

**Third Year B.A.B.Ed.
Syllabus**

T.Y.B.A.B.Ed.

Course	Subject	Marks	
		Internal	External
3101	Geography Education-Pedagogy, Learning Resources & 'Content Enrichment & Analysis'	20	80
3102	Quality Management	20	80
3103	Guidance and Counseling	20	80
3104	Paper – III : Compulsory English	20	80
3113	G-3 : Enhancing Employability Skill	20	80
3122	G-3 : Geography- Disaster Management	20	80
3133	S-2 : English-Appreciating Poetry	20	80
3301	Practice Teaching lessons (16 lessons)	100	

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**SAVITRIBAI PHULE PUNE UNIVERSITY,
PUNE**

(FORMERLY UNIVERSITY OF PUNE)

FACULTY OF EDUCATION

**REVISED SYLLABUS FOR THE
B.Ed. TWO YEAR PROGRAMME**

Choice Based Credit System

Annual Pattern-2015

BED 107-07 : PEDAGOGY OF THE SCHOOL

SUBJECT GEOGRAPHY EDUCATION

Objectives :- To enable the student teacher to :-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches , methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain importance and use of core elements life skills & values.
6. Analyze the text book & content.
7. Explain the concept and types of curriculum and syllabus.
8. Analyze the various resources in teaching learning of subject.
9. Understanding qualities of good teacher.

Unit : 1

(1 Credit)

A) Nature of the subject Geography

1. Meaning , nature , scope and various concepts of Geography
2. Place of subject Geography at upper primary , Secondary and Higher Secondary curriculum.
3. Objectives of teaching the subject geography at different levels (upper primary , secondary , Higher secondary)
4. Co-relation :- Within the subject and with other school subject.
5. Importance of Local Geography.

B) Pedagogical Approaches for the subject Geography

1. Regional Method
2. Journey Method
3. Excursion method
4. Project method
5. Comparative method
6. Lecture cum discussion method
7. Question answer method
8. Object method
9. Field Visit
10. Experimental method.

Unit : 2

(1 Credit)

A) Analysis of the subject Geography

1. Structure of the subject Geography
2. Curriculum and syllabus (Concept and types)
3. Core elements , values and life skills.
4. Analysis of the Text Book.
5. Content analysis.

B) Learning Resources for the subject Geography

1. Concept , need and importance of learning resources
2. Traditional learning resources.
3. Technology based learning resources.
4. Geography room
5. Qualities of an Ideal Geography teacher.

Mode of Transaction :

1. Lecture
2. Discussion
3. Seminar
4. Filed Work
5. Technology based Interaction
6. Observation

Practical Work (Any one of the following))

1. Text – book Analysis
2. Content Analysis of any one Unit.
3. Prepare a report of Geographical information of a native place.

COURSE 103
QUALITY AND MANAGEMENT OF SCHOOL EDUCATION – ISSUES AND CONCERNS

Objectives:- To enable student teachers to

1. understand the concept of quality
2. enlist the dimensions of quality
3. understand the concept of Management.
4. acquire knowledge regarding the concept and process of Human Resource Management in School
5. get acquainted with the essential infrastructural resources for quality management.
6. identify the problems and its management in Secondary Education.
7. recognize Management and Administrative set up in education.

Unit 1: Fundamentals of Management and Quality Management

(One Credit)

1. Meaning and Functions of Management.
2. Modern Theories of Management – Henry Fayol and Peter Drucker
3. SWOT Analysis and Introduction to Six Sigma process in Education.
4. Quality- concept and dimensions
5. TQM in Education
6. Types of Management-
 - a) Time Management
 - b) Event Management
 - c) Classroom Management.

Unit 2: Human Resource Development in Schools

(One Credit)

1. Human resource development – Concept, aspects and processes
2. Leadership styles
3. Role and Qualities of Human Resource-
 - a) Teachers
 - b) Supervisor and Headmaster
 - c) Parents
4. Training and Development of Human Resources
 - a) Pre-service
 - b) In-service

Unit 3: Infrastructural Resources in School

(One Credit)

1. Essential infrastructural resources in schools- norms and standards
2. Quality Management of Infrastructural Resources
 - a) Creation
 - b) Maintenance
 - c) Optimum Use

Unit 4: Management of problems in Secondary school

(One Credit)

1. Problems in secondary schools:
 - a) Wastage and Stagnation
 - b) Crowded Classes
 - c) Discipline in Schools
 - d) Vocationalization of education
 - e) Disaster Management in schools
2. Management of problems
 - a) By research and development
 - b) By Action Research
3. Role of Government policies- SSA, RTE 2009 , RMSA
4. Teachers Professional Organization
 - a) Secondary Teachers Association
 - b) Subject Teachers Association

Unit 5: Managerial and Administrative setup in Education

(One Credit)

1. Introduction to Maharashtra private school act 1981
2. Government administrative set up and authorities
3. Structure and Functions of – NCERT, SCERT, CBSE, SSC and HSC Board, Balbharati.
4. Issues and concerns in management of education

Practical (any one)

1. Planning and implementation of any one event in school.
2. Prepare an outline of Research Problem
3. Study of School Management- Management of Infrastructural facilities in school.

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२. डॉ. हेलता पारसनीस, डॉ. अरविंद दुनाखे - शैक्षणिक प्रकाशन व व्यवस्थापन, नूतन प्रकाशन, पुणे.
३. प्रा. सुरेश भिरुड, प्रा. भास्कर नाफडे - व्यवसाय व्यवस्थापन, निराली प्रकाशन.
४. डॉ. सौ. विरुण नागतोडे - शालेय व्यवस्थापन शैक्षणिक संरचना आणि आधुनिक विचार प्रवाह, विद्या प्रकाशन, नागपूर.
५. डॉ. ल. मा. शिवणेकर - माध्यमिक शिक्षण संरचना व कार्यपद्धती, नूतन प्रकाशन, पुणे.
६. शिक्षण आणि समाज (जाने, मार्च २००१) - शालेय शिक्षणाचा राष्ट्रीय अभ्यासक्रम.
७. अकोलकर व पाटणकर (१९७३) - शालेय व्यवस्था आणि प्रशासन, नीलकंठ प्रकाशन, पुणे.
८. बापट मा. गो. (१९८८) - शैक्षणिक संघटन, प्रशासन व प्रश्न, व्हीनस प्रकाशन पुणे ३०.
९. पाटील लीला (१९८०) - माध्यमिक शाळा संचालन व संवर्धन, श्री. विद्या प्रकाशन पुणे ३०.
१०. विरकर - विरकर - शालेय शैक्षणिक अधिष्ठान, द्वारका प्रकाशन, पुणे.
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१२. जगताप ह. ना. - प्रगत शैक्षणिक तंत्रज्ञान
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ELECTIVE COURSE (107 A)

INTRODUCTION TO GUIDANCE AND COUNSELING IN SCHOOL

OBJECTIVES: - To enable the student teacher to

1. Understand the concept, need and meaning of guidance.
2. Get acquainted with the principles, issues, problems and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas, tools and techniques in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in counseling.
9. Realize the importance of follow-up in counseling.
10. Realize the need of counseling for children with special needs.

UNIT NO :- 1 GUIDANCE IN SCHOOL

1/2 CREDIT

Guidance in school:-

- 1.1 Meaning, concept and Need of Guidance.
- 1.2 Principles of Guidance.
- 1.3 Procedure of Guidance - steps.
- 1.4 Role of school in Guidance.
- 1.5 Areas - Personal, Educational and vocational Guidance, Seven Point Plan in Guidance

UNIT NO:- 2 COUNSELING IN SCHOOL

1/2 CREDIT

- 2.1 Meaning, concept and Need of counseling
- 2.2 Principles of counseling
- 2.3 Counseling Process
- 2.4 Types: Directive, Non-directive and Eclectic counseling
- 2.5 Qualities and role of a school counselor

UNIT NO :- 3 TOOLS IN GUIDANCE AND COUNSELING

1/2 CREDIT

- 3.1 Blanks, Cumulative Record Cards, Rating scale, Questionnaires
- 3.2 Psychological Tests :-
 - 1) Intelligence
 - 2) Aptitude
 - 3) Attitude
 - 4) Adjustment

- 3.3 Inventories :-
- 1) Interest
 - 2) Personality

[Concept, Imp. and limitations]

UNIT NO: - 4 TECHNIQUES IN GUIDANCE AND COUNSELING 1/2 CREDIT

- 4.1 Observation, Interview and sociometry
- 4.2 Lectures, Discussion and Dramatics as techniques of counseling.
- 4.3 Individual and Group counseling.

UNIT NO:- 5 ISSUES IN GUIDANCE AND COUNSELING 1/2 CREDIT

- 5.1 Problems and concerns
- 5.2 New trends in Guidance and counseling
- 5.3 Counseling for the children with special needs
- 5.4 Counseling for parents.
- 5.5 Importance of follow-up in counseling

Practical (any one)

- 1) Interview of a school counselor
- 2) Preparation and administration of any one test and make its report. (2 students from 5th to 10th std)
- 3) Visit to a guidance or counseling centre and write a report.



Savitribai Phule Pune University
(Choice Based Credit System-70:30-Pattern)
 (w. e. f- 2021-2022)
T. Y. B. A- English

Semesters	New Nomenclature of Courses/Papers	Old Nomenclature of Courses/Papers	Credits
V	CC-Compulsory English	Compulsory English	03
VI	CC-Compulsory English	Compulsory English	03
V	SEC-1-C	G-3	03
VI	SEC-1-D	G-3	03
V	DSE-1-C	S-3	3+1=04
VI	DSE-1-D	S-3	3+1=04
V	DSE-2-C	S-4	3+1=04
VI	DSE-2-D	S-4	3+1=04
V	SEC-2-C	----	02
VI	SEC-2-D	----	02

T. Y. B. A.
Compulsory English

(CC-Core Course- 03 Credit)

Rationale:

The present course is a core course and it basically consists of two components: the literature component and the skills component. The literature component includes some of the best samples of English short stories, essays and poems written by writers of different nationalities (British, American, Indian etc.) This cultural mix is deliberate. We are living in a globalized world and our students need to have at least a cursory acquaintance with different cultures in the outside world. This is particularly important in a pluralistic society like ours. The core course is a part of the humanities. It aims at contributing to the linguistic and communicative abilities of the students. At the same time it also aims at fostering humanitarian attitude in our students and make them better human beings. Our prose and poetry selections in the literature part of the syllabus take care of these humanistic and aesthetic considerations.

The skills component of the syllabus includes language skills (i.e. grammar part and writing skills), soft skills and employability skills. All these are necessary in the contemporary world to make our students confident and enable them to face the real life challenges successfully. The

core course is essentially a language course. Linguistic competence is absolutely necessary for achieving success in almost all the fields of life. Hence we have concentrated on some important aspects of grammar. There are certain writing skills and communicative skills required in all work environments today. These have also been included in the syllabus. Some soft skills and employability skills are necessary from the viewpoint of the employer as well as the employee for his own career advancement. In fact no employee can survive without these skills in the modern day work place. We have kept all these practical considerations in mind while preparing the present syllabus. It is thus a composite course focusing on human values and useful, practical skills.

Objectives:

- a) To familiarize students with some excellent pieces of prose and poetry in English so that they realize the beauty and communicative power of English.
- b) To enable students to become competent and effective users of English in real life situations.
- c) To contribute to the overall personality development of the students.
- d) To instill humanitarian values and foster sympathetic attitude in the students.
- e) To train the students in practical writing skills required in work environment.
- f) To impart knowledge of some essential soft skills to enhance their employability.

*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. $(3 \times 15 = 45 + 3 = 48)$.

*Considering the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI 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-V

Prescribed Text: *Exploring New Horizons* (Ed-Board of Editors- Orient BlackSwan)

Unit-I- Prose (12 Clock Hours)

1. The Phantom Luncheon – Saki
2. Function of Education –J. Krishnamurti
3. God sees the Truth but Waits – Leo Tolstoy

Unit-II- Poetry (12 Clock Hours)

1. The Neutral Tones – Thomas Hardy
2. Strange Meeting – Wilfred Owen
3. Have you got a brook in your little heart – Emily Dickinson

Unit-III- Grammar (08 Clock Hours)

1. Adverbs and their types (manner, place, time, frequency etc.)
2. Synthesis of sentences by using participles, infinitives, adverbials etc.)
3. Types of Sentences according to function: Declaratives, Interrogatives, Imperatives

Unit-IV- Writing (08 Clock Hours)

1. Paragraph Writing
2. Note-making and Note-taking
3. Reference Skills (Using dictionaries/thesaurus/encyclopedias/year books/table of contents/indices etc)

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Body Language/Non-verbal Communication
2. Tips for Effective Communication
3. Telephone Skills
4. Teleconferences

SEMESTER-VI

Prescribed Text: *Exploring New Horizons* (Ed-Board of Editors-Orient BlackSwan)

Unit-I- Prose (12 Clock Hours)

1. Shakespeare's Sister – Virginia Woolf
2. After Twenty Years – O. Henry
3. The Conjuror's Revenge – Stephen Leacock

Unit-II- Poetry (12 Clock Hours)

1. The Man of Life Upright – Thomas Campion
2. Money Madness – D.H. Lawrence
3. The Toys – Coventry Patmore

Unit-III- Grammar (08 Clock Hours)

1. Transforming Declarative sentences into Yes-No questions
2. Transforming Declarative sentences into Wh- questions
3. Transforming Positive Imperative sentences into Negative imperatives

Unit-IV- Writing (08 Clock Hours)

1. Email Writing
2. Using Graphs and Charts

3. Dialogue Writing

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Stress Management
2. Motivation and Positive Approach
3. Goal Setting
4. Adaptability Skills

Skill Enhancement Course (SEC 1-C & SEC 1-D)

(Old G-3)

(w. e. f. 2021- 2022)

Title of the Paper: Enhancing Employability Skills

(Credit-3)

**Prescribed Text- *Aspirations: English for Careers* (Board of Editors-
Orient Black Swan)**

Rationale:

TYBA students are on the threshold of their career. Hence, it is necessary to orient and prepare them for different careers they can join after graduation. Considering the various career opportunities available to Arts graduates, the syllabus aims at awareness raising, competence building and skill enhancement of the learners. All the units in the book, besides offering exposure to the use of English for different careers, are radically designed to keep pace with the age of technology and to empower the learners for the present as well as the upcoming career avenues.

Course Outcomes:

After studying the paper successfully, the learners will be able:

1. To get the awareness of career opportunities available to them.
2. To identify the career opportunities suitable to them.
3. To understand the use of English in different careers.
4. To develop competence in using English for the career of their choice.
5. To enhance skills required for their placement.
6. To use English effectively in the career of their choice.
7. To exercise verbal as well as nonverbal communication effectively for their career.

3. Dialogue Writing

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Stress Management
2. Motivation and Positive Approach
3. Goal Setting
4. Adaptability Skills

Skill Enhancement Course (SEC 1-C & SEC 1-D)

(Old G-3)

(w. e. f. 2021- 2022)

Title of the Paper: Enhancing Employability Skills

(Credit-3)

Prescribed Text- Aspirations: English for Careers (Board of Editors-
Orient Black Swan)

Rationale:

TYBA students are on the threshold of their career. Hence, it is necessary to orient and prepare them for different careers they can join after graduation. Considering the various career opportunities available to Arts graduates, the syllabus aims at awareness raising, competence building and skill enhancement of the learners. All the units in the book, besides offering exposure to the use of English for different careers, are radically designed to keep pace with the age of technology and to empower the learners for the present as well as the upcoming career avenues.

Course Outcomes:

After studying the paper successfully, the learners will be able:

1. To get the awareness of career opportunities available to them.
2. To identify the career opportunities suitable to them.
3. To understand the use of English in different careers.
4. To develop competence in using English for the career of their choice.
5. To enhance skills required for their placement.
6. To use English effectively in the career of their choice.
7. To exercise verbal as well as nonverbal communication effectively for their career.

*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).

*Considering the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI 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-V(SEC 1-C)

Course contents:

Unit-I- Exploring Careers (12 Clock Hours)

1. Creative Writing
2. Translation
3. Mass Communication and Journalism
4. Academia and Other Careers

Unit-II- Basic Preparation for Jobs (08 Clock Hours)

1. Application Letter and Résumé Writing
2. GDPI
3. Writing Notices and Agendas
4. Writing Minutes

Unit-III- English for Employability Skills (13 Clock Hours)

1. Style and Techniques for Effective Communication
2. Description, Narration and Demonstration in English
3. Soft Skills for Employers
4. Soft Skills for Employees

Unit-IV- English for Corporate Field (12 Clock Hours)

1. English for Sales Services
2. English for Customer Services
3. Presentation Skills
4. Writing a Project Report

SEMESTER-VI (SEC 1-D)

Prescribed Text- Aspirations: English for Careers (Board of Editors-
Orient Black Swan)

Unit-I- English for Competitive Examinations (09 Clock Hours)

1. Vocabulary
2. Tenses
3. Prepositions
4. Précis Writing

Unit-II- English for Research Purposes (12 Clock Hours)

1. Impersonal and Objective Style
2. Writing a Research Proposal
3. Writing a Research Paper
4. Writing a Short Dissertation

Unit-III- Content Writing (12 Clock Hours)

1. Introduction to Content Writing
2. Writing Blog Posts and Articles
3. Writing for Websites
4. Writing for Social Media Platforms

Unit-IV- English for Digital Marketing (12 Clock Hours)

1. Introduction to Advertisements
2. Newspaper Advertisements
3. Advertisements on Television and Radio Channels
4. Advertisements on Internet

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Discipline Specific Elective (DSE-1C& DSE-1D)

(Old S-3)

(w. e. f. 2021- 2022)

Title of the Paper: Appreciating Novel

(Credit-3+1=4)

Rationale:

The impact of literature in human society is undeniable. Literature acts as a form of expression for each individual author. Some books mirror society and allow us to better understand the world we live in. Literature is important because it teaches the universal human experiences. It also provides different meanings to different people or teaches different lessons to the same person at different stages of his life. The novel is one of the major forms of literature which generally deals imaginatively with human experiences, usually through a connected sequence of events involving a group of persons in a specific setting. It is a genre of fiction and fiction may be defined as a form of art. It is not a short story in prose; instead, it is actually an extensive and illustrated account of series of events that happened right through the life of a character. By studying and appreciating novel, the students can develop their interpretative abilities and enhance their analytical skills.

Objectives:



Savitribai Phule Pune University

(Formerly University of Pune)

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

T.Y.B.A. (Geography)

Choice Based Credit System Syllabus

To be implemented from Academic Year 2021-2022

T.Y.B.A. (Geography) Choice Based Credit System Syllabus

To be implemented from Academic Year 2021-2022

Course Structure

F. Y. B. A. GEOGRAPHY

Sr. No.	Semester	Course No	Name of the Course	Category
1	Semester I	Gg.110 (A)	Physical Geography	CC - I A
2	Semester II	Gg.110 (B)	Human Geography	CC - I B

S. Y. B. A. GEOGRAPHY

Paper Code	Semester	Paper	Subject
Gg: 210(A)	III	G2 CC1C	Environmental Geography I OR Economic Geography -I
Gg: 220(A)	III	S1 DSE 1 A	Geography of Maharashtra - I OR Population Geography - I
Gg: 201(A)	III	S2 DSE 2 A	Practical Geography - I (Scale and Map Projections)
(Value/skill based course)	III	SEC 2 A	Applied Course of Disaster Management
Gg: 210(B)	IV	G2 CC1D	Environmental Geography- II OR Economic Geography -II
Gg: 220(B) DSE 1 B	IV	S1 DSE 1 B	Geography of Maharashtra - II OR Population Geography - II
Gg: 201(B) DSE 2 B	IV	DSE 2 B	Practical Geography - II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)
(Value/skill based course)	IV	SEC 2 B	Applied Course of Travel and Tourism Geography

T.Y.B.A. Geography

Paper Code	Semester	Paper	Subject
Gg: 310(A)	V	CC1E	Geography of Disaster Management-I OR Geography of Tourism- I
Gg: 320(A)	V	DSE 1 C	Geography of India –I OR Geography of Rural Development –I
Gg: 301(A)	V	DSE 2 C	Practical Geography – I (Techniques of Spatial Analysis)
(Value/skill based course)		SEC 2C	Research Methodology – I
Gg: 310(B)	VI	CC1F	Geography of Disaster Management-II OR Geography of Tourism -II
Gg: 320(B)	VI	DSE 1D	Geography of India -II OR Geography of Rural Development -II
Gg: 301(B)	VI	DSE 2D	Practical Geography – II (Techniques of Spatial Analysis, Surveying and Excursion / Village / Project Report
(Value/skill based course)		SEC 2 D	Research Methodology – II

Equivalence of Previous syllabus along with new syllabus:

Paper	Old Course	New Course
G3	Gg-310 Regional Geography of India OR Gg-310 Human Geography	Geography of Disaster Management-I OR Geography of Tourism- I
G3		Geography of Disaster Management-II OR Geography of Tourism- II
S3	Gg-320 Agricultural Geography OR Gg-320 Population and Settlement Geography	Geography of India –I OR Geography of Rural Development -I
S3		Geography of India –II OR Geography of Rural development -II
S4	Gg-301 Techniques of Spatial Analysis	Practical Geography – I (Techniques of Spatial Analysis)
S4		Practical Geography – II (Techniques of Spatial Analysis, Surveying and Excursion / Village / Project Report

Semester V

Geography of Disaster Management-I CC1E(No. of Credits: 03)

Objectives:

- 1) To introduce students the concept of disaster & its relation with Geography.
- 2) To acquaint the students with the utility & application of hazards in different areas & its management.
- 3) To make the students aware of the need of protection & disaster management.

Sr. No.	Topic	Learning Points	No. of Lectures
1	Concepts in disaster management.	a) Concept of management b) Aims and objectives c) Pre-disaster management and Post – disaster management	12
2	Introduction to hazards, disasters	a) Meaning and definition of Disasters b) Geographical conditions and disasters c) Classification of Disasters	12
3	Disaster management and measures	a) Structure of disaster management - Preparedness, Response, Recovery, Mitigation, Rehabilitation b) Standard operating procedure of management on government level c) Role of media	12
4	Climatic disasters and their management	a) Hail Storm & Cloud Burst a) Cyclones and Storms b) Droughts and Floods	12

- Alexander, D. (1993): Natural Disasters. UCL Press Ltd., London
- Bloom, A.L., 1998. Geomorphology. A Systematic Analysis of Late Cenozoic Landforms. Pearson Education (Singapore) Pte. Ltd.
- Chandna, R. C., 2000. A Geography of Population, Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi.
- Copola P Damon, 2007, Introduction to International Disaster Management
- Cuny, F. 1983, Development and Disaster, Oxford University Press.
- Govt. of India, 2005, Disaster Management Act Government of India, New Delhi.
- Hamblin, W.K., 1989. The Earth's Dynamic Systems, Macmillan Publishing Company, New York.
- Huggett, D.A., 2004. Fundamentals of Biogeography, Routledge.
- Kale, V.S. and Gupta, A., 2001. Introduction to Geomorphology, Orient Longman, Calcutta.
- Knox, P. and Agnew J., 1998. The Geography of the World Economy, Arnold, London.
- Lutgens, F.K. and Tarbuck, E.J., 2007. The Atmosphere. Prentice Hall, Englewood Cliffs, New Jersey, USA.
- Ross, D. A., 1988. Introduction to Oceanography. Prentice Hall, New Jersey.

- Saptarshi P. G., More J. C., Ugale V. R. and Arjun Musmade (2009), "Geography and Natural Hazard" Diamond, Pune.
- Savindra Singh, (2000): Environmental Geography. PrayagPustakBhavan, Allahabad
- Singh, S., 1998. Geomorphology, PrayagPustakBhavan, Allahabad.
- Strahler, A.A. and Strahler, A. N., 2002. Physical Geography: Science and Systems of the Human Environment, John Wiley and Sons, INC.
- Musmade Arjun. H., More J. C., 2014, Geography of Disaster Management, Diamond, Pune.
- A.H.Choudhar ,P.N.Salve, S.M.Kadam.R.H.Choudhar,V.C.lthape (2010), "Contemporary Issues and Geography",Atharva ,Pune.

CBCS PATTERN TYBA GEOGRAPHY

Semester VI

Geography of Disaster Management-II CC1F (No. of Credits: 03)

Sr. No.	Topic	Learning Points	No. of Lectures
1	Geological and Geomorphic disasters and their management	a) Earthquakes b) Landslides c) Tsunami	12
2	Anthropogenic disasters and their management	a) Deforestation b) Forest fire c) Soil degradation	12
3	Global Environmental issues	a) Global warming b) Ozone depletion c) Acid rain	12
4	Case Studies of disaster	a) Tsunami in Indian ocean -2004 b) Fukushima Nuclear disaster -2011 c) Kedarnath Cloud Burst -2013	12

Reference books:

- Alexander, D. (1993): Natural Disasters. UCL Press Ltd., London
- Bloom, A.L., 1998. Geomorphology. A Systematic Analysis of Late Cenozoic Landforms: Pearson Education (Singapore) Pte. Ltd.
- Chandna, R. C., 2000. A Geography of Population, Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi.

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- Govt. of India, 2005, Disaster Management Act Government of India, New Delhi.
- Hamblin, W.K., 1989. The Earth's Dynamic Systems, Macmillan Publishing Company, New York.
- Huggett, D.A., 2004. Fundamentals of Biogeography, Routledge.
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- Lutgens, F.K. and Tarbuck, E.J., 2007. The Atmosphere. Prentice Hall, Englewood Cliffs, New Jersey, USA.
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- Saptarshi P. G., More J. C., Ugale V. R. and Arjun Musmade (2009), "Geography and Natural Hazard" Diamond, Pune.
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- A.H.Choudhar, P.N.Salve, S.M.Kadam, R.H.Choudhar, V.C.Ithape (2010), "Contemporary Issues and Geography", Atharva, Pune.
- Musmade Arjun. H., More J. C., 2014, Geography of Disaster Management, Diamond, Pune.

TYBA

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- (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:

- 1. The Nightingale- Philip Sidney
- 2. Sonnet 3- William Shakespeare
- 3. The Sun Rising- John Donne — *poetry down the ages*
- 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:

- 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