DOMBIVLI SHIKSHAN PRASARAK MANDAL’S
K. V. PENDHARKAR COLLEGE OF ARTS, SCIENCE
AND COMMERCE (AUTONOMOUS), DOMBIVLI EAST
Affiliated to University of Mumbai

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
## DSPM'S K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE, DOMBIVLI (EAST), DIST. THANE (AUTONOMOUS)
Affiliated to University of Mumbai

### CONTENT

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<tr>
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<th>Course</th>
<th>SEM</th>
<th>Code</th>
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<th>No. of Lectures</th>
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<tbody>
<tr>
<td>1</td>
<td>Settlement Geography</td>
<td>II</td>
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<td>6.</td>
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<td>7.</td>
<td>Environmental Studies-II</td>
<td>II</td>
<td>GE23207VE</td>
<td>02</td>
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</tbody>
</table>
Objectives:
1. To introduce the nature of the settlement Geography
2. To analyze the Changing patterns of settlements.
3. To understand the regional variations and morphology of settlement.
4. To understand the models and hierarchy of settlement.

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<thead>
<tr>
<th>UNIT – I: Introduction of Settlement Geography</th>
<th>No. of Lectures (60)</th>
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<td>1.2 Settlement types, their characteristics and differences</td>
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<td>2.2 Site and situation of rural settlements</td>
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<tr>
<td>2.3 Classification of rural settlements on the basis of spacing, functions, population and patterns</td>
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</table>

<table>
<thead>
<tr>
<th>UNIT – III: Rural Settlements in India</th>
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<tbody>
<tr>
<td>3.1 Distribution and density of rural settlements in India</td>
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<td>3.2 Structure of house and building materials in India</td>
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<tr>
<td>3.3 Regional variations in rural settlement patterns in India</td>
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</table>

<table>
<thead>
<tr>
<th>UNIT – IV: Urban Settlements</th>
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<tbody>
<tr>
<td>4.1 Origin and growth of urban settlements</td>
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<tr>
<td>4.2 Classification of urban settlements on the basis of culture and functions</td>
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<tr>
<td>4.3 Urban problems in Indian cities</td>
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</table>

<table>
<thead>
<tr>
<th>UNIT – V: Urban Settlements in India (with internal assessment)</th>
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<tbody>
<tr>
<td>5.1 Morphology of urban settlements in India (With reference to a port and inland city)</td>
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<tr>
<td>5.2 Hierarchy of urban Settlement: rank size rule</td>
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</tr>
<tr>
<td>5.3 Smart city: Concept, need and implementation in India</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES:

- संस्थित प्रकाश (१९९८) नागरी भूगोऱ, फडके प्रकाशन, कोल्हाप
Objectives:
1. To create awareness about the dynamic environment among the students.
2. To make students aware about the problems of the environment, its utilization and conservation.
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>UNIT: I</td>
<td>Natural Resources and Biodiversity</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Natural resources - meaning, definitions and importance.</td>
<td>10</td>
</tr>
<tr>
<td>1.2</td>
<td>Types of Natural Resources</td>
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<tr>
<td>1.3</td>
<td>Causes of depletion and methods/measures of natural resources conservation.</td>
<td></td>
</tr>
<tr>
<td>UNIT -II</td>
<td>Contemporary Environmental Issues</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Pollution - Air and Water Pollution - causes, effects and remedial measures</td>
<td>10</td>
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<td>2.2</td>
<td>Land and Noise Pollution - causes, effects and remedial measures</td>
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<td>2.3</td>
<td>Major environmental issues – Global warming, Ozone depletion and Acid rain</td>
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<td>UNIT: III</td>
<td>Map Filling and Construction of Cartograph (with Internal Assessment)</td>
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<tr>
<td>3.1</td>
<td>Interpretation or question answer on thematic maps drawn with techniques -</td>
<td>10</td>
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<tr>
<td></td>
<td>Choropleth Maps, Isopleth, Dot Maps and Flow Maps.</td>
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<tr>
<td>3.2</td>
<td>Project on any Environmental Issues.</td>
<td></td>
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Course Outcome:
1. Students will be able to understand the different resources & its threat & develop the measures for resource conservation.
2. Students will be able to think critically on environmental problems and need measures for it.
3. Students will be able to develop the skill of map filling of world and India map & map reading too.
Learner Space:

1. Students will participate in co-operative learning strategies for different environmental issues.
2. Students will discuss natural ecosystems and biodiversity.
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:

1. [https://patnawomenscollege.in/upload/geographypdf/meaning%20scope%20of%20environment%20geography.pdf](https://patnawomenscollege.in/upload/geographypdf/meaning%20scope%20of%20environment%20geography.pdf)
6. [https://www.youtube.com/watch?v=nRi-ooLzybg&ab_channel=VEDANTUNEETMADEEJEE](https://www.youtube.com/watch?v=nRi-ooLzybg&ab_channel=VEDANTUNEETMADEEJEE)
7. [https://www.gktoday.in/topics/biodiversity/](https://www.gktoday.in/topics/biodiversity/)
8. [https://www.youtube.com/watch?v=1lsFMMCfFSY&ab_channel=PrakashHajare](https://www.youtube.com/watch?v=1lsFMMCfFSY&ab_channel=PrakashHajare)
9. [https://www.youtube.com/watch?v=Je1UDic1qn8&ab_channel=AVBhaiya](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-II

UNIT - I: NATURAL RESOURCES AND BIODIVERSITY

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

UNIT - II: CONTEMPORARY ENVIRONMENTAL ISSUES

We can explain with the help of case studies, charts, brain storming, discussion, articles, documentaries, short films, projects, PPT, photographs, co-operative learning methods, reports published by Govt. and NGOs, preparation of article based on different reports, e-sources.

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

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.
Objectives:

5. To create awareness about the dynamic environment among the students.
6. To make students aware about the problems of the environment, its utilization and conservation.
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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6. https://www.youtube.com/watch?v=nRi-ooLzybg&ab_channel=VEDANTUNEETMA
7. https://www.gktoday.in/topics/biodiversity/
8. https://www.youtube.com/watch?v=1lSFMMCfFSY&ab_channel=PrakashHajare
9. https://www.youtube.com/watch?v=Je1UDic1qn8&ab_channel=AVBhaiya

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

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.
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.

<table>
<thead>
<tr>
<th>UNIT - I</th>
<th>Disaster Management: Methods &amp; Approaches</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Disaster Management: Historical Perspective, Methods &amp; Approaches</td>
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<td>1.2</td>
<td>Pre-Disaster Stage of Management</td>
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<tr>
<td>1.3</td>
<td>Post-Disaster Stage of Management</td>
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<tr>
<td>1.4</td>
<td>Role of Geospatial Technology in Disaster Management</td>
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<th>UNIT - II</th>
<th>Natural Disaster and Anthropogenic Disaster: Management in India</th>
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<td>Earthquake &amp; Tsunami, Flood: Distribution, Causes, Effects, Management</td>
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<tr>
<td>2.2</td>
<td>Cyclone &amp; Famine: Distribution, Causes, Effects, Management</td>
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<tr>
<td>2.3</td>
<td>Industrial Hazards, Terrorism, Wildfire &amp; Accidents: Types, Causes, effects and management</td>
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<tr>
<td>2.4</td>
<td>Case study of Recent Natural Disaster and Anthropogenic Disaster</td>
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</tbody>
</table>

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, Ministry of Home Affairs, New Delhi
6. गडबले, मराठे: आपत्ती व्यवस्थापन सिकलपना, डायसमिंड पब्ललके शन्स, पुणे.
7. पठारे सिभाजी, अजय चाकाने: आपत्ती ब्यराकरण, डायसमिंड पब्ललके शन्स, पुणे.
8. मरे ज तीराम, अजुुुुन मु माडे: आपत्ती व्यवस्थापनाचा भूग ल, डायसमिंड पब्ललके शन्स, पुणे.

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 Remote Sensing.
2. Also introduce Remote Sensing and GIS.
3. It will teach about the important elements of Geospatial technology.
4. It gives the technical knowledge of satellite systems and open source software.

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<tr>
<th>UNIT - I</th>
<th>Remote Sensing, I</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Geospatial Technology: Concept and Components</td>
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<td>1.2</td>
<td>Remote Sensing: Concept, Process and Geographical Applications</td>
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<td>Electromagnetic Energy, Electromagnetic Radiation, and Electromagnetic Spectrum</td>
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<tr>
<td>1.4</td>
<td>Spectral Reflectance and Spectral Signature, Platform, Sensor and Resolutions</td>
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<table>
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<tr>
<th>UNIT - II</th>
<th>Remote Sensing II</th>
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<td>Elements of Visual Image Interpretation - Mapping of Thematic Layers and Visual Image Interpretation of Physical and Manmade Features</td>
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<tr>
<td>2.2</td>
<td>Digital image analysis: land use and landform classification,</td>
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<tr>
<td>2.3</td>
<td>3D views of Digital Elevation Model(DEM) and interpretation</td>
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<tr>
<td>2.4</td>
<td>Advanced Remote Sensing Technology - Use of the Bhuvan website</td>
<td></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:**

1. कालेकर, श्रीकृष्ण (२००६): भौगोलिक माहिती प्रणाली, डायमंड प्रकाशन, पुणे.
2. कालेकर, श्रीकृष्ण (२०१२): संवेदन, डायमंड प्रकाशन, पुणे.
15. 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 with 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
1. 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.coursera.org/
- https://www.gislounge.com/learn-gis-for-free/
- https://isat.iirs.gov.in/mooc.php
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 toposheets and creation of maps
- To inculcate the principles of map reading
- To understand the practical usage of Mapping techniques

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<tbody>
<tr>
<td>Unit-I</td>
<td>Map Reading and Interpretation</td>
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<tr>
<td></td>
<td>1.1 World-Reading, Marking and Interpretation</td>
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<td>1.2 India-Reading, Marking and Interpretation</td>
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<td>1.4 Mumbai and Konkan-Reading, Marking and Interpretation</td>
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<td>Unit-II</td>
<td>Computer Applications in Geography using Microsoft Excel</td>
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<td>2.1 Construction of Frequency Table, Drawing Tally Marks and Histogram</td>
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<td>2.2 Central Tendencies-Mean, Mode Median</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 Sanshadhan Paddhati,
- NCERT - Textbook for Class-12, Practical Work in Geography Part II
- Peter A. Rogerson - Statistical Methods for Geography, Sege Publishers - 2001Robinson
- A.H. - Elements of Cartography, Wiley
- Sarkar Ashis - Practical Geography, Orient Black Swan 2015
- Sarkar Ashis Quantitative Geography, Orient Black Swan 2013
- Stoddard Robert Field techniques and research methods in geography, Geography faculty publication http://digitalcommons.unl.edu/geographyfacpub/26

Thakur S. A. - , Konkan Geographer s publication (2016)
Objectives:

1. To introduce students to the concepts of Solid waste management, agricultural and industrial development, and environmental management.

2. To increase participation of students in environment protection activities

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<td><strong>Solid Waste Management for Sustainable Society</strong></td>
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<td>Classification of solid wastes – Types and Sources of Solid Waste</td>
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<td>Effects of Solid Waste Pollution- Health hazards, Environmental Impacts;</td>
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<td>Solid Waste Management-Solid waste management in Mumbai</td>
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<td>Schemes and initiatives run by MCGM, Role of citizens in waste management in Mumbai</td>
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<td><strong>Unit-II</strong></td>
<td><strong>Agriculture and Industrial Development</strong></td>
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<td>Uneven Food Production – Hunger, Malnutrition and Food Security Sustainable Agricultural practices</td>
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<td>Environmental Problems Associated with Industries – pollution -Global warming, Ozone Layer Depletion, Acid rain</td>
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<td>2.4</td>
<td>Sustainable Industrial practices – Green Business and Green Consumerism, Corporate Social Responsibility</td>
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</table>

Course Outcome:

1. This course will empower the students who are environmentally sensitive to teach the society the values of environment and enact positively for the betterment of the society.

2. This course will create new thinking systems to balance the environment and human activities.
Learners Space:

1. Documentary on waste disposal areas
2. Model on Waste management
3. Analysis of waste management techniques
4. Group activity on our role
5. Report collection and discussion in groups about problems associated with agriculture
6. Models on pollution
7. Charts and posters on Global Warming, Ozone layer depletion and Acid rain
8. Group activity on Sustainable agricultural and industrial practices
9. Chart and, maps on Tourism
10. Discussion on impacts of tourism
11. Brainstorming on tourism policy of today and tomorrow
12. Role plays on Ecotourism
13. Documentaries on environmental movements
14. Chart and PPT related to environmental management
15. Preparation of report on environment protection
16. Skill of map reading and map filling
17. Games related to environmental features in different areas of Konkan and Mumbai

References:

1. Dr. Dipesh Karmarkar (2018-19), Environmental Studies, Vipul Publication
2. Amrite, Chakraborti, (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=T_pIJiZ8JYI : Solid Waste Management
2. https://www.youtube.com/watch?v=wI0jcdtOreo : Agriculture and Industrial Development
3. https://www.youtube.com/watch?v=6oUwPRGkvrM : Tourism and Environment
**Pedagogy for SEM – II : Environmental Studies**

**Unit – I: Solid Waste Management for Sustainable Society**

It can be elaborate with photographs, models, PPT, documentaries, cross questioning, articles and reports published by Govt. offices and NGOs, field visit, cooperative learning methods.

**Unit – II: Agriculture and Industrial Development**

We will use PowerPoint Presentation, Documentaries, charts, case studies, essay competition, case studies, field visit and survey, Industrial visit, project, interviews. We need to be encouraged to identify the problems and motivate ourselves to find preventive measures.