Faculty of Arts

DEPARTMENT OF GEOGRAPHY

Programme: Bachelor of Arts (B.A.)

F.Y.B.A. SYLLABUS

Choice Based Credit System with effect from the academic year 2023-24
## CONTENT

Programme- Bachelor of Arts (B.A.)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Course</th>
<th>SEM</th>
<th>Code</th>
<th>Credits</th>
<th>No. of Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Human Geography</td>
<td>I</td>
<td>GE23101MM</td>
<td>04</td>
<td>60</td>
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<td>2</td>
<td>Geography of Environment</td>
<td>I</td>
<td>GE23102MM</td>
<td>02</td>
<td>30</td>
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<tr>
<td>3.</td>
<td>Geography of Environment</td>
<td>I</td>
<td>GE23103MN</td>
<td>02</td>
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<tr>
<td>4.</td>
<td>DISASTER MANAGEMENT AND MITIGATION</td>
<td>I</td>
<td>GE23104OE</td>
<td>03</td>
<td>45</td>
</tr>
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<td>5.</td>
<td>GEOSPATIAL TECHNOLOGY</td>
<td>I</td>
<td>GE23105VS</td>
<td>04</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Cartographic Techniques and Computer Applications-I</td>
<td>I</td>
<td>GE23106SE</td>
<td>04</td>
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<td>7.</td>
<td>Environmental Studies-I</td>
<td>I</td>
<td>GE23107VE</td>
<td>02</td>
<td>30</td>
</tr>
</tbody>
</table>
DSPM'S K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE,
DOMBIVLI (EAST), (AUTONOMOUS)

F.Y.B.A. Semester- I
Human Geography-I

COURSE CODE: GE23101MM  Credits: 04

Objectives:

1. To introduce the broader aspects of the Study of Human Geography
2. To familiarize students with the Changing patterns of Human Population
3. To understand the distribution and pattern of settlement and its effects on Migration
4. To prepare the graphical representation of age-sex population data.
5. To acquire the technique and Calculation of settlement pattern

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Modules/Units</th>
<th>Lectures (60)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit-I</strong></td>
<td><strong>Introduction to Human Geography</strong></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Meaning, Nature and Scope of Human</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Geography Branches of Human Geography</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Changing Nature of Man- Environment relationship</td>
<td></td>
</tr>
<tr>
<td><strong>Unit-II</strong></td>
<td><strong>Population</strong></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Demographic Transition Model</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Population Density, its Distribution and growth</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Concept and Problems of Under-population, over-population and optimum population</td>
<td></td>
</tr>
<tr>
<td><strong>Unit-III</strong></td>
<td><strong>Settlements</strong></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Concept, Types &amp; Patterns of Rural and Urban settlement</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Settlements Site and Situation of Rural Settlement</td>
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<tr>
<td>3.3</td>
<td>Functional classification of Urban Settlements</td>
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</tbody>
</table>
### Course Outcome:

1. This course will enable students to correlate the earth processes and Human evolution and understand the consequences of Human interference in natural processes.
2. It also aims to create socially aware citizens.
3. Understand the contribution of the discipline of geography to social sciences.
5. Critically analyse contemporary Human issues from a geographical perspective.

### Learner Space:

1. Illustrated Human Geography Textbook – Creating a web comic textbook.
2. Wall Poster, Charts and Model
3. PPT on various Anthropogenic phenomenon
4. 3D Models of Settlements
5. Local to Global Photographs of Settlement
6. Patterns, Site and Situation of Settlements nearby areas
7. Urban and Rural settlement Model
8. Use of Google Earth Software
9. Mini Charts and Anchor
10. Models of Population
11. Population Census
12. Documentaries related distribution of Population
13. Models of Migration
14. Migration Data Portal
15. WHY? WHERE? and WHO?
17. Map Skill and Population Pyramid
18. Identification, mapping, Field observations and models preparation

<table>
<thead>
<tr>
<th>Unit- IV</th>
<th>Migration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Concept and Types of Migration</td>
</tr>
<tr>
<td>4.2</td>
<td>Causes of migration – pull and push; Consequences/effects of</td>
</tr>
<tr>
<td>4.3</td>
<td>migration Patterns and processes of migration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit- V</th>
<th>Practical Component (with Internal Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Map - Definition, Components, Type and Importance,</td>
</tr>
<tr>
<td>5.2</td>
<td>Construction and Interpretation of Population Pyramids</td>
</tr>
<tr>
<td>5.3</td>
<td>Investigation and Data collection in field of Human Geography</td>
</tr>
</tbody>
</table>

| 12 |
References:

- “Geographical Thought: A Contextual History of Ideas”, PHI Learning Private Limited, Delhi

Information and Communication Technology Backup:

7. https://youtu.be/YaZ1MQI5Igw - Migration

Universities which were referred to modify syllabi in fresh autonomy:

1. Savitribai Phule Pune University, Pune.
2. Parvatibai Chowgule College of Arts and Sciences, Margao, Goa.
3. Osaka University, Japan.
Pedagogy for F.Y.B.A. Geography –I (Sem-I):

1. Unit 1, we will learn the concepts of human geography and study different approaches and concepts of human and environment. For this we will use different study methods like Illustrated Human Geography Textbook Creating a web comic textbook. Charts and Model, Areal Differentiation and Human Activities related to Environment, Clipping from Videos.

2. Unit 2, we will study the human population, current population trends, global population change, population pattern, distribution and some concepts of population through different study methods like Mini Charts and Anchor, Models of Population, Population Census, Wall Poster, Documentaries related distribution of Population all over the World etc.

3. Unit 3, we will study human rural and urban settlements and look at their types, pattern and classification. We will study through different teaching methods like PPT, 3D Models of Settlements, Local Picture Settlement, Patterns, Site and Situation of Settlements nearby areas, Urban and Rural settlement Model, Use of Google Earth Software to differentiate the settlement pattern.

4. Unit 4, we will study the types of migration, its causes, consequences, trend of international migration, and some theories. For this we will use the following study methods like Models of Migration, Migration Data Portal, WHY? WHERE? and WHO? Concept, Resource based migration and their positive and negative impact etc.

5. Unit 5, we will study the Practical of Nearest Neighbor Analysis Construction and Interpretation of Age-Sex Pyramids, Field Investigation etc. For this we will use the following study methods Map Skill and Population Pyramid, Field observations and models preparation, Identification and mapping of different Man-Made features. Prepare and Analyze Urban and Rural Settlements with help of GIS and GPS Techniques.
Objectives:
1. To create awareness about the dynamic environment among the students.
2. To acquaint students with the fundamental concepts of Environment Geography.
3. To develop the skill of map filling and interpreting.
4. The fundamental issues and debates that circulate around the intersection of geography and environmental science, with a particular focus on how humans affect and are affected by modifications of the physical environment.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Modules/Units</th>
<th>Lectures (30)</th>
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<tbody>
<tr>
<td></td>
<td><strong>UNIT – I</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fundamentals of Environmental Geography</strong></td>
<td>10</td>
</tr>
<tr>
<td>1.1</td>
<td>Definition, Concepts and Meaning of environment Environmental Geography</td>
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<tr>
<td>1.2</td>
<td>Nature, Scope and Importance</td>
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<td>1.3</td>
<td>Relationship of Environmental geography with other sciences</td>
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<tr>
<td></td>
<td><strong>UNIT – II</strong></td>
<td>10</td>
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<tr>
<td>2.1</td>
<td>Ecosystem – Meaning and Definition with its Structure.</td>
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<td>2.2</td>
<td>Functions: Energy flow in Ecosystem, Food chains, Food webs, Food pyramid</td>
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<tr>
<td>2.3</td>
<td>Biogeochemical Cycles: Hydrological, Carbon and Nitrogen</td>
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<td></td>
<td><strong>UNIT: III</strong></td>
<td>10</td>
</tr>
<tr>
<td>3.1</td>
<td>Map Filling – World using Point, line and Area</td>
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<tr>
<td>3.2</td>
<td>Techniques. Map Filling of National Parks and</td>
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<tr>
<td>3.3</td>
<td>Sanctuaries in India, Project on any Environmental Issues.</td>
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</tbody>
</table>

Course Outcome:
1. Students will identify and critically analyse patterns of human-environment interactions, including perception, distribution and use of natural resources.
2. Students will be able to understand the different resources & its threat & develop the measures for the resource conservation.
3. Students will be able to critical thinking on environmental problems and need to measures for it.
4. Students will be able to develop the skill of map filling of world and India map & map reading too.

**Learner Space:**

1. Students will discuss on importance of Environment, man-environment relationship and the need of environmental awareness.
2. Students will prepare the mental map on various functions of ecosystem & classification of ecosystems, Biogeochemical cycles.
3. Students will prepare the assignment on different topics which are included in their syllabus, it will help them to collect and explain more information about various environmental aspects.
4. Students will develop their skills in map filling of the world and also indicate the natural parks and sanctuaries in India.

**References:**

Information and Communication Technology Backup:

6. https://www.youtube.com/watch?v=nRi-ooLzybg&ab_channel=VEDANTUNEETMADEEJEE
7. https://www.gktoday.in/topics/biodiversity/
8. https://www.youtube.com/watch?v=1lSFMMcIFSY&ab_channel=PrakashHajare
9. https://www.youtube.com/watch?v=Je1UDic1qn8&ab_channel=AVBhaiya

Universities which were referred to modify syllabi in fresh autonomy:

1. Bangalore University, Department of Geography Jnana Bharathi, Bengaluru-56
2. Doctor Harisingh Gour Vishwavidyalaya (A Central University) Sagar (M. P.)
3. University of Calcutta
4. Savitribai Phule Pune University

PEDAGOGY for F.Y.B.A. (Geography of Environmental-I) - Sem-I

UNIT - I: FUNDAMENTALS OF ENVIRONMENTAL GEOGRAPHY

It can be explained with the help of charts, PPT, photographs, documentaries, cross questioning, debate, brain storming, co-operative learning, quiz, puzzles and e-sources.

UNIT - II: ECOSYSTEM STRUCTURE AND FUNCTIONS

We can use Power Point Presentation, Documentaries, charts, case studies, essay competition, e-sources.

UNIT-III: MAP FILLING AND CONSTRUCTION OF CARTOGRAPH (with Internal Assessment)

Students can acquire the skill of map filling of environmental significant features in the map of India and world using point, line, Area segment.

It will develop the skill of understanding different cartographic techniques and interpretation of data which is presented on the map in various way.

Project will help to investigation and solution of problems and frequently the use and manipulate of physical and Man-made materials.
DSPM'S K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE,
DOMBIVLI (EAST), (AUTONOMOUS)
Affiliated to University of Mumbai
Syllabus w.e.f. Academic Year, 2021-22 (CBCS)
F.Y.B.A. Semester- I
Geography of Environment-I
COURSE CODE: GE23103MN  Credits- 02

Objectives:

5. To create awareness about the dynamic environment among the students.
6. To acquaint students with the fundamental concepts of Environment Geography.
7. To develop the skill of map filling and interpreting
8. The fundamental issues and debates that circulate around the intersection of geography and environmental science, with a particular focus on how humans affect and are affected by modifications of the physical environment.

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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>UNIT –II</td>
<td><strong>Ecosystem Structure and Functions</strong></td>
<td>10</td>
</tr>
<tr>
<td>2.1</td>
<td>Ecosystem – Meaning and Definition with its Structure.</td>
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<td>UNIT: III</td>
<td><strong>Map Filling and Construction of Cartography (with Internal Assessment)</strong></td>
<td>10</td>
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<tr>
<td>3.1</td>
<td>Map Filling – World using Point, line and Area Techniques.</td>
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<tr>
<td>3.2</td>
<td>Map Filling of National Parks and Sanctuaries in India.</td>
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Project will help to investigation and solution of problems and frequently the use and manipulate of physical and Man-made materials.
Objectives:
1. To Identify and note the disasters occurring in the World
2. To manage the risks occurring because of the Disasters
3. To understand the scenarios of Deluge and work on with the mitigation and management
4. To deliberate the process of adaptation to the situation and suggest Do’s and Don’ts
5. To suggest the recovery process and means of practicing it.

UNIT - I  Meaning & Concept of Disaster & Hazard  15
1.1 Concepts of Disaster, Hazard, Vulnerability and Risks
1.2 Typology of hazards & Disasters- Natural Disasters & Man-made Disasters
1.3 Impacts of Disasters – Physical, Environmental and Biological
1.4 Impacts of Disasters – Socio- Cultural, economic and political

UNIT - II  Elements of Disaster Management  15
2.1 Disaster Management: Meaning & Concept
2.2 Role of International Organizations for Disaster Management – UNISDR, INSARAG, Red Cross
2.3 Role of National organizations-NIDM, NDRF, NRDM
2.4 Role of NGOs & Community for Disaster Management

Learning Outcome:
Upon successful completion of the course, the students:
- Will understand various types of disasters and their pathways
- Will get in-depth knowledge about how to act in these situations
- Will be able to critically analyze the current events and adhere to the mitigation measures
- will familiarize students with the concepts management of disasters and use of technology in the campaigns
- Will be able to demonstrate skills on the job trainings

Learner Space:
Students should read, observe, and analyze the disastrous situations, keep a check on the various current events and develop clues about the work process for the mitigation strategies. They should also be able to learn the Managerial skills for Disastrous situations and act as per the requirements of the same.

References:
3. Govt. Of India: Disaster Management in India,
University referred to modify the syllabus:

1. NDRF
2. NIDM
3. TIFR
4. INSARAG
5. UNCTAD

Pedagogy:
The Paper will help in developing an understanding and nourish the idea of Disaster Mitigation and Management. How technological developments have occurred in this field for the better management of difficult situations. Paper highlights the ways of organizations and their role in acting for the better cause in the Disaster situations.

Job-Oriented/Entrepreneurship development:
- Disaster management
- Fire Departments
- Planning Departments
- UPSC
- MPSC
- Other Competitive exams
- Policy makers

MOOC units:
- Disaster Management by NIDM, NDRF, NPTEL, SWAYAM, Coursera and Unacademy
Objectives:

1. The aim of this course is to apprise the students of various aspects of Aerial photographs.
2. It will teach about the important elements of Geospatial technology.
3. It gives the technical knowledge of satellite systems and open-source software.

UNIT - I

<table>
<thead>
<tr>
<th>Unit</th>
<th>Aerial Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Aerial Photographs: Concept, Process, and Types</td>
</tr>
<tr>
<td>1.2</td>
<td>Reading of Aerial Photographs</td>
</tr>
<tr>
<td>1.3</td>
<td>Interpretation of Aerial Photographs</td>
</tr>
<tr>
<td>1.4</td>
<td>Contouring and Area Calculation by using Google Earth</td>
</tr>
</tbody>
</table>

UNIT - II

<table>
<thead>
<tr>
<th>Unit</th>
<th>Global Positioning System</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Global Positioning System: Concept, Segments</td>
</tr>
<tr>
<td>2.2</td>
<td>Global Positioning System: Applications, and Types</td>
</tr>
<tr>
<td>2.3</td>
<td>Ground Survey and Demarcation of Point, Line, and Polygon Features with GPS Device</td>
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<tr>
<td>2.4</td>
<td>Transfer GPS Data to Computer with Software’s like -Easy GPS and open it in QGIS</td>
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</tbody>
</table>

Learning Outcome:

1. Students will demonstrate knowledge of the foundations and theories of GIS and use the tools and methods of GIS.
2. Students will demonstrate their knowledge of physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena.
3. Students will demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution.
4. Students will be familiar with modern techniques in Geography.
5. Students will be prepared to apply their skills in professional careers.

Learner Space:

Students can explore the subject with a positive outlook towards Geographical expanse and vastness of subject just by drawing manual and digital maps, charts, mental maps and noting the locations manually. With that, using various online platforms and applications (Google Earth, Bhuvan App, QGIS, MapIT GIS) students can correct their geographical knowledge and explore the real essence of Geographical features.

References:
13. Central Board of Secondary Education (New Delhi): Geospatial Technology Textbook, Class XI and XII
31. Training Module of Capacity Building Training Programme in Geospatial Technology sponsored by Department of Science and Technology, Government of India in collaboration of Himachal Pradesh University.

ITC:

1. National Bureau of Soil Survey and Land Use planning: www.nbsslup.in
2. Survey of India: www.surveyofindia.gov.in
3. ISRO Bhuvan 2D Platform: bhuvan.nrsc.gov.in/map/bhuvan/bhuvan2d.php
4. Tutorials from the - http://dst-iget.in/tutorials
5. https://www.iirs.gov.in/
6. https://www.isro.gov.in

University referred to modify the syllabus:

1. Delhi University
2. Savitribai Phule Pune University
3. University of Calcutta
4. Jaipur University

Pedagogy:

It will be introduced with help of, Maps, Charts, Photographs, Population census, Brainstorming, Comparative Study, Discussion, Lecture method, PPT, Models, Digital sources, Problem-solving method, Research papers, E-Resources, Case study, Documentaries, location-based/ geo-tagging
method, simulation and role-play, field observation/ visit, and Experiential learning and digital learning etc.

**Job-Oriented/Entrepreneurship Development:**
- GIS analytics
- GIS Surveyor
- GIS Executive
- Map Developer

**MOOC:**
- [https://www.esri.com/training/mooc/](https://www.esri.com/training/mooc/)
- [https://www.coursera.org/](https://www.coursera.org/)
- [https://www.gislounge.com/learn-gis-for-free/](https://www.gislounge.com/learn-gis-for-free/)
- [https://isat.iirs.gov.in/mooc.php](https://isat.iirs.gov.in/mooc.php)
DSPM’S K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE, DOMBIVLI (EAST), (AUTONOMOUS)

NEP 2020
Skill Enhancement Course (SEC)
F.Y.B.A. Sem I Cartographic Techniques and Computer Applications-I
COURSE CODE: GE23106SE Credit –02

Objectives:
- To acquaint students with various tools used in Geography for Analysis
- To create a sense of Geographical techniques and their spatial outcome
- To understand the basics of mapping, use of top sheets and creation of maps
- To inculcate the principles of map reading
- To understand the practical usage of Mapping techniques

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Modules/Units</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit-I</strong></td>
<td>Map Basics</td>
<td>15</td>
</tr>
<tr>
<td>1.1 Basic Concepts: Definition, scale, direction, azimuth, graticule, great circle, true meridian</td>
<td></td>
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</tr>
<tr>
<td>1.2 Cartographic Symbols, calculation or identification of relief</td>
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<td></td>
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<tr>
<td>1.3 Bearing and Distance</td>
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<td></td>
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<tr>
<td>1.4 Area Calculation- Strip and Square Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit-II</strong></td>
<td>Basics of Computer applications in Geography</td>
<td>15</td>
</tr>
<tr>
<td>2.1 Line Graphs, Bar Graphs, Multiple line and bar graphs</td>
<td></td>
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</tr>
<tr>
<td>2.2 Band Graphs, Divided Circle, Scatter Diagram</td>
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<td>2.3 Downloading of Google Earth Pro (Free Software)</td>
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<tr>
<td>2.4 Identifying native location: Using Point, Line and Polygon features to add placements, Contouring</td>
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**Course Outcome:**
- Will get in-depth knowledge about Tools and Techniques in Geography
- Will be able to critically analyze the techniques in Geography
- Will familiarize students with the maps and their usages
- Will acquire basic skills used in cartography
- Will be able to demonstrate skills in constructive analysis

**Learner Space:**
Students should observe and understand the tools and techniques of Geography. They will also explore the maps and its types for easy access. Learn various techniques for easy access and development. They should analyze various geographical aspects and incorporate their own innovative ideas in various fields which will help to build a scientific and jubilant environment.

**References:**
- Karlekar Shrikant- Bhoogol shastratil Sanshodhan Paddhati,
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Objectives:
1. To increase awareness about environment, ecosystem, and resources
2. To encourage students to participate in conservation techniques
3. To understand the relation between population of human and environment, human health, and environment.
4. To understand the effects of migration and urbanization on the environment.
5. To understand the various new concepts related to Urbanization.
6. To acquire the skill of reading and interpreting the thematic maps by using various cartographic techniques.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Modules/Units</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit-I</td>
<td>Environment and Ecosystem</td>
<td>15</td>
</tr>
<tr>
<td>1.1</td>
<td>Environment: Meaning, definition, scope, and its components; Ecosystem</td>
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<tr>
<td>1.2</td>
<td>Characteristics, components, and types, functioning and structure</td>
<td></td>
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<td>1.3</td>
<td>Food Chain and Food Web- Ecological Pyramids - Human and environment relationship</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Importance and scope of Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Unit-II</td>
<td>Natural Resources and Sustainable Development</td>
<td>15</td>
</tr>
<tr>
<td>2.1</td>
<td>Meaning and definitions; Classification and types of resources, factors influencing resource</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Resource conservation- meaning and methods- conventional and non-conventional resources</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Problems associated with and management of water, forest, and energy resources</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Resource Utilization and Sustainable Development</td>
<td></td>
</tr>
</tbody>
</table>

Course Outcome:
1. This course will make students environmentally aware.
2. It also empowers them to positively change the environment around them by creating wise developments.
3. This course will help them to create an eco-friendly environment as the requirement of today’s demand.

Learner Space:
1. Models of Ecosystem
2. Chart on types, classification
3. Examples of ecosystem
4. Games and discussion on importance of environment
5. Cooperative learning methods for problems, consequences and measures to control the environmental issues such as resources, population
6. Documentaries related to population
7. Puzzles and charts on environment and human health, HDI, Happiness Index
8. Brainstorming on resources, biodiversity, urban areas
9. Photographs, Documentaries on smart cities
10. Skill of map reading and map filling
11. Games related to environmental features in different continents
12. Identification of different cartographic techniques and calculation of data presented in thematic maps
13. Debate and use of cooperative learning strategies on economy and environmental conservation related to resources, population, biodiversity
14. Preparation of report on Sustainable development and cities

References:
1. Dr. Dipesh Karmarkar (2018-19), Environmental Studies, Vipul Publication
2. Amrite, Chakraboti, (2019), Environmental Studies, Manan Publication
3. Dr. H.M.Pednekar, P.G.Shinde, Environmental Studies, Sheth Publication
4. Ms.Dhobale Shital, Mr. Kailas Sabale, Environmental Studies, Nirali Publication

Information and Communication Technology Backup:
1. https://www.youtube.com/watch?v=0s1Mh3HrOJU : Environment and Ecosystem
2. https://www.youtube.com/watch?v=7V8oFl4GYMY : Natural Resources and Sustainable Development

PEDAGOGY for F.Y.B.Com (Environmental Studies)- Sem-I
Unit – I: Environment and Ecosystem
It can be explained with the help of charts, models, PPT, photographs, movies, documentaries, cross questioning, debate, brainstorming, cooperative learning, quiz, puzzles.

Unit – II: Natural Resources and Sustainable Development
We can use Powerpoint Presentation, Documentaries, charts, case studies, essay competition, case studies, field visit and survey.