

S. Y. B. A.

Discipline Specific Course (DSC-1A)

(Old Special Paper-I)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(3 Credit Course)

Title of the Paper: Appreciating Drama

Preamble:

Drama is an age-old form of literature. Moreover, it is a performing art form. It has been undergoing several transformations in its form and performance till date. In this sense, the world of drama has been exploring and exposing very many distinguishing theoretical, literary and theatrical dimensions. At the backdrop of the very dynamics of drama, the syllabus prescribed under this paper attempts to give justice to the multi-dimensional aspects of drama. The course contents and the evaluation patterns are radically designed to keep pace with the age of technology and to empower the learners for futuristic academic avenues.

Objectives:

1. To introduce Drama as a major form of literature
 2. To introduce minor forms of Drama
 3. To acquaint and enlighten students regarding the literary and the performing dimensions of drama
 4. To acquaint and familiarize the students with the elements and the types of Drama
 5. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
 6. To develop interest among the students to appreciate and analyze drama independently
 7. To enhance students' awareness regarding aesthetics of Drama and to empower them to evaluate drama independently
- **45 clock hours to be equally shared for teaching both the units.**

Semester-III

Course content-

UNIT-I- Theory of Drama:

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
 - i) Literary Elements: (Theme, Plot, Characters, Diction, Conflict, Setting etc.)
 - ii) Theatrical Elements: (Stage directions, Light effects, Music, Costumes, Stage property, Makeup etc.)
4. Types of Drama: (Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama)
5. An Introduction to Minor Forms of Drama: (e.g. One-act-play, Skit, Street play, a short Radio play, Pantomime etc.)

UNIT-II- A Midsummer Night's Dream by William Shakespeare

- 45 clock hours to be equally shared for teaching both the units.

Semester-IV

Title of the Paper: Appreciating Drama

UNIT-I- Arms and the Man by George Bernard Shaw

UNIT-II- The Fire and the Rain by Girish Karnad

- 45 clock hours to be equally shared for teaching both the units.

Select Bibliography:

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Anandlal. 2004. Ed. The Oxford Companion to Indian Theatre. New Delhi: Oxford University Press.
3. Berthold M. 1999. The History of World Theatre. New York: Continuum.
4. Briggs J. & Jefferson N.C. 2003. Encyclopedia of Stage Lighting. : McFarland
5. Brown J.R. 1972: Theatre Language. London: The Penguin Press.
6. Craig E.G.,1911. On the Art of the Theatre. London: William Heinemann Ltd.
7. Crook T. 1999. Radio Drama. Routledge; 1st Edition
8. Dharwadkar A. 2005. Theatres of Independence. New Delhi: Oxford

University Press

9. Hughes M. 2013. A History of Pantomime
10. Jagadale U.S. 2014. Communication in Drama: A Pragmatic Approach. PartridgeIndia.
11. Mamet D. 1994. Goldberg Street: Short Plays and Monologues. Grove Press
12. Pease A. 1998. Body Language. London: Sheldon Press.
13. Srampickal J. 1994. Voice to the Voiceless: the Power of People's Theatre in India. London: Hurst & Company.
14. Stanislavski C. 1981. Creating a Role. London: Methuen Publishing Ltd.
15. Zuber O. 1980. Ed. The Languages of Theatre. Oxford: Pergamon Press

EVALUATION PATTERN

Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. $(3 \times 15 = 45 + 3 = 48)$. It is applicable to all other papers/courses.

The Internal Examination for 30 marks will be conducted in two parts.

old

1) Practical Examination for 10 marks:

The practical examination aims at testing practical applications of the course contents. Hence, the evaluation pattern has to be a practical one. The following choice-based modes of evaluation can be considered in this concern.

(Modes of evaluation: Dramatic performances, Group discussions, Seminars, Project presentations, Library work, Oral examination etc.)

In Semester-III, the practical examination aims at testing practical applications of Unit-I: 'Theory of Drama' on the basis of the above-mentioned choices of evaluation modes.

In Semester-IV, the practical examination aims at testing practical applications of Unit-I: Arms and the Man on the basis of the above-mentioned choices of evaluation modes.

2) A Mid-semester Written Test for 20 marks:

Being a written test, it aims at testing the theoretical subject knowledge of the students, on the basis of the semester-wise syllabus given below.

For Semester-III the syllabus for the test will be Unit-I: 'Theory of Drama'.

For Semester-IV the syllabus for the test will be Unit-I: Arms and the Man.

Savitribai Phule Pune University
S.Y.B.A.B.Ed. (Integrated) Examination 2015
Compulsory English
Code 2130
Text- Literary Landscapes

Time – 3.00 to 6.00

Max Marks-100

Date : 17.04.2015

Day : Friday

Instructions:-

- 1. All questions are compulsory.**
 - 2. Figures to the right indicate full marks.**
-

Q.1. Attempt any one from (A) and one from (B) in about 200 words each. (20)

- A)** a) Explain the significance of the line, ' Mother, the holidays have come'.
b) Describe Hazlitt's attitude towards prejudices and pre-conceived Judgements.
- B)** a) Why does Tharoor emphasise the importance of information for any developing country? How do cultural diversity and pluralism help social development?
b) What were the attempts Gandhi made in order to turn into a proper English Gentleman.

Q.2. Attempt any one from (A) and one from (B) in about 200 words each. (20)

- A)** a) What is the significance of the first line in the poem ' The Quality of Mercy'?
b) Describe the schoolmaster as he appeared to his students.

- B)** a) Is the title 'The Solitary Reaper' appropriate for the poem? Provide reasons that explain your point of view.
- b) What is an Elegy? Write a note on the poem, "O Captain! My Captain!", explaining why it has been described as an elegy.

Q.3. Attempt any one from (A) and one from (B) in about 200 words each. (20)

- A)** a) How did the poor, thin girl react to Rosemary's invitation? What was Rosemary's immediate response to Philip's suggestion of including the poor lady in their dinner plans?
- b) How is 'The Last Leaf' an example of a short story with a twist ending? What is the twist here in this story?
- B)** a) Describe Kalpana Chawla, not as a NASA representative, but as a human being.
- b) Describe the steps by which the narrator tried to remind Todd about the borrowed dollar. How did they fail?

Q.4. Attempt any one from (A) and one from (B) in about 200 words each. (20)

- A)** a) The last stanza of the poem 'Laugh and Be Merry' points to the brevity of life and the need to rejoice. Explain this with reference to this stanza.
- b) Explain how 'Still I Rise' celebrates the spirits of the Blacks.
- B)** a) What is the significance of the line, 'We shield our faces from heat', of the poem 'Another Women'?
- b) What does the house in the poem 'My Grandmother's House' represent?

Q.5. Do as Directed (Write any eight)

(8)

1. Shanta loves ice-cream (Add question tag)
2. I rang the bell. Nobody came to the door. (combine the sentence using co-ordinating conjunctions)
3. I haven't met Mr. John, did I? Correct the sentence)
4. We can repair this toaster easily. (change into passive voice)
5. The woman can play the violin. (Add a question tag)
6. Gopu said, ' The bell is ringing.' (Change into indirect speech)
7. The little child is frightened of thunder and _____ (lightning, lightening)
(Complete the sentence with the appropriate word given in the bracket)
8. She returned to India in a month (change into negative sentence)
9. It was not dark even at seven in the evening. (change into compound sentence)
10. The man was _____ by a car. (Knocked down, knocked over)
(complete the sentence with correct phrasal verbs given in brackets)

Q.6. Write any two

(12)

- a) Write a paragraph on any one of the topics-
 1. A decision that changed my life.
 2. My favorite cuisine.
- b) Write a report on any one of the topics-
 1. Annual Festival
 2. Visit to a historical monument.
- c) Write a job application letter for the post of a school teacher.

S. Y. B. A.

Compulsory English (Core Course-CC)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Preamble:

The course aims at contributing to the overall personality development of the students. They have to be good human beings before anything else. This laudable aim involves instilling essential human values like tolerance, understanding, sympathy, respecting the differences, living in harmony with nature, protecting the environment etc. In our prose and poetry selections we have kept these considerations in mind. We offer an adequate mix of British, American, Indian and other writers and poets because we want our students to be responsive to an era of globalization but at the same time they have to be rooted in Indian culture and ethos.

Our students have to develop into responsible citizens of the world. They have to become confident and face the challenges of life successfully. Effective use of language is necessary for success in all walks of life. Hence we have focused on enhancing the linguistic skills of the students by concentrating on essential aspects of grammar and enrichment of vocabulary. Apart from the professional and technical qualifications of the employees, the present day employers generally look for certain soft skills which relate to some positive personality traits, attitudes and social skills. Hence the course includes units on some essential soft skills. The course is thus a value oriented and a skill-based course.

Objectives:

- a) To expose students to the best examples of literature in English and to contribute to their emotional quotient as well as independent thinking.
 - b) To instill universal human values through best pieces of literature in English
 - c) To develop effective communication skills by developing ability to use right words in the right context.
 - d) To enhance employability of the students by developing their basic soft skills
 - e) To revise and reinforce the learning of some important areas of grammar for better linguistic competence.
- **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48)**. It is equally applicable to all papers/courses.
 - **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-III & IV will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.
 - **The Internal** Examination for 30 marks will be conducted at college level.
 - a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
 - b) A Mid-semester Written Test for 20 marks

Semester-III

Prescribed Text: *Panorama: Values and Skills through Literature* (Board of Editors- Orient BlackSwan)

Unit-I- Prose 12 Clock Hours

1. A Simple Philosophy- **Seathl**
2. The Homecoming- **Rabindranath Tagore**
3. The Verger- **Somerset Maugham**

Unit-II- Poetry 12 Clock Hours

1. The Palanquin Bearers- **Sarojini Naidu**
2. On the Grasshopper and the Cricket- **John Keats**
3. Pied Beauty- **George Manley Hopkins**

Unit-III- Grammar 10 Clock Hours

1. The Passive Voice
2. Direct and Indirect Speech
3. Negative Sentences

Unit-IV- Vocabulary 06 Clock Hours

1. One-word substitutes
2. Idioms
3. Suffixes and prefixes

Unit-V- Soft Skills 05 Clock Hours

1. Leadership skills
2. Teamwork skills

Semester-IV

Prescribed Text: *Panorama: Values and Skills through Literature* (Board of Editors- Orient BlackSwan)

Unit-I- Prose 12 Clock Hours

1. The Chicago Speech- **Swami Vivekananda**
2. The Lottery Ticket- **Anton Chekhov**
3. The Open Window- **Saki (H. H. Munro)**

Unit-II- Poetry 12 Clock Hours

1. On Another's Sorrow- **William Blake**
2. Laugh and Be Merry- **John Masefield**
3. The Rock and the Bubble- **Louisa May Alcott**

Unit-III- Grammar

10 Clock Hours

1. Question tags
2. Simple, Compound and Complex sentences
3. Degrees of Comparison

Unit-IV- Vocabulary

06 Clock Hours

1. Collocations: Words that go together
2. Phrasal Verbs
3. Commonly Confused Words

Unit-V- Soft Skills

05 Clock Hours

1. Problem-solving skills
2. Time management

S. Y. B. A.

Skill Enhancement Course-SEC-1A

(Old General English-G-2)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Title of the Paper: Advanced Study of English Language

Prescribed Text: *Linguistics: An Introduction-* (Ed. Board of Editors, Orient BlackSwan)

Preamble:

Language is basically a skill-based subject. The present course is a skill enhancement course. Effective use of language involves multiple skills, namely listening, speaking, reading and writing. In order to acquire these skills and become efficient users of language our students need to be conversant with different aspects of language. Thus the students need to know phonological aspects of language like correct pronunciation, stress, tone groups, intonation patterns etc. The basics of morphology acquaint students with the structure of words and word formation processes. Morphology combined with lexical semantics contributes to the enrichment of vocabulary and helps the students to use right words in a right place in their communication. English in India is a second language and in a second language learning situation, developing insight into the process of sentence formation is very important. Syntax part of the course takes care of this crucial aspect in the development of language skills. Mere correctness of language is not enough. We have to use language appropriately in a given context. Grounding in pragmatics contributes to the language skills of students by helping them produce contextually appropriate utterances. The sociolinguistics part of the course focuses on language variation because language is not a monolithic phenomenon. Awareness of diversity in language use can make the learner a better user of language. The course thus enhances the linguistic and communicative skills of the students.

Objectives of the Course:

- a) To familiarize students with the various components of language.
 - b) To develop overall linguistic competence of the students.
 - c) To introduce students to some advanced areas of language study.
 - d) To prepare students to go for detailed study and understanding of language.
 - e) To enhance communicative skills of students by developing insight into the working of language
- **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours

allotted to internal evaluation. (3x15=45+3=48). It is applicable to all other papers/courses.

- **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-III & IV will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.
- **The Internal Examination** for 30 marks will be conducted at college level.
 - c) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
 - d) A Mid-semester Written Test for 20 marks

Semester-III

Course Content-

1. Phonetics and Phonology part from- **Linguistics: An Introduction**
2. Morphology part from- **Linguistics: An Introduction**
3. Sociolinguistics part from- **Linguistics: An Introduction**

(Following topics from **chapter – 1, 2, 3 and 4 of the prescribed book**)

1. Phonology:

15 Clock Hours

1. Organs of speech, speech mechanisms,
2. Description and classification of consonants and vowels,
3. Concept of syllable,
4. Word accent, sentence accent,
5. Tone groups, placement of nuclear/tonic accent,
6. Concept of intonation, uses/types of tones

2. Morphology:

15 Clock Hours

1. What is morphology?
2. Concept of morpheme, allomorph, zero allomorph, types of morphemes (free and - bound), Prefixes and Suffixes (class-changing and class-maintaining),
3. Inflectional and Derivational suffixes, borrowings

3. Sociolinguistics:

15 Clock Hours

1. National varieties of English: British, American and Indian
2. Regional and social dialects, standard dialect, concept of register, formal and informal styles
3. Pidgins and Creoles, code-switching and code mixing

Semester-IV

Prescribed Text: *Linguistics: An Introduction-* (Ed. Board of Editors, Orient BlackSwan

Course Content-

1. Syntax part from- **Linguistics: An Introduction**
2. Semantics part from- **Linguistics: An Introduction**
3. Pragmatics part from- **Linguistics: An Introduction**

(Following topics from **chapter – 5, 6 and 7 of the prescribed book**)

1. Syntax: **15 Clock Hours**

1. Concept of Phrase, Phrase structure rules/ types of Phrases: Noun phrase, Adjective phrase, Adverb phrase, Prepositional phrase and Verb phrase.
2. Concept of Clause, Parts of Clauses: Subjects and objects, complements and Adverbials, Concept of Subject –verb Concord, Clause patterns.
3. Types of Sentences: Structural Classification - Simple Sentence, Compound Sentence and Complex sentence
4. Types of Sentences: Functional Classification - (affirmatives/interrogatives/imperatives) Wh –questions, Yes-No Questions, Tag Questions, Negative Sentences, Do-support, Imperatives

2. Semantics: (Introductory) **15 Clock Hours**

1. What is Semantics? Difference between Denotative and Connotative meaning
2. Lexical relations: Synonymy, Antonymy, Homonymy, Homography and Homophony, Polysemy, Difference between Homonymy and Polysemy, Superordinate terms and Hyponymy, Metonymy.

3. Pragmatics: (Introductory) **15 Clock Hours**

1. What is Pragmatics?
2. Speech Acts: Types
 - a. Austin’s typology - locutionary, illocutionary, perlocutionary.
 - b. Searle’s typology – the six types
 - c. Direct and Indirect Speech Acts
3. The Co-operative Principle and Its Maxims
4. The Politeness Principle and Its Maxims

Reference Books:

1. Study of Language: An Introduction – George Yule, (CUP, 1985)
2. English Grammar for Today: A New Introduction – Margaret Deuchar, Geoffrey Leech, Robert Hoogenraad (Palgrave Macmillan, 1982)
3. Semantics – F.R. Palmer (CUP, 1981)
4. Pragmatics - George Yule, (OUP, 2000)
5. Modern Linguistics: An Introduction - Verma and Krishnaswamy (OUP, 1989)
6. Pragmatics and Discourse: A Resource Book for Students - Joan Cutting, (Routledge, 2002)
7. Structure and Meaning in English – Graeme Kennedy (Pearson, 2011)
8. Making Sense of English: A Textbook of Sounds, Words and Grammar – M.A. Yadugiri (New Delhi: Viva Books Pvt. Ltd., 2006)

S. Y. B. A.

Discipline Specific Course (DSC-1A)

(Old Special Paper-I)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(3 Credit Course)

Title of the Paper: Appreciating Drama

Preamble:

Drama is an age-old form of literature. Moreover, it is a performing art form. It has been undergoing several transformations in its form and performance till date. In this sense, the world of drama has been exploring and exposing very many distinguishing theoretical, literary and theatrical dimensions. At the backdrop of the very dynamics of drama, the syllabus prescribed under this paper attempts to give justice to the multi-dimensional aspects of drama. The course contents and the evaluation patterns are radically designed to keep pace with the age of technology and to empower the learners for futuristic academic avenues.

Objectives:

1. To introduce Drama as a major form of literature
 2. To introduce minor forms of Drama
 3. To acquaint and enlighten students regarding the literary and the performing dimensions of drama
 4. To acquaint and familiarize the students with the elements and the types of Drama
 5. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
 6. To develop interest among the students to appreciate and analyze drama independently
 7. To enhance students' awareness regarding aesthetics of Drama and to empower them to evaluate drama independently
- **45 clock hours to be equally shared for teaching both the units.**

Semester-III

Course content-

UNIT-I- Theory of Drama:

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
 - i) Literary Elements: (Theme, Plot, Characters, Diction, Conflict, Setting etc.)
 - ii) Theatrical Elements: (Stage directions, Light effects, Music, Costumes, Stage property, Makeup etc.)
4. Types of Drama: (Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama)
5. An Introduction to Minor Forms of Drama: (e.g. One-act-play, Skit, Street play, a short Radio play, Pantomime etc.)

UNIT-II- A Midsummer Night's Dream by William Shakespeare

- **45 clock hours to be equally shared for teaching both the units.**

Semester-IV

Title of the Paper: Appreciating Drama

UNIT-I- Arms and the Man by George Bernard Shaw

UNIT-II- The Fire and the Rain by Girish Karnad

- **45 clock hours to be equally shared for teaching both the units.**

Select Bibliography:

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Anandlal. 2004. Ed. The Oxford Companion to Indian Theatre. New Delhi: Oxford University Press.
3. Berthold M. 1999. The History of World Theatre. New York: Continuum.
4. Briggs J. & Jefferson N.C. 2003. Encyclopedia of Stage Lighting. : McFarland
5. Brown J.R. 1972. Theatre Language. London: The Penguin Press.
6. Craig E.G. 1911. On the Art of the Theatre. London: William Heinemann Ltd.
7. Crook T. 1999. Radio Drama. Routledge; 1st Edition
8. Dharwadkar A. 2005. Theatres of Independence. New Delhi: Oxford

University Press

9. Hughes M. 2013. A History of Pantomime
10. Jagadale U.S. 2014. Communication in Drama: A Pragmatic Approach. PartridgeIndia.
11. Mamet D. 1994. Goldberg Street: Short Plays and Monologues. Grove Press
12. Pease A. 1998. Body Language. London: Sheldon Press.
13. Srampickal J. 1994. Voice to the Voiceless: the Power of People's Theatre in India. London: Hurst & Company.
14. Stanislavski C. 1981. Creating a Role. London: Methuen Publishing Ltd.
15. Zuber O. 1980. Ed. The Languages of Theatre. Oxford: Pergamon Press

EVALUATION PATTERN

Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48)**. It is applicable to all other papers/courses.

The Internal Examination for 30 marks will be conducted in two parts.

1) Practical Examination for 10 marks:

The practical examination aims at testing practical applications of the course contents. Hence, the evaluation pattern has to be a practical one. The following choice-based modes of evaluation can be considered in this concern.

(Modes of evaluation: Dramatic performances, Group discussions, Seminars, Project presentations, Library work, Oral examination etc.)

In Semester-III, the practical examination aims at testing practical applications of Unit-I: 'Theory of Drama' on the basis of the above-mentioned choices of evaluation modes.

In Semester-IV, the practical examination aims at testing practical applications of Unit-I: **Arms and the Man** on the basis of the above-mentioned choices of evaluation modes.

2) A Mid-semester Written Test for 20 marks:

Being a written test, it aims at testing the theoretical subject knowledge of the students, on the basis of the semester-wise syllabus given below.

For Semester-III the syllabus for the test will be **Unit-I: 'Theory of Drama'**.

For Semester-IV the syllabus for the test will be **Unit-I: Arms and the Man**.

S. Y. B. A

Discipline Specific Course (DSC-2A)

(Old Special Paper-II)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Title of the Paper: Appreciating Poetry

Rationale:

Poetry has been the oldest form of literature and continues to be an important part of art and culture. It conveys a thought, describes a scene, or narrates a story in a concentrated, lyrical arrangement of words. It can be structured with rhyming lines and meter or can also be freeform that follows no formal structure. Poetry on the level of content offers a huge variety of aesthetic and worldly experiences. It offers new perspectives to look at the usual matters. The present course is designed in line with such liberating and enriching nature of poetry. This is an introductory course and it is intended that students learn the basics of poetry through its theory and the practical application of some of the terms related to poetry. Given its elementary nature this course cannot afford to be ambitious in its scope and selection of poems. Poems are not necessarily selected from different nationalities and cultures and no specific theme is maintained in the selection of poems. However it is seen in the selection that students get exposed to a variety of experiences through poems of different mold and that their aesthetic and human sensibilities get enriched.

Objectives:

1. To acquaint students with the terminology in poetry criticism (i.e. the terms used in appreciation and critical analysis of poems)
 2. To encourage students to make a detailed study of a few sample masterpieces of English poetry
 3. To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently
- **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48)**. It is applicable to all other papers/courses.
 - **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-III & IV will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

- **The Internal** Examination for 30 marks will be conducted at college level.
 - e) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
 - f) A Mid-semester Written Test for 20 marks

Semester-III

Course Content-

Prescribed Text: *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

A) Theory of Poetry 20 Clock Hours

- (a) What is poetry? Significant development in the art of poetry during major periods
- (b) Elements of poetry: Rhythm, Meter, Sound Structure, Stanza Forms,
- (c) Figures of Speech, Symbols, Imagery, Simile, Metaphor, Personification and other Poetic Devices like Repetition and Contrast.
- (d) Types of Poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad

B) Poems: 25 Clock Hours

1. The Nightingale- **Philip Sidney**
2. Sonnet 3- **William Shakespeare**
3. The Sun Rising- **John Donne**
4. London- **William Blake**
5. Ode on a Grecian Urn- **John Keats**
6. To a Skylark- **P. B. Shelley**

Semester-IV

Prescribed Text: *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

Poems: 45 Clock Hours

1. My Last Duchess- **Robert Browning**
2. Sailing to Byzantium- **W. B. Yeats**
3. Futility- **Wilfred Owen**
4. A Bird Came Down the Walk- **Emily Dickinson**
5. Talking in Their Sleep- **Edith M. Thomas**
6. What Is Life- **John Clare**
7. Sympathy- **Paul Laurence Dunbar**
8. The Awakening- **James Weldon Johnson**
9. The Wind- **Amy Lowell**
10. Freedom- **Rabindranath Tagore**
11. Caged Bird- **Maya Angelou**
12. Failure of Communication- **Judith Wright**

Select Bibliography:

1. Abrams M.H. 1957. *A Glossary of Literary Terms*. Madras: Macmillan India Press.
2. Drew Elizabeth. 1959. *Poetry- A Modern Guide to Its Understanding and Enjoyment*. Dell Publishing Co.
3. Lennard John. 2005. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*. OUP.
4. Moon Brian. 2001. *Studying Poetry: Activities, Resources and Texts*. NCTE.
5. Oliver Mary. 1994. *A Poetry Handbook*. Harcourt Brace & Company.
6. Williams Rhian. 2009. *The Poetry Tool Kit: The Essential Guide to Studying Poetry*. Bloomsbury
7. Wolosky Shira. 2001. *The Art of Poetry: How to Read Poem*. OUP.

(S.Y.B.A)

Skill Enhancement Course-(SEC-2A)
(w.e.f-2020- 2021)

“Mastering Communication Skills”

[Two Credit Course (2x15=30 Hours)]

Objectives:

1. Enhancing the skill of using English for everyday communication
2. To acquaint the students with the verbal and nonverbal communication
3. To create opportunities to access exposure of speaking in various contexts
4. To acquaint and familiarize the students with soft skills
5. To develop interest among the students to interact in English

Suggestions to Teachers:

1. It is a learner-centric course.
2. The course aims at developing skill among the students.
3. Learning can be facilitated through interactive and informal guiding sessions.
4. Participation and up-gradation of the students' performance needs to be encouraged.
5. Practicals, Exercises, Activity monitoring, Projects, Seminars, Presentations, Group Discussions are some of the activities that the teachers are expected to encourage.
6. Relevant and innovative ideas of both the students and the teachers are always appreciable for a successful completion of this course
7. The concerned faculty/teachers have to maintain the record of the students (Given in the Evaluation pattern) as the credits to the students need to be given on the basis of preserved record.

SEMESTER-III

Course content:

- A) Introducing Yourself and Others
- B) Joining and Leaving Conversation
- C) Accepting/Declining Invitations
- D) Asking/Giving/Refusing Permission
- E) Digital Literacy for effective communication
- F) Project Presentation

SEMESTER-IV

Course content:

- A) Asking/Giving/Refusing Information
 - B) Agreeing/Partial Agreeing/Disagreeing
 - C) Complaining and Apologizing
 - D) Vocabulary Building
 - E) Delivering a Speech
 - F) CALL and MALL for effective communication (CALL-Computer-assisted Language Learning & MALL- Mobile-assisted Language Learning)
-

EVALUATION PATTERN

At the end of both the semesters, an activity-based evaluation of the skill development is to be conducted using ANY ONE of the following evaluation modes.

1. Submission of a Project
2. Seminar
3. Group Discussion
4. Mock Interviews
5. Presentations
6. Any other mode of evaluation relevant to the course contents



Savitribai Phule Pune University

(Formerly University of Pune)

Three Year B.A. and B.Sc. Degree Program in Geography
(Faculty of Science & Technology)

S.Y.B.A. (Geography)

Choice Based Credit System Syllabus

To be implemented from Academic Year 2020-2021

Choice Based Credit System Syllabus

To be implemented from Academic Year 2020-2021

S. Y. B. A. GEOGRAPHY

Paper Code	Semester	Paper	Subject
Gg: 210(A)	III	G2	Environmental Geography I OR Economic Geography -I
Gg: 220(A)	III	S1	Geography of Maharashtra - I OR Population Geography – I
Gg: 201(A)	III	S2	Practical Geography – I (Scale and Map Projections)
Gg: 210(B)	IV	G2	Environmental Geography II OR Economic Geography -II
Gg: 220(B)	IV	S1	Geography of Maharashtra – II OR Population Geography – II
Gg: 201(B)	IV	S2	Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)

Equivalence of Previous syllabus along with new syllabus:

Paper	Old Course (2013 Annual Pattern)	New Course (2019 Semester Pattern)
G2	Gg-210 Elements of Climatology and Oceanography OR Gg-210 Geography of Disaster Management	Gg: 210(A)Environmental Geography I OR Gg: 210(A)Economic Geography -I
G2		Gg: 210(B)Environmental Geography II OR Gg: 210(B)Economic Geography -II
S1	Gg-220 Economic Geography OR Gg-220 Tourism Geography	Gg: 220(A)Geography of Maharashtra - I OR Gg: 220(A) Population Geography – I
S1		Gg: 220(B) Geography of Maharashtra – II OR Gg: 220(B) Population Geography – II
S2	Gg-201 Fundamentals of Geographical Analysis	Gg: 201(A)Practical Geography – I (Scale and Map Projections)
S2		Gg: 201(B)Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)

S.Y.B.A. Geography (G2) Syllabus for Semester III**Name of Subject: Environmental Geography- I, Subject Code: Gg.210 (A)****Objectives:**

1. To create the awareness about dynamic environment among the student.
2. To acquaint the students with fundamental concepts of environment geography for development in different areas.
3. The students should be able to integrate various factors of economic development and dynamic aspect of economic geography.
4. To make aware the students about the problems of environment, their utilization and conservation in the view of sustainable development

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to Environmental Geography	<ol style="list-style-type: none"> 1. Definition, Nature and scope of Environmental Geography. 2. Approaches of environmental Geography 3. Importance of Environmental Geography 4. Types of Environment 	12	03
2	Ecosystem	<ol style="list-style-type: none"> 1. Meaning, concept and definition of ecosystem. 2. Structure (Biotic and Abiotic factors)and food chain, Tropic Level, food web, energy flow 3. Types of ecosystem <ol style="list-style-type: none"> a) Equatorial Forest and b) Pond Ecosystem 	12	
3	Biodiversity and its conservation	<ol style="list-style-type: none"> 1. Concept of biodiversity 2. Economic potential of biodiversity 3. Loss of biodiversity and hotspots in India 4. Conservation of biodiversity 	12	
4	Environmental Pollution	<ol style="list-style-type: none"> 1. Concept of Pollution 2. Air pollution-Causes, effects and control measures 3. Water pollution-Causes, effects and control measures 4. Soil pollution-Causes, effects and control measures 	12	

Reference Book:

1. Saxena, 2007, Environmental Geography, Rawat Publications, Jaipur
2. Miller G.T., 2004, Environmental Science Working with the Earth, Thomson Books Cole, Singapore
3. Saxena H.M., 2004, Environmental Geography, Rawat Publications, Jaipur
4. Odum E.P. et al. 2005, Fundamentals of Ecology, Cengage Learning, India
5. Sharma P.D. 2015, Ecology and Environment, Rastogi Publications, Meerut
6. Kormondy, Edward J, 2012, Concept of Ecology, PHI Learning Pvt.Ltd, New Delhi
7. Singh R.B.(Eds) 2009, Biogeography and Biodiversity, Rawat Publications, Jaipur
8. Singh S, Prayag, 1997, Environment Geography, Pustak Bhawan, Allahabad
9. Chandana R.C. 2002, Environmental Geography, Kalyani Publication, Ludhiana
10. Goudie A, 2001, The Nature of The Environment, Blackwell, Oxford
11. Gholap T. N., 2000, Environment Science, Nishikant Publications, Pune. (Marathi)
12. Choudhar A.H., & et. al., 2014, Disaster Management, Atharv Publication, Pune. (Marathi)
13. Musmade A. H., More J. C. 2014, Geography of Disaster Management, Diamond Publication, Pune. (Marathi)
14. Saptarshi P. G., More J. C., Ugale V. R., 2009, Geography and Natural Hazards, Diamond Publishing, Pune. (Marathi)

S.Y.B.A. Geography (G2) Syllabus for Semester IV**Name of Subject: Environmental Geography- II, Subject Code: Gg.210 (B)****Objectives:**

1. To create awareness about dynamic environment among the students.
2. To acquaint students with the fundamental concepts of Environmental Geography.
3. To acquaint students about the past, presents and future utility and potentials of natural resources.
4. To make aware students about the problems of environment, its utilization and conservation in the view of sustainable development.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Environmental Disaster	1. Meaning and concepts of environmental disaster 2. Classification of Disaster 3. Natural Disaster a) Earthquake b) Flood 4. Biological Disaster a) Swine flu b) Novel Corona (COVID-19)	12	03
2	Environmental Problems	1. Global Warming and climate change 2. Ozone Depletion 3. Acid rain 4. Over use of chemical fertilizers, pesticides and insecticides	12	
3	Environmental Planning and Management	1. Need of Planning and Management 2. Micro, macro and meso level Planning and Management with reference to India 3. Environmental impact assessment	12	
4	Environmental Policies	1. Introduction of environmental policies 2. Environmental education in India 3. Kyoto Protocol	12	

Reference Book:

1. Saxena, 2007, Environmental Geography, Rawat Publications, Jaipur
2. Miller G.T., 2004, Environmental Science Working with the Earth, Thomson Books Cole, Singapore
3. Saxena H.M., 2004, Environmental Geography, Rawat Publications, Jaipur
4. Odum E.P. et al. 2005, Fundamentals of Ecology, Cengage Learning, India
5. Sharma P.D. 2015, Ecology and Environment, Rastogi Publications, Meerut
6. Kormondy, Edward J, 2012, Concept of Ecology, PHI Learning Pvt. Ltd, New Delhi
7. Singh R.B.(Eds) 2009, Biogeography and Biodiversity, Rawat Publications, Jaipur
8. Singh S, Prayag, 1997, Environment Geography, Pustak Bhawan, Allahabad
9. Chandana R.C. 2002, Environmental Geography, Kalyani Publication, Ludhiana
10. Goudie A, 2001, The Nature of The Environment, Blackwell ,Oxford
11. Gholap T. N., 2000, Environment Science, Nishikant Publications, Pune. (Marathi)
12. Choudhar A.H., & et. al., 2014, Disaster Management, Atharv Publication, Pune. (Marathi)
13. Musmade A. H., More J. C. 2014, Geography of Disaster Management, Diamond Publication, Pune. (Marathi)
14. Saptarshi P. G., More J. C., Ugale V. R., 2009, Geography and Natural Hazards, Diamond Publishing, Pune. (Marathi)

S.Y.B.A. Geography (G2) Syllabus for Semester III**Name of Subject: Economic Geography- I, Subject Code: Gg.210 (A)****Objectives:**

1. To introduce students to the basic principles and concepts of economic geography
2. To acquaint students with the applications to economic geography for development in different areas
3. The students should be able to integrate various factors of economic development and dynamic aspect of economic geography.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to Economic Geography	<ol style="list-style-type: none"> 1. Definition, nature and scope of economic geography. 2. Approaches of the study of economic geography 3. Need and significance of economic geography 4. Economic geography and its relation with social sciences 	12	03
2	Economic Activity	<ol style="list-style-type: none"> 1. Introduction and concept of economic activity 2. Primary activity 3. Secondary activity 4. Tertiary activity 	12	
3	Concept and classification of resources	<ol style="list-style-type: none"> 1. Concept of resources 2. Renewable Resources <ol style="list-style-type: none"> i. Hydro electricity ii. Solar energy iii. Wind energy 3. Non-renewable Resources <ol style="list-style-type: none"> i. Coal, ii. Iron ore iii. Mineral oil 4. Conservation of resources 	12	
4	Agriculture	<ol style="list-style-type: none"> 1. Role of Agriculture in Indian economy 2. Factors influencing agriculture in India <ol style="list-style-type: none"> a) Physical b) Socio-economic c) Political and cultural 3. Agro-based industries in India <ol style="list-style-type: none"> a) Cotton industry b) Sugar industry 4. Agro –Tourism 	12	

Reference Books :

1. Gautam A., 2010, Advance Economic Geography, Sharda Pustak Bhavan, Allahabad
2. Chauhan R. N., 2007, Basic Principles of Economic Geography, ABD Publishers, Jaipur
3. Padey P. N., Economic Geography, Nirali Publication ,Pune
4. Sadhukhan S. K., 1994, Economic Geography An Appraisal of Resources, S Chand & Campany Ltd ,New Delhi
5. Roy P., Mukherjee S., 1993, Economic Geography: Resource Appraisal of resources- New Central Book Agency, Calcutta
6. Mannur H. G., 2008, International Economics, Vikas Publishing House PvtLtd,Noida
7. Siddharth K., 2003, Economic Geography, Theories, Processes &Patterns, Kisalaya Publications Pvt, Ltd, Noida
8. Husain M., 2008, Geography of India, Tata McGraw Hill, New Delhi
9. Bhat L. S., 1973, Regional Planning in India, Statistical Publishing Society, Kolkata
10. Desai V,1991, Fundamentals of Rural Development, Rawat Publications, NewDelhi
11. Paranje, Hupte, Karmarkar, 1974, Economic & Commercial Geography, Nirali Publication, Pune.
12. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune
13. Pagar S.D., Thorat A. M., More J. C., 2015, Agriculture Geography, Atharav Publication, Pune.

S.Y.B.A. Geography (G2) Syllabus for Semester IV**Name of Subject: Economic Geography- II, Subject Code: Gg.210 (B)****Objectives:**

1. To acquaint students with the basic principles and concepts of economic geography
2. To acquaint the students with the applications to economic geography for development in different areas.
3. The main aims are to integrate the various factors of economic development and to acquaint the students with this dynamic aspect of economic geography.

Sr.No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Trade and Transport	1.Modes of Transportation and their cost effectiveness Significance of a) Road b) Rail c) Air d) Water e) Pipeline 2.Importance of transportation for economic development 3,Types of Trade a)National b) International 4.International trades in India	12	03
2	Industries	1. Factors influencing of industries. 2. Weber's theory of industrial location 3. Major industrial regions in India 4. a) Iron and steel industry in India b) Sugar Industry in Maharashtra	12	
3	Regional Development	1. Concept of regional planning and their importance 2. Objectives of regional planning 3. Regional and sectoral imbalance in India	12	
4	Rural Development in India	1. Concept of rural development 2. Index of rural development 3. Various schemes of government for rural development a) IRD Programme b) DPAD Programme	12	

Reference Books :

1. Gautam A., 2010, Advance Economic Geography, Sharda Pustak Bhavan, Allahabad
2. Chauhan R. N., 2007, Basic Principles of Economic Geography, ABD Publishers, Jaipur
3. Padey P. N., Economic Geography, Nirali Publication ,Pune
4. Sadhukhan S. K., 1994, Economic Geography An Appraisal of Resources, S Chand &Company Ltd ,New Delhi
5. Roy P., Mukherjee S., 1993, Economic Geography: Resource Appraisal of resources- New Central Book Agency, Calcutta
6. Mannur H. G., 2008, International Economics, Vikas Publishing House Pvt Ltd, Noida
7. Siddharth K., 2003, Economic Geography, Theories, Processes & Patterns, Kisalaya Publications Pvt, Ltd, Noida
8. Husain M., 2008, Geography of India, Tata McGraw Hill, New Delhi
9. Bhat L. S., 1973, Regional Planning in India, Statistical Publishing Society, Kolkata
10. Desai V,1991, Fundamentals of Rural Development, Rawat Publications, New Delhi
11. Paranje, Hupte, Karmarkar, 1974, Economic & Commercial Geography, Nirali Publication, Pune.
12. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune
13. Pagar S.D., Thorat A. M., More J. C., 2015, Agriculture Geography, Atharav Publication, Pune.

S.Y.B.A. Geography (S1) Syllabus for Semester III**Name of Subject: Population Geography, Subject Code: Gg.220 (A)****Objectives:**

1. To understand the history of population.
2. To introduce the basic concepts in Population Geography.
3. To understand the types of Population data.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction	1. Definition, Nature and Scope, 2. Contextual significance of Population Geography, 3. Relation between Population Geography and other social Sciences.	12	03
2	Population Data & Presentation	1. Census of India 2. National Sample Survey, Sample Registration Survey, NFHS, DLHS, 3. Presentation of Population Data – Maps, Graphical Presentation, Computer Application	12	
3	Population Growth and Demographic Attributes	1. Factors affecting Growth of Population 2. Fertility, Mortality - (Concept, Measurement) 3. Migration - Concept, Causes, Types	12	
4	Composition of Population	1. Age-Sex pyramid, Age Structure 2. Occupational Structure, Dependency Ratio 3. Longevity, Life Expectancy. (with Reference to India)	12	

Reference Books:

1. Barrett H. R., 1995, Population Geography, Oliver and Boyd Publication,
2. Bhende A. and Kanitkar T., 2000, Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980, An Introduction to Population Geography, Kalyani Publishers.
4. Clarke J. I., 1965, Population Geography, Pergamon Press, Oxford.
5. Jones, H. R., 2000, Population Geography, 3rd ed., Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004, The End of the World Population Growth in the 21st Century, Earth scan
7. Newbold K. B., 2009, Population Geography Tools and Issues, Rowman and Littlefield Publishers.
8. Pacione M., 1986, Population Geography-Progress and Prospect, Taylor and Francis.
9. Wilson M. G. A., 1968, Population Geography, Nelson Publishers.
10. Panda B P , 1988, Population Geography, GranthAcademy, Bhopal (Hindi)
11. Maurya S D, 2009, Population Geography, ShardaPutakBhawan, Allahabad (Hindi)
12. Chandna, R C, 2006, Population Geography, Kalyani Publishers, Delhi. (Hindi)
13. Sawant, Athavale, Musmade, Population Geography, Mehta Publication, Pune. (Marathi)
14. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)
15. Musmade A.H., Sonawane A.E., More J.C., 2015, Population & Settlement Geography, Diamond Publication Pune. (Marathi)

S.Y.B.A. Geography (S1), Syllabus for Semester IV**Name of Subject: Population Geography, Subject Code: Gg.220 (B)****Objectives:**

1. To introduce students to the Population Policy of India and China.
2. To understand the Health indicator in India.
3. To acquaint students with the concept of urbanization in population geography.
4. To understand population theories.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Concept and theories of Population	1. Population and space: over Population, Optimum Population, UnderPopulation 2. Malthusian Theory 3. Marxian Theory	12	03
2	Problems of Population and Population Polices	1. Population Problems in India. 2. Population Problems in developed countries 3. Population Policies in India and China	12	
3	Population as a Resources Contemporary Issues	1. Health Indicator in India 2. Population as Social Capital 3. Human Development Index.	12	
4	Urbanization	1. Concept of urbanization 2. History of urbanization in India, Trends of World urbanization. 3. Problems of Urbanization in India	12	

Reference Books:

1. Barrett H. R., 1995, Population Geography, Oliver and Boyd Publication,
2. Bhende A. and Kanitkar T., 2000, Principles of Population Studies, Himalaya Publishing House.

3. Chandna R. C. and Sidhu M. S., 1980, An Introduction to Population Geography, Kalyani Publishers.
4. Clarke J. I., 1965, Population Geography, Pergamon Press, Oxford.
5. Jones, H. R., 2000, Population Geography, 3rd ed., Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004, The End of the World Population Growth in the 21st Century, Earth scan
7. New bold K. B., 2009, Population Geography Tools and Issues, Rowman and Littlefield Publishers.
8. Pacione M., 1986, Population Geography-Progress and Prospect, Taylor and Francis.
9. Wilson M. G. A., 1968, Population Geography, Nelson Publishers.
10. Panda B P , 1988, Population Geography, Granth Academy, Bhopal (Hindi)
11. Maurya S D, 2009, Population Geography, Sharda Putak Bhawan, Allahabad (Hindi)
12. Chandna, R C, 2006, Population Geography, Kalyani Publishers, Delhi. (Hindi)
13. Sawant, Athavale, Musmade, Population Geography, Mehta Pubication, Pune. (Marathi)
14. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)
15. Musmade A.H., Sonawane A.E., More J.C., 2015, Population & Settlement Geography, Diamond Publication Pune. (Marathi)

S.Y.B.A. Geography (S1), Syllabus for Semester III**Name of Subject: Geography of Maharashtra, Subject Code: Gg.220 (A)****Objectives:**

1. To acquaint students with Geography of our State.
2. To make students aware of the magnitude of problems and prospectus at state level.
3. To help students understand the inter relationship between the subject and the society.
4. To help students understand the recent trends in regional studies

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Administrative Set up of Maharashtra	<ol style="list-style-type: none"> 1. Historical and Political Background of the state 2. Geographical location of State 3. Adjoining States 4. Administrative Divisions 	12	03
2	Physical settings	<ol style="list-style-type: none"> 1. Geological Structure of Maharashtra. 2. Physical Structure (Mountain, plateau, Plains) 3. Drainage Pattern (East and West flowing rivers) 4. Major Soil types and Distribution. 	12	
3	Climate	<ol style="list-style-type: none"> 1. Climatic Regions of Maharashtra 2. Distribution of Rainfall 3. Draught prone areas- Problems and Management 4. Flood areas - Problems and Management 	12	
4	Recourses	<ol style="list-style-type: none"> 1. Water 2. Forest 3. Mineral Power Resources (hydro, Thermal, Atomic) 	12	

Reference Book:

1. Dikshit K.R ., Maharashtra in Maps,
2. Deshpande C. D. , Maharashtra
3. Sadhu Arun, Maharashtra, National Book Trust
4. Savadi A. B., Geography of Maharashtra: NiraliPrakashan, Pune.
5. Dastane S., Maharashtra, Ramchandra and company, Pune
6. Sawadi A. B., The Mega State Series : Nirali Publication, Pune.
7. Maharashtra state Agricultural Atlas
8. Karve I., Maharashtra its Land and people,
9. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)

S.Y.B.A. Geography (S1), Syllabus for Semester IV**Name of Subject: Geography of Maharashtra, Subject Code: Gg.220****(B)Objective :**

1. To make students aware about the Agriculture problems and prospects of Maharashtra.
2. To understand the population distribution and settlement pattern in Maharashtra.
3. To understand the concept of rural development.
4. To understand the prospectus in Tourism activity in Maharashtra and the role of MTDC in industrial development in rural area of Maharashtra

Sr. No.	Topic	Sub Topic & Learning Point	Hours	Credits
1	Agriculture	<ol style="list-style-type: none"> 1. Importance of Agriculture in Economy of Maharashtra 2. Major Crops - Wheat, Rice, Jawar, Bajra. 3. Cash Crops and Horticulture - Cotton, Sugarcane, Pomegranate, Grapes. 4. Problems of agriculture in Maharashtra. 	12	03
2	Population and Settlement	<ol style="list-style-type: none"> 1. Population distribution of Maharashtra 2. Population composition - Sex Ratio, Literacy, Occupational structure, Migration 3. Rural, Urban Settlement 4. Potential of Major Cities in Maharashtra – Mumbai, Pune, Nagpur 	12	
3	Rural Development of Maharashtra	<ol style="list-style-type: none"> 1. Concept of Rural Development 2. Parameters of Rural Development 3. Schemes For Rural Development 4. Case Studies – Hivare Bazar and Ralegan Siddhi (Ahmednagar), Patoda (Aurangabad) 	12	
4	Tourism	<ol style="list-style-type: none"> 1. Tourism Potential of Maharashtra 2. Growth and development of tourism in Maharashtra 3. MTDC 4. Agro-Tourism 	12	

Reference Book:

1. Dikshit K.R ., Maharashtra in Maps,
2. Deshpande C. D. , Maharashtra
3. Sadhu Arun, Maharashtra, National Book Trust
4. Savadi A. B., Geography of Maharashtra: NiraliPrakashan, Pune.
5. Dastane S., Maharashtra, Ramchandra and company, Pune
6. Sawadi A. B., The Mega State Series : Nirali Publication, Pune.
7. Maharashtra state Agricultural Atlas
8. Karve I., Maharashtra its Land and people,
9. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)

S.Y.B.A. Geography (S2), Syllabus for Semester III**Name of the Subject: Scale and Map Projection, subject Code: Gg. 201 (A)****Practical Geography-I No. of Credits: 04**

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

(Examination for the course will be conducted at the end of the semester)

Objectives of Course:

1. To introduce the basic concepts in Practical Geography
2. To enable students to use various Scales and Projection Techniques in Geography.
3. To acquaint students with the utility of various Projections in Geographical knowledge.
4. To explain the elementary and essential principles of practical work in Geography.

Course Outcome:

After the successful completion of the course, the students will be able to:

1. Develop practical skill and use of map scale and projection.
2. To make students aware of the new techniques, accuracy and skills of map making.

Note:

1. Use of Map stencils, Log tables, Calculator, computer, Statistical Tables is allowed at the time of Examination.
2. Students must check the practical's regularly and Journal should be certified by practical in-charge and Head of the Department before the examination.
3. Students without a certified journal should not be allowed for the practical examination.
4. Each of the practical batches needs a separate question paper.

Sr. No.	Topic	Sub Topic & Learning Point	Hours	Credits
1.	Introduction of Maps	1. Definition of Map 2. Elements of Map 3. Classification of Map: a. On the basis of scale: i) Small scale ii) Large Scale b. On the basis of function: i) Physical ii) Cultural 4. Use of map	03	03
2.	Map Scale	1. Definition of Map Scale. 2. Types of Map Scale a. Verbal Scale b. Numerical Scale c. Graphical Scale 3. Conversion Scale (British and Metric System) a. Verbal scale to Representative fraction b. Representative fraction into Verbal scale 4. Construction of Simple Graphical scale (At least two examples from each)	06	
3.	Basic of map projection	1. Definition and types of map projection 2. Basic Concepts of Projection: Latitude, Longitude, Parallel of latitude, Meridian of longitude, Prime meridian, Equator, Direction 3. Calculation of time basis on meridian and GMT (Calculation of minimum two examples)	04	
4.	Construction, properties and use of map projections	1. Zenithal Projection a. Zenithal Polar Gnomonic Projection 2. Conical Projection a. Conical projection with one standard parallel/Simple conical projection 3. Cylindrical Projection a. Cylindrical equal area projection 4. Mercator projection (At least two examples from each projection)	07	

Reference Books:

1. Sharma J. P., 2010, Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999, Elements of Practical Geography, Kalyani Publishers.
3. Slocum T. A., McMaster R. B. and Kessler F. C., 2008, Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall.
4. Tyner J. A., 2010, Principles of Map Design, The Guilford Press.
5. Sarkar A., 2015, Practical Geography: A Systematic Approach, Orient Black Swan Private Ltd., New Delhi
6. Singh R. L. and Duttta P. K., 2012, Prayogatama Bhugol, Central Book Depot, Allahabad
7. Ahirrao Y., Karanjkehele E. K., 2002, Practical Geography, Sudarshan Publication, Nashik
8. Saptarshi P. G., Jog S. R., Statistical Methods ,
9. Karlekar S. N., 2008, Statistical Methods, Diamond Publication, Pune
10. Kanetkar T. P., Kulkarni S. V., 1986, Surveying and Leveling, Pune Vidyarthi Griha Publication, Pune
11. Kumbhare A., Practical Geography,
12. Saha P., Basu P., 2007, Advanced Practical Geography, Books and Allied (P) Ltd, Kolkata

S.Y.B.A. Geography (S2), Syllabus for Semester IV

Name of the Subject: Cartographic Techniques, Surveying and Excursion / Village / Project Report subject Code: Gg. 201 (B)
Practical Geography-II No. of Credits: 04

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

(Examination for the course will be conducted at the end of the semester)

Objectives of Course:

1. To introduce the students to the basic and contemporary concepts in Cartography.
2. To acquaint the students with the utility and applications of various Cartographic Techniques.
3. To introduce the latest concepts regarding the modern cartography in the field of Geography.
4. To explain the elementary and essential principles of practical work in Geography.

Course Outcome:

After the successful completion of the course, the students will be able to:

1. Develop practical knowledge and application of cartographical techniques.
2. To make students aware of the new techniques, accuracy and skills of Map Making.

Note :

1. Use of Map stencils, Log tables, Calculators, Statistical Tables is allowed at the time of Examination.
2. Journal completion by the students and the certified by practical in-charge and Head of the Department is compulsory.
3. Students without a certified journal should not be allowed for the practical examination.
4. Each of the practical batches needs a separate question paper.

Sr. No.	Topic	Sub Topic & Learning Point	Hours	Credits
1.	Introduction to Cartography	1. Definition of Cartography 2. Development of cartography a. Traditional b. Modern 3. Use of Cartography	02	03
2.	Cartographic techniques	1. Techniques of representation of data (Use and limitations) a. Simple line graph b. Simple bar Graph c. Pie diagram d. Choropleth Map e. Isopleth Method (Isoheight or Isothermal) f. Flow diagram (At least 01 example of each manually and using computer)	06	
3.	Surveying	1. Definition of Surveying 2. Types of North Direction (True, Magnetic and Grid North) 3. Types of Survey (Any three) a. Plane Table Survey : (Radiation Method and Intersection Method) b. GPS Survey and plotting c. Dumpy level / Auto level survey i) Rise and Fall Method ii) Collimation Method d. Demonstration of Total Station 4. Measurement of land: i) Measurement of survey field ii) Example on measurement of area (Circle, Square, Rectangle, Triangle, Uneven shape) iii) Conversion of area (hector into Acer, Square km into square meter, Square meter to Square feet)	08	
4.	Excursion / village/city survey and report writing	Study tour to places of geographical interest anywhere in the country Or Socio- economic survey of village/city	04	

Reference Books:

1. Sharma J. P., 2010, Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999, Elements of Practical Geography, Kalyani Publishers.
3. Slocum T. A., McMaster R. B. and Kessler F. C., 2008, Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall.
4. Tyner J. A., 2010, Principles of Map Design, The Guilford Press.
5. Sarkar A., 2015, Practical Geography: A Systematic Approach, Orient Black Swan Private Ltd., New Delhi
6. Singh R. L. and Duttta P. K., 2012, Prayogatama Bhugol, Central Book Depot, Allahabad
7. Ahirrao Y., Karanjkehele E. K., 2002, Practical Geography, Sudarshan Publication, Nashik
8. Saptarshi P. G., Jog S. R., Statistical Methods ,
9. Karlekar S. N., 2008, Statistical Methods, Diamond Publication, Pune
10. Kanetkar T. P., Kulkarni S. V., 1986, Surveying and Leveling, Pune Vidyarthi Gruha Publication, Pune
11. Kumbhare A., Practical Geography,
12. Saha P., Basu P., 2007, Advanced Practical Geography, Books and Allied (P) Ltd, Kolkata
13. Advanced Practical Geography: 2007, Saha P., Basu P., Books and Allied (P) Ltd, Kolkata

VOCATIONALIZATION OF UNDERGRADUATE COURSES

S.Y.B.A. FUNCTIONAL ENGLISH

(w.e.f. 2020-21)

(Choice Based Credit System)

(70- Semester End Exam and 30- Internal Evaluation)

Each semester will have 03 credits for teaching. Each Credit is equal to 15 hours. Therefore this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to Internal Evaluation. (03x15=45+3= 48 Hrs). It is equally applicable to both Papers of Functional English.

Course Contents

SYFE

Paper III: Advanced Writing Skills and Introduction to Electronic Media

Objectives:

- Enhancing students' ability to communicate in written mode
- Training students in extended writing in different formats
- Developing awareness about the need to change language according to situations
- Helping students to recognize the need for referencing
- Acquainting students to career options in electronic media and equipping them to be prepared for the same
- Making students aware of change in language use as per the nature of Media
- Giving students exposure to English language through on the job training
- Introducing students to various aspects of Blog writing
- Initiating students into research through scrape book

Semester III

Course Contents

Hours: 48 (45+3 for Internal Evaluation)

(Figures to the right indicate hours allotted per topic)

I Vocabulary Building and Basic Sentence Structures:	7
Students will learn affixation, homonyms, polysemy, hypernyms, one word substitutes, scrambled words and Basic Sentence Structures.	
II Register and Style:	7
Introduction to the concepts of Register and Style with appropriate examples.	
III Defining and Describing:	9
Distinction between defining and describing from the language point of view.	

Students will define and describe day-to-day things, places, persons, devices, tools etc. (Students will be given home assignments on task related to definitions & descriptions so also, they will paste sample passages/sentences of different style and register and analyze them in their journals)

IV Introduction to Creative Writing

What is Creative Writing?, Definition, Scope, features and elements of Creative Writing.

Writing descriptions, slogans and tag lines for advertisements of products and services. **10**

V Letter writing

Lay out of a letter, formal and informal letters and writing preparing resume/CV. **8**

VI Scrape Book 4

Students may be acquainted with the concept of scrape book, its usefulness and relevance. Students will prepare a scrape book on a topic of their interest.

Pattern of Evaluation

Internal Evaluation: 30 Marks

1. Mid-Semester Exam: 20 Marks
2. Scrape Book: 10 Marks

Question Paper Pattern (Semester III) 70 marks

- | | |
|---|----|
| Q1. Objective questions on vocabulary and sentence structures. | 14 |
| Q2. A paragraph/sentences to identify register/style. | 6 |
| Q3. a) Writing a formal letter and Resume/CV.
(08 Marks for the letter+4 Marks for Resume/CV) | 12 |
| Q3. b) Writing an informal letter. | 8 |
| Q4. a) Define Any TWO items out of Four | 8 |
| Q4. b) Describe Any TWO items out of Four | 8 |
| Q5. Questions on Creative Writing (06 Marks for Aspects of Creative Writing and 08 Marks for Practical Questions) | 14 |

Semester IV

Course Contents

Hours: 48 (45+3 for Internal Evaluation) (Figures to the right indicate hours allotted per topic)

- I. Writing Reports** **8**
Nature and structure of reports, Types of reports: visit reports, survey reports and reports on events.
- II. Writing Scripts for Compeering a Programme** **7**
Writing Scripts for Compeering a programme, functions, festivals etc.
- III. Introduction to Blog Writing** **7**
Introduction to Blog Writing (Discussions on various blog platforms viz. Wordpress, Blogspot.com/Blogger)
Types of Blogs: Features of different types of blogs like Travel, Recipe, Hobbies, Vlog- Video Blog, etc.
(3 contacts for teaching and 4 for classroom practicals)
- IV. Introduction to Electronic Media: A) Radio:** **8**
- a. Radio as Mass Media
 - b. Functions and structure of Radio Studio
 - i) Types of Radio programmes
 - a) Educational
 - b) Informative
 - c) Entertainment
 - d) Miscellaneous
- V. Introduction to Electronic Media:**
- B) TV:** **8**
- a. TV as Mass Media
 - b. TV Studio
 - i) Types of TV programmes
 - a) Educational
 - b) Informative
 - c) Entertainment

d) Miscellaneous

A visit to local/nearby TV channel and radio station should be arranged. Students have to write a report on the visit.

VI. Similarities and differences between Radio and TV as Mass Media with special reference to the use of language in both:

7

Pattern of Evaluation

Internal Evaluation	30 marks
Mid-Semester Examination	20 Marks
On the Job Training Report, Visit Report & Journals	10 Marks

Semester IV

Question Paper Pattern (Semester IV) **70 marks**

Q 1. Writing reports based on the given data. (any two out of 3)	16
Q 2. a) Writing a Script for a programme (1 out of 2)	10
Q 2. b) Questions on Blog Writing	10
Q 3. Questions on the Unit 4 (Radio) (2 out of 3)	12
Q 4. Questions on the Unit 5 (Television) (2 out of 3)	12
Q 5. Questions on role of radio/TV as Mass media, comparison between the two and other relevant issues (2 out of 3)	10

Important suggestions

It is strongly recommended that the Head of English Dept, Coordinator of Functional English and teachers in consultation with one another prepare an academic calendar planning details of activities, practicals and assignments for students at the beginning of the year for the benefit of both teachers and students. This will be helpful in case of any change in faculty mid-term and for the awareness in students about their internal work.

On the Job Training

Students will complete their on the job training during Semester IV. It has to be for at least 20 clock hours. The students may complete it at any place where they can use English such as ad agencies, newspapers group, primary/secondary schools, colleges etc. The student will be required to submit the completion certificate from the Institution on their letterhead duly signed by the certifying authority mentioning the details regarding English used during the period. The student will have to write a detailed report and submit it along with documentary evidence of the job done.

Suggestions for Teaching

1) The teacher will prepare a need-based list of words and students will be encouraged to add

to it. The teacher will help students acquire language through language games, quiz, pair/ group activities and creating situations in the classroom so as to enable them to collect and use appropriate words, proverbs, phrasal verbs etc. accordingly. Students will be encouraged to guess meaning in context. Attention should be drawn to appropriateness in word-use.

Students may be encouraged to collect samples of writings from various books and some of the samples may be discussed in the class with reference to above points.

2) Teacher's role should be to enable learning, rather than teaching. Students may be provided samples or encouraged to collect samples of various registers and styles.

3) Teacher will point out the difference between language skills required for defining and describing with the help of samples.

4) Teacher will encourage students to listen to/watch various programmes on radio/TV to observe the role of the anchor to understand use of language skills in these programmes.

Books recommended

- 1) **Modern English** N. Krishnaswamy (Macmillan, India)
- 2) **Strengthen Your English** Bhaskaran and Horsburgh (OUP)
- 3) **The New Oxford Guide to writing** Kane Thomas (OUP)
- 4) **Writing With a Purpose** Tikoo and Sasikumar (OUP)
- 5) **Working With Words** Gairns, R & redman S (CUP)
- 6) **Instant word Power** Norman Lewis (Penguin Random House)
- 7) **Word Power Made Easy** Norman Lewis (Penguin Random House)
- 8) **Words in Action** Martin Steinman (Harcourt Brace Jovanovich, Inc.)
- 9) **Strengthen Your Writing** Narayanswami, V.R. (Orient Blackswan Pvt Ltd)
- 10) **English for the Office** Peter Little (Financial Times Prentice Hall)
- 11) **English Language in Advertising** Pandya Indubala (Ajanta Publications)
- 12) **The art of Broadcasting** S.P.Jain (Intellectual Publishing House)
- 13) **Radio news writing and Editing** Carl Warren (Harper & Brothers)
- 14) **The Techniques of TV Production** G. Millerson (Focal Press)
- 15) **Mass Media Forces in our Society** Voelker, Francis H.; Voelker, Ludmila A.
- 16) **Advertising Made Simple** Jefkins Frank (Elsevier Science)
- 17) **Television and Radio News** Siller, Bob, Ted White (Macmillan)
- 18) **Basic Audio Visual Media** Shipra Kundra (Anmol)
- 19) **News writing & reporting for Today's Media** Itule et al (McGraw-Hill)
- 20) **Cliff's TOEFL** Michael A. Pyle
- 21) **Barron's TOEFL** Pamela J. Sharpe
- 22) **Television: an Introduction** Jonathan Bicknell
- 23) **Script to Screen** Sharda Koushik (Macmillan)
- 24) **Writing With Ease** Usha Pandit (Mindspring Publishing LLP)
(Writing Strategies-Creative Writing – Literature- Word Lists)
- 25) **How to Write a Good Advertisement** Victor Schwab (Wilshire Book Company)

- 26) **The One-Hour Content Plan** Kothand Meera (Createspace Independent)

FUNCTIONAL ENGLISH: SYBA

SYFE Paper IV Oral Communication in English: Intermediate & Key Competency Modules (Practical Paper)

Objectives

- Building confidence in communicative English through active participation
- Enabling students to learn through activities
- Introducing students to a wide variety of conversational situations, both formal and informal
- Creating awareness about what to say and when to say it
- Creating awareness about developing voice quality for effective oral communication
- Making students appreciate audio and video programmes
- Making students aware of proper use of body language during interaction or in video media

- Leading students to overall development of personality through key competency modules

- Acquainting Students with Digital/Online Learning Platforms
- Making students aware about language and etiquettes of Social Media

Semester III

Course Contents

II. **Hours: 48 (45+3 for Internal Evaluation)** (Figures to the right indicate hours allotted per topic)

A: Oral Communication in English

I - Non-verbal Communication: Importance of Body Language	3
II- Conversation in Formal and Informal Situations: Identifying formal/informal situations and using appropriate expressions to make conversation creative.	7
III- Reading out news from the newspaper:	5
IV- Talking in different situations: Formal and informal:	8
V- Compeering/anchoring a programme:	6
VI- Role playing	6
VII- Debating	5

B: Key competency Modules: **5**

I- Logical Thinking, Reasoning, Analytical Ability	
II- Introduction to various Digital Learning Platforms: Google Classroom, Google Meet, Zoom, YouTube etc.	

Pattern of Evaluation

Internal Evaluation	30 marks
Mid-Semester Examination (Practical)	20 marks
Class Practicals/Class Activity/ Home Assignment/Class Test based on Digital Learning Platform	10 marks
Question Pattern for Practical Exam (Semester III)	70 marks
Q1 Reading news from the news paper	10
Q2 Talking in a given formal situation (Pair activity)	10
Q3 Talking in a given informal situation (Pair/ group activity)	10
Q4 Role play or anchoring	10
Q5 Debating	10
Q6 Digital Learning Platforms (The Examiner will choose between Oral or Practical Questions as per the availability of Digital Platforms)	10
Non-verbal communication, key competency modules like logical thinking, reasoning, analytical ability to be tested with these platforms.	10

Semester IV

Course Contents

III. **Hours: 48 (45+3 for Internal Evaluation)** (Figures to the right indicate hours allotted per topic)

A: Oral Communication in English

I. Talk on a Particular Topic	6
II. Personal Interview: Preparing for an interview	6
III. Interviewing: Preparations for interviewing others	6
IV. Conducting Panel Discussion	6
V. Preparing and Presenting an Ad of a Product	6
VI. Opening/Closing a Radio/TV Programme	5
VII. Appreciation of a TV/Radio Programme With reference to its type, content, presentation: use of sounds/colours/music/ acting/ voice modulation/ (TV) long shots, close ups and total impact.	5

B: Key Competency Modules:

I- Abstract Thinking	5
II- Responsible and Conscious Use of Social Media Platforms like Facebook, WhatsApp, etc.	

Pattern of Evaluation

Internal Evaluation	30 marks
Mid-Semester Examination (Practical)	20 marks
Class Practicals/Class Activity/ Home Assignment/Class Test	10 marks

Semester IV examination Total marks **70 marks**

Question Paper Pattern

Q1 a) Appreciation of an audio programme (The center will keep two audio recordings (of about 15 minutes) ready out of which the external examiner will select one. It will be played twice. The external examiner will set appreciation questions based on the same for the students to give written response. 10

Q1 b) Appreciation of an audio-video programme. The procedure will be the same as above however the responses of the students will be oral. 10

Q2 Talk on Given Topic/ Situation (Individual Activity) 10

Q3 Interviewing (Pair Activity) 10

Q4 A. Preparing and presenting an Ad of a product (Group Activity) (Detailed specifications to be given in the question paper) 7

Q4 B. Panel Discussion (Group Activity) 7

Q5 Opening/Closing a Radio/TV Programme (Individual Activity) 6

Q6 Interaction/ Personal Interview with the Examiner (Key competency modules also to be tested) 10

Suggestions for Teaching

1) Careful listening is a prerequisite to effective speaking; hence teacher will provide classroom opportunities for students to listen to/watch variety of programmes and will also encourage them to attend speeches, interviews, group and panel discussions in college and outside.

2) Teacher will point out the importance of non-verbal communication through demonstration and with the help of pictures, cartoons etc.

3) Teacher will prepare a list of topics for talking in formal/informal situations, role-play, debate, panel discussion, conduct them in the class and make other students to observe and comment.

4) Teacher will organize and monitor mock interviews by allotting roles of interviewer and interviewee.

5) Teacher will provide and comment on the sample words, expressions used creatively in different ads pointing out the niceties and nuances of language used so as to enable students to use language creatively for making ads of their own. The teacher will also provide necessary details of

the products to be advertised by students.

- 6) Authentic and reliable web resources and hands on experience to be used for topics related to Digital Learning Platforms and Social Media.

Books Recommended

- 1) **Effective Communication and Public Speaking** Mundal, S.K. (Jaico Publishing House)
- 2) **Speaking Effectively** Jeremy, C, Rogerson P. et al (Cambridge)
- 3) **English Conversation Practice** Grant Taylor (Tata McGraw-Hill Education India)
- 4) **How to Speak without Fear** Natalie Rogers (Ward Lock)
- 5) **Conversation** Nalasco R.S. & Arthur L. (OUP)
- 6) **Advanced Conversational English** Crystal D. & Davy D. (Longman)
- 7) **Keep Talking** Klippel F. (Cambridge University Press)
- 8) **What to Say When** Huggins V.
- 9) **Spoken English** Bernard G
- 10) **English in Situation** O'Neill Robert (OUP)
- 11) **Success with English** Baird A. et al (Penguin Books)
- 12) **Success With English** Penguin Books, Course Book
- 13) **The Etiquette of Social Media** Kim, Leonard Createspace Independent Pub,2014
- 14) **Talk Like TED** Carmine Gallo (Macmillan)
- 15) **The Art of Public Speaking** Dale Carnegie (Prabhat Prakashan)
- 16) **The Definitive Book of Body Language** Allan Pease, Barbara Pease (**Random House**)
- 17) **Talk to Me: How to Ask Better Questions** Dean Nelson (Harper Perennial)
- 18) **How to Prepare for Gd and Interview** Hari Prasad (McGraw Hill)

Annexure-II

Structure/ Pattern of Syllabus: S. Y. B. A. (Vocational)

- 1) Title of the Course: **Functional English**
- 2) Introduction: **Pattern Semester**
- 3) Eligibility: **Should have offered Functional English at F.Y.B. A. and passed F.Y.B. A. as per Savitribai Phule Pune University Rules**
- 4) Examination:
 - A) Pattern of examination:
 - i) **70:30** (University Semester examination of 70 marks & Internal assessment of 30 marks). Details as per the syllabus.
 - ii) Pattern of the question paper: **As per the specimen given.**
 - B) Standard of Passing : **As per Savitribai Phule Pune University norms**
 - C) ATKT Rules : **As per Savitribai Phule Pune University norms**
 - D) Award of Class : **As per Savitribai Phule Pune University norms**
 - E) External Students : **As per Savitribai Phule Pune University norms**
 - F) Setting of Question paper/ Pattern of Question paper: **As per university norms**
 - G) Verification of Revaluation: **As per university norms**
- 5) Structure of the Course :
 - i) **Optional**
 - ii) Medium of instruction: **English**
- 6) Equivalence subject/ papers & Transitory Provision: Travel and Tourism:
Functional English
- 7) University terms : **As per Savitribai Phule Pune University Norms**
- 8) Subject wise Detail Syllabus : **Attached**
- 9) Recommended books : **Mentioned in syllabus.**