पब्लिशर्स, २००३.
- ❖ के. ए. खतीब, *भारतातील पर्यटन* कोल्हापूर: संजोग प्रकाशन, २०११.

Research Journals:

- Tourism Management
- Annals of Tourism Research
- Journal of Hospitality and Tourism Management
- Annals of Tourism Research Empirical Insights
- International Journal of Tourism Research

Medium of Instruction: Marathi / English

Special Instructions, if any: Marathi

Library and Laboratory equipment's

Evaluation Pattern:

Total Marks: 50

Internal Continuous Evaluation:

Activities for 20 Marks: For all 02 Credits Courses

1. Subject Specific Activity: 20 Marks

End Semester Examination Question Paper Pattern for 30 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date: _____ Total Marks: 30

Time: One Hour

=====

Q. 1. Choose the correct alternatives from the following. 08

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short notes (*Two out of Three*) 10

प्रश्न २. टीपा लिहा (तीन पैकी दोन)

Q.3. Answer the following question in broad. (*One out of Two*) 12

प्रश्न ३. खालील प्रश्नाचे सविस्तर उत्तर लिहा (दोन पैकी एक)



Karmaveer Bhaurao Patil University, Satara

(A State Public University Est. u/s3(6) of MPUA 2016)

Faculty of Science and Technology

CHHATRAPATI SHIVAJI COLLEGE, SATARA

Board of Studies in Geography

Programme: B.A. Part-II

Semester- III

Type: Vocational Skill Course (VSC)

Marks: 50

Credits: 2

From: June- 2025

Name of the Course: TRAVEL AND TOURISM MANAGEMENT – I
(VSCGEO01303)

Course Objectives: Students should be able to.....

1. To familiarize the students with aspects of tourism planning which have a relation with the subject matter of Geography.
2. To orient the students to the logistics of tourism industry and the role of tourism in regional development.
3. To understand the Recent Trends in Tourism.
4. To familiarize the students with local, regional and national tourism.

Course Outcomes: Students will be able to.....

1. Understand the need of tourism planning.
2. Understand the national planning, regional planning, local planning.
3. Know the problems in tourism planning.
4. Know the recent trends in tourism.

Expected Skills Impartation

- Understanding skill
- Evaluative skill
- Analytical skill
- Critical Thinking

Module	Title and Contents	Hrs.
1	Module-1: Tourism Planning 1.1 Need of Tourism Planning. 1.2 Elements of Tourism Planning. 1.3 National Planning, Regional Planning, Local Planning. 1.4 Problems in tourism planning.	15
2	Module-2: Tourism Management 2.1 Tourism Marketing. 2.2 Tourism and Transportation. 2.3 Tourism and Accommodation. 2.4 Recent Trends in Tourism.	15

Reference Books:-

- ❖ A. K. Bhatia, *International Tourism*, 3rd ed. New Delhi: Sterling Publishers Pvt. Ltd., 2019.
- ❖ A. K. Bhatia, *Tourism Development* New Delhi: Sterling Publishers Pvt. Ltd., 2002.
- ❖ Manoj Dev, *India: A Tourist Paradise* New Delhi: Sterling Publishers Pvt. Ltd., 1985.
- ❖ Premnath Dhar, *Development of Tourism and Travel Industry* India: Kanishka Publishing House, 2009.
- ❖ V. N. Gupta, *Tourism in India* Delhi: Gyan Publishing House, 2013.
- ❖ Jagmohan Negi, *Tourism Development and Resource Conservation* New Delhi: Metropolitan Books Publication, 1990.
- ❖ Douglas Pearce, *Tourism Development*, vol. 2, 1970.

- ❖ R. Robinson, *Geography of Tourism* Boston: MacDonald and Evans, Ltd., 1976.
- ❖ K. C. Sharma, *Tourism: Policy, Planning Strategy* Jaipur: Pointer Publishers, 1996.
- ❖ Pran Seth, *Successful Tourism Management* Cross Section Publications, 1978.
- ❖ P. C. Sinha, *Tourism Marketing* Anmol Publication Pvt. Ltd., 2011.
- ❖ Shawni Singh, *Principles of Indian Tourism*, 2011.
- ❖ S. N. Singh, *Geography of Tourism and Recreation*, 4th ed., 2014.
- ❖ Ratandeep Singh, *Tourism Today*, vols. 1–3.
- ❖ एस. बी. शिंदे, *पर्यटन भूगोल* कोल्हापूर: फडके प्रकाशन.
- ❖ व्ही. टी. घारपुरे, *पर्यटन भूगोल* नागपूर: पिंपळापुरे अँड कं. पब्लिशर्स, २००३.
- ❖ के. ए. खतीब, *भारतातील पर्यटन* कोल्हापूर: संजोग प्रकाशन, २०११.

Research Journals:

1. Tourism Management
2. Travel and Tourism Management
3. Journal of Travel and Tourism Marketing
4. Journal of Sustainable Tourism

Additional Reading:

1. Google Search
2. Red Cross Society official website
3. United Nations official website

Medium of Instruction: Marathi / English

Special Instructions, if any: Marathi

Library and Laboratory equipment's

Evaluation Pattern:

Total Marks: 50

Internal Continuous Evaluation:

Activities for 20 Marks: For all 02 Credits Courses

1. Subject Specific Activity: 20 Marks

End Semester Examination Question Paper Pattern for 30 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date: _____ Total Marks: 30

Time: One Hour

=====

Q. 1. Choose the correct alternatives from the following. 08

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short notes (*Two out of Three*) 10

प्रश्न २. टीपा लिहा (तीन पैकी दोन)

Q.3. Answer the following question in broad. (*One out of Two*) 12

प्रश्न ३. खालील प्रश्नाचे सविस्तर उत्तर लिहा (दोन पैकी एक)

	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology		
	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II	Semester- III	
	Type: Value Education Course (VEC)	Marks: 50	
	Credits: 2	From: June- 2025	
	Name of the Course: ENVIRONMENT STUDIES (VESEVS01301)		
Course Objectives: Students should be able to..... 1. Explain the fundamental concepts, components, and importance of the environment and ecosystems. 2. Identify the causes, impacts, and control measures of various types of environmental pollution. 3. Understand the principles of environmental management, conservation of natural resources, and sustainable development. 4. Analyze local, national, and global environmental issues and develop awareness of environmental protection and responsible citizenship.			
Course Outcomes: Students will be able to..... 1. Describe the basic concepts, components, and significance of environmental studies. 2. Analyze environmental pollution by identifying its sources, causes, effects, and appropriate mitigation measures. 3. Explain the concepts of environmental management, biodiversity conservation, natural resource management, and sustainable development. 4. Evaluate contemporary local and global environmental issues and propose suitable strategies for environmental conservation and sustainable living.			
Expected Skills Impartation ➤ Understanding Skill ➤ Analytical Skill ➤ Critical Thinking Skill ➤ Problem-Solving Skill ➤ Evaluative Skill ➤ Environmental Awareness and Decision-Making Skill			
Module	Title and Contents		Hrs.
1	Introduction to Environmental Studies ▪ Definition and Concept of environment ▪ Multidisciplinary nature of Environmental Studies ▪ Scope and Significance of Environmental Studies ▪ Basic ecosystem structure and functioning: Energy flow Food webs, and ecological balance.		05
2	Environmental Pollution & Hazards ▪ Pollution: Causes, Effects and Controls measures; Air, water, soil and noise pollution.		05

	▪ Natural Hazards: Earthquake Flood Drought Land Slide ▪ Man-made Hazards: Global Warming Ozone Layer Depletion Desertification	
3	Environmental Management & Sustainable Development ▪ Concept of Environmental Management and Sustainable Development. ▪ Solid Waste Management: The 5 R's principle (Reduce, Reuse, Recycle, Refuse, Rethink). ▪ Conservation of Natural Resources: Rainwater harvesting Soil conservation Renewable energy adoption. ▪ Environmental Act:- Environmental Protection Act Wild Life Protection Act	05
4	Field Work/Project Work Students (individually or in groups of 3–5) choose ONE core topic to conduct hands-on environmental research or a practical intervention.	15
➤ Core Project Option: "Localized Environmental Audit & Action Plan" Students will carry out an empirical study on their campus, local neighbourhood, or a nearby industrial/residential area. Project Tracks (Choose 1): 1. Air/Noise Quality Mapping: Measure/monitor local air quality (using AQI indices/sensors) or noise levels at key locations (intersections, residential areas, and institutional zones) at different times of day. 2. Campus/Neighbourhood Waste Audit: Perform a 3-day segregation audit of solid waste or e-waste generated in a designated area, mapping points of leakages and proposing a zero-waste plan.		

3. **Water Quality Assessment:** Test local drinking or surface water samples for basic physical/chemical parameters (pH, Turbidity, Total Dissolved Solids) and assess potential contamination sources.
4. **Single-Use Plastic Assessment & Reduction Strategy:** Survey local commercial establishments or households to quantify single-use plastic consumption and propose viable eco-friendly alternatives.
5. Any other subject related to environmental issue

Deliverables for Project Work:

Project Report (15-20 pages): Objective, Methodology, Data Analysis (Graphs/Tables, Diagram and Photographs), Key Findings, and Feasible Action Plan.

Reference Books:-

- ❖ K. C. Agarwal, *Environmental Biology* Bikaner: Nidi Publications, 2001.
- ❖ R. C. Brunner, *Hazardous Waste Incineration* McGraw-Hill, 1989.
- ❖ W. P. Cunningham, T. H. Cooper, E. Gorhani, and M. T. Hepworth, *Environmental Encyclopaedia* Mumbai: Jaico Publishing House, 2001.
- ❖ P. H. Gleick, *Water in Crisis: A Guide to the World's Fresh Water Resources* Oxford University Press, 1993.
- ❖ R. E. Hawkins, ed., *Encyclopaedia of Indian Natural History* Mumbai: Bombay Natural History Society, 1986.
- ❖ H. Jadhav and V. M. Bhosale, *Environmental Protection and Laws* Delhi: Himalaya Publishing House, 1995.
- ❖ E. P. Odum, *Fundamentals of Ecology* W. B. Saunders, 1971.
- ❖ M. N. Rao and A. K. Datta, *Waste Water Treatment* Oxford & IBH Publishing Co., 1987.
- ❖ H. M. Saxena, *Environmental Geography* Jaipur: Rawat Publications, 1999.
- ❖ B. K. Sharma, *Environmental Chemistry* Meerut: Goel Publishing House, 2001.
- ❖ K. D. Wagner, *Environmental Management* Philadelphia, USA: W. B. Saunders, 1998.
- ❖ ए. आर. कुंभार, *पर्यावरण अभ्यास मुंबई*: प्राची प्रकाशन, २००४.
- ❖ के. ए. खतीब, *पर्यावरण भूगोल कोल्हापूर*: संजोग प्रकाशन, २०१९.
- ❖ टी. पी. पाटील व इतर, *पर्यावरण भूगोल कोल्हापूर*: सप्रेम प्रकाशन, १९९८.
- ❖ शिवाजी विद्यापीठ, *पर्यावरण अभ्यास*, संपा. कुलसचिव कोल्हापूर: शिवाजी विद्यापीठ, २००५.
- ❖ शिवाजी विद्यापीठ, *पर्यावरण अभ्यास*, व्ही. एन. शिंदे, प्र. कुलसचिव कोल्हापूर: शिवाजी विद्यापीठ, २००५.
- ❖ पी. शिंदे व इतर, *पर्यावरण अभ्यास मुंबई*: शेठ पब्लिकेशन, २००४.
- ❖ पी. सावंत, *पर्यावरण भूगोल कोल्हापूर*: फडके प्रकाशन, १९९८.

Research Journals:

1. Environmental Research
2. Journal of Environmental Management
3. Ecological Indicators

4. पर्यावरण अध्ययन) Parisar Aabhyas)
5. निसर्ग व पर्यावरण) Nisarg Va Paryavaran)
6. पर्यावरण संशोधन) Paryavaran Sanshodhan)
7. वसुंधरा) Vasundhara)

Medium of Instruction: Marathi / English

Special Instructions, if any: Marathi
Library and Laboratory equipment's

Evaluation Pattern: Total Marks: 50

**Continuous Internal Evaluation:
Activities for 20 Marks:**

1. Unit Test /Subject Specific
Activity: 20 Marks

**End Semester Examination Question Paper Pattern for 30
Marks**

Project Report : 30 Marks

	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology		
	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II		Semester- III
	Type: Field Project (FP)		Marks: 50
	Credits: 2		From: June- 2025
	Name of the Course: Field Project (FP) (FPGEO01301)		
Course Objectives: Students should be able to..... 1. To provide practical, hands-on experience to connect classroom learning with real-world situations. 2. To enhance understanding of how geography affects our world. 3. To improve students' ability to collect and analyze geographical data. 4. To encourage students to explore local issues and promote civic engagement			
Course Outcomes: Students will be able to..... 1. Apply geographical concepts and theories to real-world situations. 2. Understanding of the impact of geography on various global and local issues. 3. Collect, analyze, and interpret geographical data effectively using appropriate methodologies. 4. Engage with local communities and contribute to civic discourse on geographical issues.			
Expected Skills Impartation ➤ Analytical Skills: Students will be able to apply geographical concepts and theories to real-world situations, enhancing their analytical abilities. ➤ Critical Thinking: The ability to demonstrate an enhanced understanding of the impact of geography on various global and local issues will foster critical thinking. ➤ Technical Proficiency: Students will gain technical proficiency in collecting, analyzing, and interpreting geographical data using appropriate methodologies. ➤ Communication and Engagement: The ability to engage with local communities and contribute to civic discourse on geographical issues will improve communication and civic engagement skills.			
Module	Title and Contents		Hrs.
1	Module-1 & 2: Students required selecting an exploratory topic of local geographical importance based on empirical evidences of literature. They are expected to carryout fieldwork & use primary and secondary data, analyze it & prepare a Project Report to submit at the time of examination.		30
Reference Books:- ❖ J. E. Archer and T. H. Dalton, eds., <i>The Fieldwork in Geography</i> London: Batsford Ltd., 1968. ❖ P. A. Burrough and R. A. McDonnell, <i>Principles of Geographical Information Systems</i> Oxford: Oxford University Press, 2000. ❖ L. Becker and P. Denicolo, <i>Publishing Journal Articles</i> London: SAGE Publications, 2012, 129–137. ❖ K. Muralidhar, A. Ghosh, and A. K. Singhvi, eds., <i>Ethics in Science Education, Research and Governance</i> New Delhi: Indian National Science Academy, 2019. ❖ J. E. Burt and G. M. Barber, <i>Elementary Statistics for Geographers</i> New York: The Guilford Press, 1996. ❖ W. A. V. Clark and P. C. Hosking, <i>Statistical Methods for Geographers</i> New York: John Wiley & Sons, 1986. ❖ George Joseph, <i>Fundamentals of Remote Sensing</i> Hyderabad: Universities Press, 2003.			

- ❖ S. Gregory, *Statistical Methods and the Geographer* London: Longman Group Ltd., 1963.
- ❖ Lloyd Haring, *Scientific Geographic Research* Dubuque: W. C. Brown Company, 1975.
- ❖ M. Hammerton, *Statistics for Human Sciences* London: Longman Group Ltd., 1975.
- ❖ P. A. Jones, *Field Work in Geography* London: Longman, 2008.
- ❖ Christopher Jones, *Geographical Information Systems and Computer Cartography* Harlow: Addison Wesley Longman Limited, 1997.
- ❖ T. P. Kanetkar and S. V. Kulkarni, *Surveying and Levelling* Pune: Vidyarthi Griha Prakashan, 1986.
- ❖ Shrikant Karlekar and Mohan Kale, *Statistical Analysis of Geographical Data* Pune: Diamond Publications, 2005.
- ❖ J. S. Keates, *Cartographic Design and Production*, 2nd ed. London: Longman Group Limited, 1973.
- ❖ J. S. Keates, *Understanding Maps*, 2nd ed. London: Longman Group Limited, 1996.
- ❖ L. J. King, *Statistical Analysis in Geography* Englewood Cliffs: Prentice-Hall, 1975.
- ❖ C. R. Kothari, *Research Methodology: Methods and Techniques* New Delhi: New Age International Publishers, 2004.
- ❖ D. H. Maling, *Coordinate Systems and Map Projections* London: George Philip, 1973.
- ❖ K. Muralidhar, A. Ghosh, and A. K. Singhvi, eds., *Ethics in Science Education, Research and Governance* New Delhi: Indian National Science Academy, 2019.

Journal:

1. Deccan Geographer
2. Cartography and Geographic Information Science
3. Goa Geographer
4. Maharashtra Bhugolshastra Sanshodhan Patrika

Additional readings:

1. Shaw G and Wheller D. (1985): Statistical techniques in geographical analysis. John Wiley and sons,
2. Singh & Kanauja: Map work and Practical Geography.
3. Sumner G J (1978): Mathematics for physical geographers. Edward Arnolds
4. Taylor, P.J. (1977): Quantitative Methods in Geography. Houghton Mifflin Company, Boston University Press.
5. V. Natarajan P., Adler Ron K: Advanced Surveying, B. 1 Publ. Bombay
6. Watson, G. and McGraw, D. (1980): Statistical Inquiry, John Wiley and sons, New York.
7. Wilsons, A.G. & Bennet, R. J. (1985): Mathematical Methods in Human Geography And Planning, John Wiley & Sons, New York
8. Yeates, M. (1974). An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York.
9. संशोधन: स्वरूप आणि पद्धती: संपादक-सु. रा. चुनेकर. रंगनाथ पठारे, दिलीप धर्म; शिक्षण प्रसारक संस्था, संगमनेर.

Medium of Instruction: English/Marathi

Special instructions, if any: English/Marathi

Evaluation Pattern:	
Total Marks: 50	
FORMAT OF THE FIELD PROJECT/ DISSERTATION	
STUDENT FINAL WRITTEN REPORT	
Student's Name: -----	
Name of the College: -----	Class: -----
-----Semester: -----	Paper Name: -----
-----Seat Number: -----Year -----	
-----Topic of Field project: -----	
Supervisor's Name: -----	
Points to be Covered :- <u>SPECIMAN FORMAT OF FIELD PROJECT (DISSERTATION)</u>	
Sr. No.	Particulars
1	Title
2	Introduction
3	Objectives
4	Significance of the study
5	Research Methodology
6	Scheme: (Tentative structure)
7	Appendices
8	Bibliography
SCHEME OF MARKING FOR OJT/ FIELD PROJECT EXAMINATION END SEMESTER EXAMINATION: SEE (30 MARKS)	
1. Project/ Dissertation =30 Marks (Marks assessment by HOD/ Concerned teacher)	
CONTINUOUS COMPREHENSIVE EVALUATION INTERNAL EVALUATION 20 MARKS)	
1. Project/ Dissertation Presentation= 10 Marks (Marks assessment by HOD/ Concerned teacher) +	
Voce Viva, Attendance and Feedback =10 Marks (Marks assessment by HOD/ Concerned teacher)	
Practical Examination Batch I 30 Students Internal Examiner - 01 External Examiner - 01	

	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology		
	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II	Semester- IV	
	Type: Major	Marks: 100	
	Credits: 4	From: June- 2025	
	Name of the Course: OCEANOGRAPHY (MMGEO01405)		
Course Objectives: Students should be able to..... 1. Students should know Oceanography is a fundamental branch of Physical Geography. 2. Students will understand the basic and fundamental concepts of oceanography. 3. Students should know about the physical and chemical properties of oceans. 4. Students should know the types of oceanic currents 5. Students should know the ocean as food storages as well as storehouse of resources for the future. 6. With this study of man and ocean students know the impact of man on oceans. 7. With this study, students will understand marine is key resource for the development of any country.			
Course Outcomes: Students will be able to..... 1. Students will define the nature and scope of oceanography and its connection to physical sciences. 2. Students will identify branches of oceanography and their areas of focus. 3. Students will describe the factors affecting oceanic temperature, salinity, and distribution. 4. Students will recognize the types of oceanic currents and their origins in different oceans. 5. Students will understand the sources, classification, and significance of oceanic deposits. 6. Students will explain the role of the ocean as a source of food and potential future resources. 7. Student prepare the hypsographic curve, isohalines and isotherms			
Expected Skills Impartation ➤ Understanding skill ➤ Evaluative skill ➤ Analytical skill ➤ Critical Thinking			
Module	Title and Contents		Hrs.
1	Module-1: Introduction to Oceanography 1.1 Definition, Nature and Scope of Oceanography 1.2 History of Oceanography. 1.3 Relationship of Oceanography with other branches of Earth Sciences 1.4 Significance of Oceanography		15
2	Ocean Bottom Relief and Properties 2.1 Ocean bottom relief 2.2 Oceanic Temperature :Daily and Annual Range 2.3 Factors Affecting on Oceanic Temperature and its distribution 2.4 Salinity of Oceans and Seas.: Meaning and Concept, Affecting Factors ,Salinity of Inland, Seas and Lakes.		15

3	Module-3: Ocean water movements & Resource 3.1 Tides 3.2 Factors Responsible for Origin of Currents 3.3 Oceanic Currents: Currents of the Atlantic, Pacific and Indian Oceans 3.4 Marine Resource	15
4	Module-4: Practical Oceanography (Theory Only) 4.1 Hypsographic Curve 4.2 Nautical Chart Symbols and Abbreviations 4.3 Isohalines 4.4 Isotherms	15

▪ **Reference Books:-**

- ❖ W. A. Anikouchine and R. W. Sternberg, *The World Ocean: An Introduction to Oceanography* Englewood Cliffs, NJ: Prentice-Hall, 1973.
- ❖ Richard A. Davis, *Oceanography: An Introduction to the Marine Environment* Dubuque, Iowa: Wm. C. Brown, 1986.
- ❖ M. Denny, *How the Ocean Works: An Introduction to Oceanography* New Jersey: Princeton University Press, 2008.
- ❖ A. C. Duxbury and B. Duxbury, *An Introduction to the World's Oceans*, 2nd ed. Dubuque, Iowa: Wm. C. Brown, 1996.
- ❖ Tom Garrison, *Oceanography* Belmont, USA: Wadsworth, 1998.
- ❖ Tom Garrison, *Oceanography: An Introduction to Marine Science* Pacific Grove, USA: Brooks/Cole, 2001.
- ❖ Gerald S., *General Oceanography: An Introduction* New York: John Wiley & Sons, 1980.
- ❖ M. Grant Gross, *Oceanography: A View of the Earth* New Jersey: Prentice-Hall Inc., 1987.
- ❖ C. A. M. King, *Oceanography for Geographers* London: Edward Arnold, 1975.
- ❖ C. A. M. King, *Beaches and Coasts* London: Edward Arnold, 1972.
- ❖ R. C. Sharma and M. Vatel, *Oceanography for Geographers* Allahabad: Chaitanya Publishing House, 1986.
- ❖ R. C. Sharma, *The Oceans* New Delhi: Rajesh Publications, 1985.
- ❖ F. P. Shepard, *Submarine Geology* New York: Harper & Sons, 1948.
- ❖ H. V. Thurman, *Introductory Oceanography* Columbus: Charles E. Merrill Publishing Co.
- ❖ H. V. Thurman, *Introductory Oceanography* Columbus: Charles E. Merrill Publishing Co., 1984.
- ❖ A. N. P. Ummerkuty, *Science of the Oceans and Human Life* New Delhi: National Book Trust, 1985.
- ❖ Joseph Weisberg and Joseph Howard, *Introductory Oceanography* New York: McGraw-Hill Book Co.
- ❖ Joseph Weisberg and Joseph Howard, *Introductory Oceanography* New York: McGraw-Hill Book Co., 1976.
- ❖ देशमुख, सावरकर आणि भेंडकर, *हवामानशास्त्र व सागरशास्त्र* नागपूर: विद्या प्रकाशन, २००५.
- ❖ विठ्ठल धारपुरे, *सागरशास्त्र* नागपूर: पिंपळापुरे पब्लिशर्स, १९९८.
- ❖ प्रकाश सावंत, *सागरशास्त्र* कोल्हापूर: फडके प्रकाशन, २०१४.

Suggested Research Journal

1. Ocean Science Journal
2. Oceans
3. Journal of Ocean and Climate
4. Marine Science

Additional Reading:

1. Metropolis, Planning, Dwell Magazines
2. Daily news related to this paper

Medium of Instruction: Marathi**Evaluation Pattern:****Total Marks: 100****Internal Continuous Evaluation:**Activities for 40 Marks: For Major /
Elective Courses of 4 Credits

- 1) Project - 20 Marks
- 2) Online/Offline Class Test - 20 Marks

End Semester Examination Question Paper Pattern for 60 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:

Total Marks: 60

Time: Two Hours

=====

Q. 1. Choose the correct alternatives from the following.

15

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short notes (*Three out of Four*)

15

प्रश्न २. टीपा लिहा (चार पैकी तीन)

Q.3. Write short answer (*Three out of Four*)

15

प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)

Q.4. Answer the following question in broad. (*One out of Two*)

प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक)

15

	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology		
	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II		Semester- IV
	Type: Major		Marks: 100
	Credits: 4		From: June- 2025
Name of the Course: AGRICULTURAL GEOGRAPHY (MMGEO01406)			
Course Objectives: Students should be able to..... 1. To understand the concept and development of Agriculture. 2. To examine the role of agricultural determinants towards the changing cropping pattern. 3. To study the Green Revolution. 4. The course also aims to familiarize the students with the Agricultural concepts and modern technologies used in Agriculture			
Course Outcomes: Students will be able to..... 1. Conceptualize the agriculture and its determinants 2. Understand land use theories 3. Application of modern agricultural systems 4. Identify agricultural regionalization and agricultural problems 5. Familiarize the students with field visit to agro-based industries, Dairy farming etc.			
Expected Skills Impartation 1. Acquiring geographic information 2. Evaluating theories 3. Adopting suitable techniques for agricultural regionalization			
Module	Title and Contents		Hrs.
1	Module-1: Introduction to Agricultural Geography 1.1 Definition and Meaning 1.2 Nature, Scope and Significance 1.3Determinants of Agriculture: Physical and Human 1.4 Recent trends in Agricultural Geography		15
2	Module-2: Land Use theory and Modern Agricultural Systems 2.1 Von Thunen's Theory 2.2 Floriculture 2.3 Horticulture 2.4 Dairy Farming		15
3	Module-3: Agriculture Regionalization and Problems 3.1Crop Combination 3.2 Crop Diversification 3.3 Agricultural Problems and solutions 3.4 Sustainable Agriculture		15
4	Module-4: Field Work in Agriculture 4.1 Importance of Field Work 4.2 Argo – based Industries 4.3 Agro-Tourism 4.4 Organic Farming		15
■ Reference Books:- ❖ Alka Gautam, <i>Agricultural Geography</i> Allahabad: Sharda Pustak Bhawan, 2012. ❖ T. P. Bayliss-Smith, <i>The Ecology of Agricultural Systems</i> London: Cambridge University Press, 1987. ❖ B. J. L. Berry et al., <i>The Geography of Economic Systems</i> New York: Prentice-Hall, 1976.			

- ❖ L. R. Brown, *The Changing World Food Prospects: The Nineties and Beyond* Washington, D.C.: Worldwatch Institute, 1990.
- ❖ L. M. Cantor, *A World Geography of Irrigation* London: Oliver and Boyd, 1967.
- ❖ G. M. Desai and A. Vaidyanathan, *Strategic Issues in Future Growth of Fertilizer Use in India* New Delhi: Macmillan Publishers, 1998.
- ❖ H. P. Gregor, *Geography of Agriculture* New York: Prentice-Hall, 1970.
- ❖ D. B. Grigg, *The Agricultural Systems of the World* New York: Cambridge University Press, 1974.
- ❖ Majid Husain, *Systematic Agricultural Geography* Jaipur: Rawat Publications, 1999.
- ❖ W. B. Morgan and R. J. C. Munton, *Agricultural Geography* London: Methuen, 1971.
- ❖ Paul V. Nelson, *Greenhouse Operation and Management* Virginia: Reston Publishing, 1985.
- ❖ A. K. Sarkar, *Practical Geography: A Systematic Approach* Calcutta: Orient Longman, 1997.
- ❖ C. O. Sauer, *Agricultural Origins and Dispersals* Cambridge, MA: M.I.T. Press, 1969.
- ❖ Jasbir Singh and S. S. Dhillon, *Agricultural Geography* New Delhi: Tata McGraw-Hill, 1988.
- ❖ M. Shafi, *Agricultural Productivity and Regional Imbalances: A Study of Uttar Pradesh* New Delhi: Concept Publishing Company, 1983.
- ❖ के. ए. खतीब, *कृषी भूगोल* कोल्हापूर: संजोग प्रकाशन, २०१४.

Reference Journals:

Indian Journal of Agricultural Research

International Journal of Science and Research

Additional readings:

1. योजना

Medium of Instructions: if any: Marathi

Library and Laboratory equipment

Evaluation Pattern:

Total Marks: 100

Internal Continuous Evaluation:

Activities for 40 Marks: For Major / Elective Courses of 4 Credits

- 1) Project - 20 Marks
- 2) Online/Offline Class Test - 20 Marks

End Semester Examination Question Paper Pattern for 60 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date: _____ Total Marks: 60

Time: Two Hours

=====

Q. 1. Choose the correct alternatives from the following. 15

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short notes (*Three out of Four*) 15

प्रश्न २. टीपा लिहा (चार पैकी तीन)

Q.3. Write short answer (*Three out of Four*) 15

प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)

Q.4. Answer the following question in broad. (*One out of Two*)

प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक)

15

	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology		
	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II	Semester- IV	
	Type: Minor (MN)	Marks: 100	
	Credits: 4	From: June- 2025	
	Name of the Course: ECONOMIC GEOGRAPHY OF MAHARASHTRA (MNGEO01402)		
Course Objectives: Students should be able to..... 1. To Understand the Fundamentals of Economic Geography. 2. To Examine Mineral and Energy Resources of Maharashtra. 3. To Analyze Industrial Development in Maharashtra. 4. To Explore Transport and Communications in Maharashtra.			
Course Outcomes: Students will be able to..... 1. Analyze Mineral and Energy Resources in Maharashtra 2. Evaluate Industrial Development in Maharashtra 3. Understand Transport and Communications in Maharashtra 4. Characteristics of population in Maharashtra 5. Develop Analytical and Critical Thinking Skills			
Expected Skills Impartation ➤ Conceptual Understanding Skill ➤ Analytical Skill ➤ Interpretation Skill ➤ Critical Thinking Skill			
Module	Title and Contents		Hrs.
1	Module-1: Mineral and energy resources of Maharashtra (Distribution, Production and Trade) 1.1 Mineral resources: Manganese , Iron ore , Bauxite , Chromite & Dolomite 1.2 Energy resources : Coal , Hydroelectric power, Thermal power, Mineral oil and natural gas, nuclear power and Unconventional energy 1.3 Conservation of mineral resources and energy resources.		15
2	Module-2: Industrial development in Maharashtra 2.1 Agro-based Industries: Cotton Textile industry and Sugar industry 2.2 Chemical industries & Fertilizer factories - Other industries in Maharashtra 2.3 Small Scale Industries 2.4 Major industrial Belt in Maharashtra		15
3	Module-3: Transportation 3.1 Significance of Transportation 3.2 Land transport 3.3 Water transport 3.4 Air Transport		15
4	Module-4: Population of Maharashtra 4.1 Growth of population 4.2 Factors affecting on distribution of population 4.3 Distribution and density of population		15

	4.4 Population Characteristics	
▪ Reference Books:- ❖ J. W. Alexander, <i>Economic Geography</i> Englewood Cliffs: Prentice-Hall, 1963. ❖ Census of India, <i>Provisional Population Totals: Maharashtra</i> New Delhi: Government of India, 2011, https://censusindia.gov.in/. ❖ Government of Maharashtra, <i>Maharashtra Human Development Report</i> Mumbai: Oxford University Press, 2002. ❖ Government of Maharashtra, <i>Economic Survey of Maharashtra 2019-20</i> Mumbai: Directorate of Economics and Statistics, Planning Department, Government of Maharashtra, 2020. ❖ T. A. Hartshorn and J. W. Alexander, <i>Economic Geography</i>, 3rd ed. Englewood Cliffs: Prentice-Hall, 1988. ❖ Majid Husain, <i>Population Geography</i> Jaipur: Rawat Publications, 2014. ❖ Indian Roads Congress, <i>Road Development Plan for Maharashtra</i> New Delhi: Indian Roads Congress, 2012. ❖ M. S. Krishnan, <i>Geology of India and Burma</i>, 4th ed. Madras: Higginbothams, 1968. ❖ P. E. Lloyd and P. Dicken, <i>Location in Space: A Theoretical Approach to Economic Geography</i> London: Harper & Row, 1972. ❖ Ministry of Railways, <i>Indian Railways Year Book 2018-19</i> New Delhi: Government of India, 2019. ❖ Planning Commission, <i>Transport Development in Maharashtra: Vision 2020</i> New Delhi: Government of India, 2011. ❖ J. P. S. Rana, <i>Maharashtra: Land and People</i> New Delhi: Concept Publishing Company, 2009. ❖ M. S. A. Rao and M. P. Mishra, <i>Urbanization and Regional Development in Maharashtra</i> New Delhi: Concept Publishing Company, 1981. ❖ D. Yaukey, D. L. Anderton, and J. H. Lundquist, <i>Demography: The Study of Human Population</i>, 4th ed. Long Grove: Waveland Press, 2007. ❖ दीपक बाविस्कर आणि दिलीप पाटील, <i>महाराष्ट्राचा भूगोल</i> जळगाव: दीपस्तंभ प्रकाशन, २०१७. ❖ के. ए. खतीब, <i>महाराष्ट्राचा भूगोल</i> पुणे: निराली प्रकाशन, २०११. ❖ ए. बी. सवदी आणि पी. एस. कोळेकर, <i>दि मेगा स्टेट महाराष्ट्र</i> पुणे: निराली प्रकाशन, २००९.		
Evaluation Pattern:		
Total Marks: 100		
Internal Continuous Evaluation: Activities for 40 Marks: For Major / Elective Courses of 4 Credits 1) Project - 20 Marks 2) Online/Offline Class Test - 20 Marks	<u>End Semester Examination Question Paper Pattern for 60 Marks</u> Instruction: 1) All Questions are Compulsory. 2) All Questions carry equal marks. 3) Figures to the right indicate full marks. Day and Date: _____ Total Marks: 60 Time: Two Hours ===== Q. 1. Choose the correct alternatives from the following. 15 प्रश्न १. खालीलपैकी योग्य पर्याय निवडा. Q.2. Write short notes (<i>Three out of Four</i>) 15 प्रश्न २. टीपा लिहा (चार पैकी तीन) Q.3. Write short answer (<i>Three out of Four</i>) 15	

		प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन) Q.4. Answer the following question in broad. (One out of Two) प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक) 15	
	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology		
	CHHATRAPATI SHIVAJI COLLEGE, SATARA		
	Board of Studies in Geography		
	Programme: B.A. Part-II	Semester- IV	
	Type: Indian Knowledge System (IKS)	Marks: 50	
	Credits: 2	From: June- 2025	
	Name of the Course: Ancient Indian Geographer (IKSGEO01402)		
Course Objectives: Students should be able to..... 1. To introduce students to key geographical concepts found in ancient Indian texts. 2. To explore the contributions of major ancient Indian geographers and astronomers. 3. To examine ancient Indian perspectives on the Natural and Manmade phenomena. 4. To highlight the scientific relevance of indigenous knowledge systems in historical and contemporary contexts. 5. To foster appreciation for India’s intellectual heritage in geography and earth sciences.			
Course Outcomes: Students will be able to..... 1. Understand core concepts of the Indian Knowledge System in the context of geography. 2. Explain geographical ideas from ancient Indian texts and recognize key contributors. 3. Analyze traditional Indian perspectives on Earth, the Universe, and natural phenomena. 4. Apply indigenous knowledge in academic research and competitive examinations.			
Expected Skills Impartation ➤ Critical Thinking: Ability to analyze and evaluate ancient geographical theories in a scientific context. ➤ Interpretative Skills: Competence in understanding symbolic and scriptural representations of geography. ➤ Research Orientation: Skills to explore ancient texts and extract geographical insights. ➤ Comparative Analysis: Ability to relate and contrast ancient Indian concepts with modern geographical knowledge. ➤ Interdisciplinary Understanding: Insight into the integration of geography, astronomy, and earth sciences in ancient Indian thought. ➤ Cultural Appreciation: Deeper understanding of India’s intellectual and scientific heritage.			
Module	Title and Contents		Hrs.
1	Module-1: Ancient Indian geographical concepts 1.1 Introduction to Indian Knowledge Systems in Geography: Key geographical concepts found in ancient Indian texts 1.2 Ancient Indian Civilizations and Empire 1.3 Ancient Indian perspectives of Physical Phenomena- Cosmology, Universe, Earth and Continents, Latitudes and Longitudes; Earthquakes, Eclipses, Atmosphere, Weather and Climate, Mountains and River 1.4 Ancient Indian perspectives of Manmade Phenomena: Bharatvarsa, Settlement, Agriculture, culture, Chronology		15

2	Module-2: Contribution of major ancient geographer 2.1 Aryabhata 2.2 Rahamihira 2.3 Bhaskaracharya 2.4 Brahmagupta 2.5 Utpala 2.6 Vijaynandi 2.7 Gargamuni 2.8 Kalidas	15
▪ Reference Books:- ❖ S. Adhikari, <i>Fundamentals of Geographical Thought</i> New Delhi: Orient Blackswan Pvt. Ltd., 2015. ❖ R. D. Dikshit, <i>Geographical Thought: A Contextual History of Ideas</i> Delhi, India: Prentice-Hall India, 1997. ❖ S. Kak, <i>The Astronomical Code of the Rigveda</i>, 2nd ed. New Delhi: Aditya Prakashan, 2000. ❖ Majid Husain, <i>Evolution of Geographic Thought</i> Jaipur: Rawat Publications, 2007. ❖ H. P. Ray, <i>The Winds of Change: Buddhism and the Maritime Links of Early South Asia</i> Delhi: Oxford University Press, 1994. ❖ R. B. Singh, <i>Progress in Indian Geography</i> New Delhi, India: Indian National Science Academy, 2016. ❖ B. V. Subbarayappa, <i>Indian Astronomy: A Sourcebook</i> Mumbai: Mumbai University & Nehru Centre, 2000. ❖ एल. सी. अग्रवाल, <i>भौगोलिक विचारधाराएँ</i> जयपुर: राजस्थान हिंदी ग्रंथ अकादमी, २०२०. ❖ एस. डी. कौशिक आणि डी. एस. रावत, <i>भौगोलिक विचारधाराएँ एवं विधितंत्र</i> मेरठ: रस्तोगी पब्लिकेशन्स. ❖ के. ए. खतीब, <i>भूविज्ञान विकास</i> कोल्हापूर: संजोग प्रकाशन. ❖ एच. एस. गर्ग, <i>भौगोलिक चिंतन</i> आगरा: एसबीपीडी प्रकाशन, २०२२. ❖ डी. एस. सूर्यवंशी आणि संभाजी पाटील, <i>भौगोलिक विचारधारा व संकल्पना</i> जळगाव: प्रशांत पब्लिकेशन, २०१६. Additional Readings: • Vedic and Puranic texts (translated excerpts) • e-PG Pathshala: https://epgp.inflibnet.ac.in/ • MOOCS - NPTEL: https://nptel.ac.in • MOOCS - SWAYAM: https://swayam.gov.in • National Digital Library of India: https://ndl.iitkgp.ac.in Medium of Instruction: English/Marathi		
Evaluation Pattern:		
Total Marks: 50		
Internal Continuous Evaluation: Activities for 20 Marks: For all 02 Credits Courses 1. Subject Specific Activity: 20 Marks	<u>End Semester Examination Question Paper Pattern for 30 Marks</u> Instruction: 1) All Questions are Compulsory. 2) All Questions carry equal marks. 3) Figures to the right indicate full marks. Day and Date: _____ Total Marks: 30 Time: One Hour ===== Q. 1. Choose the correct alternatives from the following. 08 प्रश्न १. खालीलपैकी योग्य पर्याय निवडा. Q.2. Write short notes (<i>Two out of Three</i>) 10	

	प्रश्न २. टीपा लिहा (तीन पैकी दोन) Q.3. Answer the following question in broad. (One out of Two) 12 प्रश्न ३. खालील प्रश्नाचे सविस्तर उत्तर लिहा (दोन पैकी एक)
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	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology	
	CHHATRAPATI SHIVAJI COLLEGE, SATARA	
	Board of Studies in Geography	
	Programme: B.A. Part-II	Semester- IV
	Type: Vocational Skill Courses (VSC)	Marks: 50
	Credits: 2	From: June- 2025
	Name of the Course: TRAVEL AND TOURISM MANAGEMENT - II (VSCGEO01401)	
Course Objectives: Students should be able to..... 1. To familiarize the students with aspects of tourism which have a relation with Sustainable Development of Tourism. 2. To orient the students to the logistics of tourism industry and the role of tourism in regional development. 3. To understand the impact of tourism on physical and human environments. 4. To familiarize the students with Recent Concepts of Tourism Management.		
Course Outcomes: Students will be able to..... 1 Understand the need of tourism planning sustainable development of tourism. 2 Understand the impact of tourism on environment. 3 Understand the socio-economic and cultural impact of tourism. 4 Know the recent concepts of tourism management.		
Expected Skills Impartation ➤ Understanding skill ➤ Evaluative skill ➤ Analytical skill ➤ Critical Thinking		
Module	Title and Contents	Hrs.
1	Module-1: Impact of Tourism 1.1 Economic Impact. 1.2 Socio-Cultural Impact. 1.3 Impact on Environment. 1.4 Sustainable Development of Tourism	15
2	Module-2: Recent Concepts of Tourism Management 2.1 Agro-tourism. 2.2 Eco-tourism. 2.3 Heritage tourism. 2.4 Adventure tourism	15
▪ Reference Books:- ❖ A. K. Bhatia, <i>International Tourism</i>, 3rd ed. New Delhi: Sterling Publishers Pvt. Ltd., 2019. ❖ A. K. Bhatia, <i>Tourism Development</i> New Delhi: Sterling Publishers Pvt. Ltd., 2002. ❖ Manoj Dev, <i>India: A Tourist Paradise</i> New Delhi: Sterling Publishers Pvt. Ltd., 1985.		

- ❖ Premnath Dhar, *Development of Tourism and Travel Industry India*: Kanishka Publishing House, 2009.
- ❖ V. N. Gupta, *Tourism in India* Delhi: Gyan Publishing House, 2013.
- ❖ Jagmohan Negi, *Tourism Development and Resource Conservation* New Delhi: Metropolitan Books Publication, 1990.
- ❖ Douglas Pearce, *Tourism Development*, vol. 2, 1970.
- ❖ R. Robinson, *Geography of Tourism* Boston: MacDonald and Evans, Ltd., 1976.
- ❖ K. C. Sharma, *Tourism: Policy, Planning Strategy* Jaipur: Pointer Publishers, 1996.
- ❖ Pran Seth, *Successful Tourism Management* Cross Section Publications, 1978.
- ❖ P. C. Sinha, *Tourism Marketing* Anmol Publication Pvt. Ltd., 2011.
- ❖ Shawni Singh, *Principles of Indian Tourism*, 2011.
- ❖ S. N. Singh, *Geography of Tourism and Recreation*, 4th ed., 2014.
- ❖ Ratandeep Singh, *Tourism Today*, vols. 1–3.
- ❖ एस. बी. शिंदे, *पर्यटन भूगोल कोल्हापूर*: फडके प्रकाशन.
- ❖ व्ही. टी. घारपुरे, *पर्यटन भूगोल नागपूर*: पिंपळापुरे अँड कं. पब्लिशर्स, २००३.
- ❖ के. ए. खतीब, *भारतातील पर्यटन कोल्हापूर*: संजोग प्रकाशन, २०११.

Research Journals:

1. Tourism Management
2. Annals of Tourism Research
3. Journal of Hospitality and Tourism Management

Additional Reading:

- Google Search
- Red Cross Society official website
- United Nations official website
- www.tripadvisor.com
- www.expedia.com
- Daily news

Medium of Instruction: Marathi / English

Special Instructions, if any: Marathi

Library and Laboratory equipment'

Evaluation Pattern:

Total Marks: 50

Internal Continuous Evaluation:

Activities for 20 Marks: For all 02 Credits Courses

1. Subject Specific Activity: 20 Marks

End Semester Examination Question Paper Pattern for 30 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date: _____ Total Marks: 30

Time: One Hour

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Q. 1. Choose the correct alternatives from the following.

08

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short notes (*Two out of Three*)

10

	प्रश्न २. टीपा लिहा (तीन पैकी दोन) Q.3. Answer the following question in broad. (One out of Two) 12 प्रश्न ३. खालील प्रश्नाचे सविस्तर उत्तर लिहा (दोन पैकी एक)

	Karmaveer Bhaurao Patil University, Satara (A State Public University Est. u/s3(6) of MPUA 2016) Faculty of Science and Technology	
	CHHATRAPATI SHIVAJI COLLEGE, SATARA	
	Board of Studies in Geography	
	Programme: B.A. Part-II	Semester- IV
	Type: Skill Enhancement Course (SEC)	Marks: 50
	Credits: 2	From: June- 2025
	Name of the Course: Introduction to Land Surveying (SECGEO01401)	
Course Objectives: Students should be able to..... 1. To introduce the students a new technology of Surveying. 2. To categorize the surveying. 3. To offer practical training of surveying and to the students and make them surveying experts. 4. To generate job opportunities in the corporate and government sector.		
Course Outcomes: Students will be able to..... 1: Introduce a new technology in Surveying. 2: Analysis the aims about database for surveying and mapping. 3: Explain comprehensive knowledge about the surveying and map scale 4: Invent the job opportunities in the corporate and government sector.		
Expected Skills Impartation ➤ Understanding skill ➤ Measuring Skill ➤ Life skills ➤ Analytical Skill		
Module	Title and Contents	Hrs.
1	Module-1: Introduction to Surveying 1.1. Meaning and Definition of Surveying 1.2. Uses of Surveying 1.3. Types Surveying 1.4. Methods of Surveying	15
2	Module-2: Map and Map Scale 2.1 Definition and Importance of Map 2.2 Types of Maps 2.3 Introduction to Map Scale 2.4 Types of Map Scale	15
▪ Reference Books:- ❖ Charles D. Ghilani and Paul Richard Wolf, <i>Elementary Surveying: An Introduction to Geomatics</i> Upper Saddle River: Prentice Hall, 2008. ❖ T. P. Kanetkar and S. V. Kulkarni, <i>Surveying and Levelling</i> Pune: Pune Vidyarthi Griha Prakashan, 1986.		

- ❖ D. R. Khullar, *Practical Geography* Delhi: King Books, 1997.
- ❖ V. Natarajan and Ron K. Adler, *Advanced Surveying* Bombay: B.I. Publications.
- ❖ A. V. Maslov, A. V. Gordeev, and Yu. G. Batrakov, *Geodetic Surveying* Moscow: Mir Publishers, 1984.
- ❖ S. C. Rangwala, *Surveying and Levelling* Anand: Charotar Publishing House Pvt. Ltd., 2011.
- ❖ R. L. Singh and L. R. Kanaujia, *Map Work and Practical Geography*.
- ❖ L. R. Singh, *Fundamentals of Practical Geography* Allahabad: Sharda Pustak Bhavan, 2009.
- ❖ Satheesh Gopi, *Advanced Surveying: Total Station, GIS and Remote Sensing* New Delhi: Pearson Education India, 2007.
- ❖ Mahabhulekh, Government of Maharashtra, <https://mahabhulekh.maharashtra.gov.in>.
- ❖ अर्जुन कुंभार, *प्रात्यक्षिक भूगोल डोंबिवली पूर्व*, जि. ठाणे: सुमेरू प्रकाशन, २०१४.
- ❖ एस. बी. शिंदे, *नकाशाशास्त्र* कोल्हापूर: फडके प्रकाशन, २००२.
- ❖ के. ए. खतीब, *समग्र प्रात्यक्षिक भूगोल* कोल्हापूर: संजोग प्रकाशन, २०१३.
- ❖ ई. के. करंजखेले आणि डी. वाय. अहिराव, *प्रात्यक्षिक भूगोल नाशिक*: सुदर्शन प्रकाशन, २०१०.

Evaluation Pattern:

Total Marks: 50

Internal Continuous Evaluation: Activities for 20 Marks: For all 02 Credits Courses	<u>End Semester Examination Question Paper Pattern for 30 Marks</u>
1. Subject Specific Activity: 20 Marks	Instruction: 1) All Questions are Compulsory. 2) All Questions carry equal marks. 3) Figures to the right indicate full marks. Day and Date: _____ Total Marks: 30 Time: One Hour ===== Q. 1. Choose the correct alternatives from the following. 08 प्रश्न १. खालीलपैकी योग्य पर्याय निवडा. Q.2. Write short notes (<i>Two out of Three</i>) 10 प्रश्न २. टीपा लिहा (तीन पैकी दोन) Q.3. Answer the following question in broad. (<i>One out of Two</i>) 12 प्रश्न ३. खालील प्रश्नाचे सविस्तर उत्तर लिहा (दोन पैकी एक)



Karmaveer Bhaurao Patil University, Satara

(A State Public University Est. u/s3(6) of MPUA 2016)

Faculty of Science and Technology

CHHATRAPATI SHIVAJI COLLEGE, SATARA

Board of Studies in Geography

Programme: B.A. Part-II

Semester- IV

Type: CEP-I

Marks: 50

Credits: 2

From: June- 2025

Name of the Course: CEP-I COMMUNITY ENGAGEMENT PROGRAMME
(CEPGEO01401)

Course Objectives: Students should be able to.....

1. To building partnerships between researchers, students, and community members to ensure that geographic projects are relevant and beneficial to the local population.
2. To encouraging sustainable practices by involving communities in planning and managing natural resources, land use, and urban development.
3. To raising awareness- educating communities about geographic issues such as climate change, disaster risk management, and conservation, helping them make informed decisions.
4. To developing skills and capabilities within the community through training and workshops, enabling them to engage in geographic research and advocacy.
5. To supporting decision-making- providing communities with the tools and information they need to participate in local governance, planning, and policy-making processes.
6. To strengthening social cohesion- Encouraging dialogue and collaboration among diverse community members, fostering a sense of shared responsibility and collective action.
7. To identifying and addressing specific geographic challenges faced by the community, such as land degradation, water management, or urban sprawl.
8. To encouraging youth participation- engaging young people in geographic projects to develop their interest in geography and related fields, and to nurture future leaders.
9. To documenting and preserving cultural heritage-working with communities to document and preserve their cultural landscapes, practices, and traditions, which are often closely tied to geography.

Course Outcomes: Students will be able to.....

1. Educational Outcomes:

- **Increased Geographic Literacy:** Participants gain a better understanding of geographical concepts such as spatial awareness, environmental systems, and the impact of human activities on different regions.
- **Enhanced Critical Thinking:** Engaging with geographic issues encourages participants to think critically about the world, understand complex systems, and consider the interconnectedness of local and global issues.

- **Skill Development:** Participants develop skills in map reading, geographic information systems (GIS), data analysis, and fieldwork, which can be applied in various professional and academic contexts.

2. Social Outcomes:

- **Stronger Community Bonds:** By working together on geography-related projects, participants often build stronger connections within their community, fostering a sense of belonging and collaboration.
- **Cultural Awareness:** Exposure to different cultures, landscapes, and global issues through geography can enhance participants' appreciation and understanding of cultural diversity and global citizenship.
- **Empowerment:** Community members are empowered to take action on local geographic issues, such as environmental conservation, urban planning, or disaster preparedness.

3. Environmental Outcomes:

- **Sustainable Practices:** The program can lead to increased awareness and adoption of sustainable practices within the community, such as conservation efforts, responsible land use, and waste management.
- **Environmental Stewardship:** Participants may become more involved in protecting and preserving local environments, participating in activities such as tree planting, clean-up campaigns, and wildlife conservation.
- **Climate Resilience:** Through education on geographic issues, communities can develop strategies to adapt to and mitigate the impacts of climate change, enhancing their resilience to natural disasters.

4. Policy-Related Outcomes:

- **Informed Decision-Making:** Community members who are educated about geographic issues are better equipped to participate in local decision-making processes, advocating for policies that reflect the community's needs and priorities.
- **Influence on Urban Planning:** Geographic awareness can lead to greater community involvement in urban planning, ensuring that development projects consider environmental impact, resource management, and the needs of diverse populations.
- **Advocacy and Activism:** The program may inspire participants to become advocates for geographic issues at local, national, or global levels, promoting policies that address environmental justice, land rights, and sustainable development.

Expected Skills Impartation

- Communication Skills
- Cultural Sensitivity
- Adaptability
- Research and Analytical Skills
- Data Collection
- Problem-Solving Skills
- Critical Thinking Collaboration
- Project Management
- Networking and Partnership Building
- Stakeholder Engagement
- Resource Mobilization
- Conflict Resolution
- Educational and Outreach Skills

Module	Title and Contents	Hrs.
1	Module-1 & 2 : Visit to Village / Town /Tourist Place and prepare a brief Report on the following related factors: Environmental, Social, Economic, Population, Agricultural, Livestock, Infrastructural Facilities, etc.	30

COMMUNITY ENGAGEMENT PROGRAMME

Cover Page

“Write here TITLE OF THE COMMUNITY ENGAGEMENT PROGRAMME in all upper-case (capital letters) with a „center“ alignment. Place this title on the upper central part of the cover with sufficient margin from top and both sides. Use a font size suitable to the length of the title.”

A COMMUNITY ENGAGEMENT PROGRAMME SUBMITTED TO
KARMAVEER BHURAO PATIL UNIVERSITY, SATARA

FOR DEGREE OF BACHELOR OF ARTS (B.A. II Geography)
IN THE FACULTY OF SCIENCE & TECHNOLOGY

SUBMITTED BY
(Student Name)

UNDER THE GUIDANCE OF
(Guide/ Teacher Name)

STUDY CENTER

Department of Geography,
Chhatrapati Shivaji College, Satara
MONTH & YEAR OF SUBMISSION

CERTIFICATE OF THE GUIDE

This is certified that work incorporated in the report_____ (Title) submitted by
Mr./Ms _____ was carried out by the
Candidate under my supervision/ guidance. I further declare that the material obtained through the
Community Engagement Programme has been mentioned in the report.

Date:

Place:

(Name & Signature of the Supervisor/ Research Guide)

DECLARATION BY THE CANDIDATE

I declare that the report entitled _____ submitted by me for the Community Engagement Programme in Sociology is the record of work carried out by me during the period from _____ to _____ under the guidance of _____ and has not formed the basis for the award of any degree, diploma, fellowship, or title in this or any other university or other institution of higher learning.

I further declare that the material obtained through the community engagement program has been mentioned in the report.

Date :

Place:

Name & Signature of the Candidate

SCHEME OF MARKING FOR EXAMINATIONS

CONTINUOUS COMPREHENSIVE EVALUATION (CCE) 20 MARKS

- Report Any Issues (Social, Cultural, health etc.)= 20 Marks

END SEMESTER EXAMINATION (ESE)= 30 MARKS

- Report on Community Engagement Programme (As per Guideline)= 30 Marks

Practical Examination

Batch I 30 Students

Internal Examiner - 01

External Examiner - 01

Reference Books:

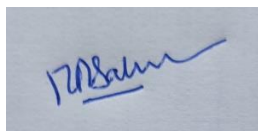
- ❖ D. W. Butin, *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education* New York: Palgrave Macmillan, 2010.
- ❖ National Service Scheme, *Manual for NSS Programme Officers* New Delhi: Ministry of Youth Affairs and Sports, Government of India, 2023, <https://nss.gov.in>.
- ❖ F. Murphy, *Community Engagement, Organization, and Development for Public Health Practice* New York: Springer Publishing Company, 2012.
- ❖ J. L. Epstein, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* Boulder: Westview Press, 2001.
- ❖ L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* Cambridge, MA: Harvard University Press, 1978.
- ❖ M. R. Warren, "Communities and Schools: A New View of Urban Education Reform," *Harvard Educational Review* 75, no. 2 (2005): 133–173.
- ❖ A. T. Henderson and K. L. Mapp, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* Austin: Southwest Educational Development Laboratory, 2002.
- ❖ G. A. Smith, "Place-Based Education: Learning to Be Where We Are," *Phi Delta Kappan* 83, no. 8 (2002): 584–594.
- ❖ M. Bray, "Community Initiatives in Education: Goals, Dimensions and Linkages with Governments," *Compare: A Journal of Comparative and International Education* 33, no. 1 (2003): 31–45.

Practical work: Case Study / Field Survey / Field Visits / Project:

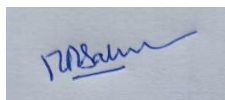
1. Power point presentation on any syllabus related topic.
2. Project on any family psychotherapy.
3. Home Assignment
4. Online/ Offline Unit Class Test
5. Oral

Research Journals

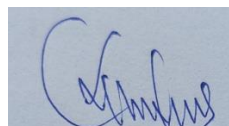
- Journal of Community Engagement and Higher Education
- Journal of Community Engagement and Scholarship (JCES)
- Journal of Higher Education Outreach and Engagement
- journal of service-learning in higher education
- Collaborations: A Journal of Community-Based Research and Practice
- International Journal of Research on Service-Learning and Community Engagement
- Partnerships: A Journal of Service-Learning and Civic Engagement



**Head
Department of
Geography**



**Chairman
BoS in Geography**



**Dean
Faculty of Science
& Technology**