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**ANNAMALAI UNIVERSITY**

**(Affiliated Colleges)**

**224. B. Sc. GEOGRAPHY**

Programme Structure and Scheme of Examination (under TANSCHE)

(Applicable to the candidates admitted in Affiliated Colleges from the academic year 2025 onwards)

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Part | Study Components & Course Title | Credit | Hours/  Week | Maximum Marks | | |
| CIA | ESE | Total |
|  |  | SEMESTER – I |  |  |  |  |  |
| 25UTAML11/  25UHINL11/  25UFREL11 | I | Language– I  பொது தமிழ்– I: தமிழிலக்கிய வரலாறு -**1**  Hindi-I  French-I | 3 | 6 | 25 | 75 | 100 |
| 25UENGL12 | II | General English – I | 3 | 6 | 25 | 75 | 100 |
| 25UGEYC13 | III | Core – I Geography of Tamil Nadu | 5 | 5 | 25 | 75 | 100 |
| 25UGEYP14 | Core – II Mapping Techniques- Practical | 5 | 5 | 25 | 75 | 100 |
| 25UHIYE15 | Elective– I: Introduction to Tourism | 3 | 4 | 25 | 75 | 100 |
| 25UTAMB16  25UTAMA16 | IV | Skill Enhancement Course – I\*:  Non-Major Elective (NME) –I /  Basic Tamil – I /  Advanced Tamil - I | 2 | 2 | 25 | 75 | 100 |
| 25UGEYF17 | **Foundation Course `:**  Earth and its Systems | 2 | 2 | 25 | 75 | 100 |
|  |  | Total | 23 | 30 |  |  | 700 |
|  |  | SEMESTER – II |  |  |  |  |  |
| 25UTAML21/  25UHINL21/  25UFREL21 | I | Language– II  பொது தமிழ்-II: தமிழிலக்கிய வரலாறு**-2**  Hindi-II  French-II | 3 | 6 | 25 | 75 | 100 |
| 25UENGL22 | II | General English – II | 3 | 6 | 25 | 75 | 100 |
| 25UGEYC23 | III | Core – III: Geography of India | 5 | 5 | 25 | 75 | 100 |
| 25UGEYP24 | Core – IV: Representation of Relief Features-Practical | 5 | 5 | 25 | 75 | 100 |
| 25UHIYE25 | Elective – II: Tourism and Hotel Management | 3 | 4 | 25 | 75 | 100 |
| 25UTAMB26  25UTAMA26 | IV | Skill Enhancement Course – II \*:  Non-Major Elective (NME) –II /  Basic Tamil – II /  Advanced Tamil - II | 2 | 2 | 25 | 75 | 100 |
| 23USECG27 | Skill Enhancement Course – III:  Internet and its Applications (Common Paper) | 2 | 2 | 25 | 75 | 100 |
| 25NMSD01 | Language Proficiency for Employability- Overview of English Communication \*\* | 2 | - | 25 | 75 | 100 |
|  |  | Total | 25 | 30 |  |  | 800 |

\* PART-IV: NME / Basic Tamil / Advanced Tamil (Any one)

Students who have not studied Tamil upto 12th Standard and have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto 10th & 12th Standard and have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester

\*\* The course “23UNMSD01: Overview of English Communication” is to be taught by the experts from Naan Mudhalvan Scheme team. However, the faculty members of Department of English should coordinate with the Naan Mudhalvan Scheme team for smooth conduct of this course.

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|  | NME offered to other Departments | | | | | | |
| 25UGEYS16 | IV | Basic Geography for Non-Geographers | 2 | 2 | 25 | 75 | 100 |
| 25UGEYS26 | IV | Cartography | 2 | 2 | 25 | 75 | 100 |

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| **SEMESTER – I**  **Core Course – I** | | **25UGEYC13**  **Geography of Tamilnadu** | | **CREDIT:5**  **HOURS:5/W** | |
| Teaching Hours : 60 | | | | | |
| **UNIT** | **Learning Objectives** | | | | |
| **CO1** | To enrich wide and depth knowledge of Political and Physiography of Tamil Nadu | | | | |
| **CO2** | To elaborate the Soil profile, natural vegetation and the significant understanding regarding wild life  and bird sanctuaries | | | | |
| **CO3** | To elucidate the Distribution of Crops and the significance of livestock rearing and Fisheries | | | | |
| **CO4** | To explore the knowledge of Minerals and Industries | | | | |
| **CO5** | To distinguish the distribution of population and its problems | | | | |
| **CO6** | Assessment Unit | | | | |
| **UNIT** | **DETAILS** | | **NO. OF HOURS** | | **COURSE OBJECTIVES** |
| **I** | Tamil Nadu: Location – Districts of Tamil Nadu - Physiography – Mountains, Plateaus, Plains - Climate – Seasons - South West and North East Monsoon - Distribution of Rainfall- Rivers of Tamil Nadu. | | 12 | | CO1 |
| **II** | Soils – Types of Soil - Natural Vegetation- Forest and its types- Flora and Fauna -Wild life Sanctuaries - Bird Sanctuaries -Botanical Gardens. | | 12 | | CO2 |
| **III** | Distribution of Crops: Food Crops - Paddy, Millets, Pulses, Oilseeds- Cash Crops (Sugarcane, Cotton) - Plantation Crops (Tea, Coffee, Rubber and Spices) – Livestock (Cattle, Sheep and Dairying) – Fisheries (Inland and Deep Sea Fishing). | | 12 | | CO3 |
| **IV** | Distribution of Minerals and Industries-Metallic- Non-Metallic (Iron, Manganese, Bauxite, Copper, Mica, Illuminate and power resources**)** - Agro Based Industries-(Cotton, Sugar and Paper) – Cement – Automobile. | | 12 | | CO4 |
| **V** | Population: Distribution – Density– Growth - Population Problems –Transportation - Roadways – Railways – Airports - Ports. | | 12 | | CO5 |
| **VI** | Assessment Unit | |  | |  |
| **UNIT** | **Learning Outcomes** | | | | |
| **I** | Knew about the Geographical Profile of the Tamil Nadu. | | | | |
| **II** | Get an idea about the Soil, Natural Vegetation and Wildlife of Tamil Nadu. | | | | |
| **III** | Understand the Cultivation and Distribution of Food and Plantation Crops in the State. | | | | |
| **IV** | Knew about the Distribution of various of types of Mineral Resources. | | | | |
| **V** | Knew about the Status of Population, Transport and Trade. | | | | |
| **VI** | Assessment Unit | | | | |
| **Text Book:** | | | | | |
| 1 | Statistical Hand Book (2015) :Published by Tamil Nadu Government. | | | | |
| 2 | Geography of Tamil Nadu (2014) :Economic appraisal of Tamil Nadu | | | | |
| 3 | Sakthi Venkata Kumuraswamy (2003) :Tamilnadupuviyiyal, Sakthi Abirami printers, kumbakonam. | | | | |
| 4 | Negi, B.S. (1998) : Agricultural Geography, Kedarnath&Ramanath, New Delhi. | | | | |
| **Web Source:** | | | | | |
| 1 | <https://www.mapsofindia.com/geography> | | | | |
| 2 | [www.indianmirror.com/geography/geography.html](http://www.indianmirror.com/geography/geography.html) | | | | |
| 3 | [www.mheeducation.co.in](http://www.mheeducation.co.in/) | | | | |

**Geography of Tamil Nadu:**

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| **CO/PO/PSO** | **PO** | | | | | | | | | |
| **1 Disciplinary Knowledge and Skill** | **2 Skilled Communicators** | **3 Critical Thinkers and Problem Solver** | **4 Sense of Inquiry** | **5 Team Players/ Worker** | **6 Skilled Project Managers** | **7 Digitally Efficient** |  | **9 National and International Perspective** | **10 Life Long**  **Learners** |
| CO1 | 3 | 1 | 2 | 2 | 1 | 1 | 2 |  | 1 | 1 |
| CO2 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| **Average** | **3** | **1** | **2** | **2** | **1** | **1** | **2** | **1** | **1** | **1** |
| **Total** | **15** | **5** | **8** | **9** | **7** | **5** | **7** | **5** | **5** | **5** |

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| **SEMESTER-I**  **Core Course – II** | | **25UGEYP14**  **Mapping Techniques (Practical)** | | | **CREDIT:5**  **HOURS:5/W** |
| Teaching Hours : 60 | | | | | |
| **UNIT** | **Learning Objectives** | | | | |
| **CO1** | To understand the Components of Maps and Types of Maps. | | | | |
| **CO2** | To illustrate and examine the Scales, Comparative and Diagonal Scales. | | | | |
| **CO3** | Representation of the Direction on Maps. | | | | |
| **CO4** | To elaborate on the need for Latitude and Longitude and Time Calculation. | | | | |
| **CO5** | To know the Measurement of Distance on the Map and Enlargement and Reduction of Maps | | | | |
| **UNIT** | **DETAILS** | | **NO. OF HOURS** | **COURSE OBJECTIVES** | |
| **I** | Map Components – Maps – Types of Maps – Uses of Maps. | | 12 | CO1 | |
| **II** | Scales – Representative Fraction and Statement of the scale – Types of Scales – Plain Scales – Comparative Scale- Diagonal Scale. | | 12 | CO2 | |
| **III** | Representation of Direction on Maps: Directions – True North, Grid, Magnetic North. | | 12 | CO3 | |
| **IV** | Latitude and Longitude – International Dateline –Time Calculation. | | 12 | CO4 | |
| **V** | Measurement of Distance (Thread–Divider–Rotometer) and Measurement of Area (Graphical and Strip Method) - Enlargement  and Reduction of Maps. | | 12 | CO5 | |
| **VI** | Assessment Unit | |  |  | |
| **UNIT** | **Learning Outcomes** | | | | |
| **I** | **Recalls**. Map components – Maps- Types of Map Scale | | | | |
| **II** | Knew about the Statement of the scale- Types – how it is important to explore their knowledge Representative fraction and Statement of the scale- Types of scales – Plain scales. –Latitude and  Longitude – International dateline – **Explain** the International Time Calculation. | | | | |
| **III** | **Understanding** of facts Representation of direction on maps – Explain the Directions-True north,  Grid, Magnetic north**.** | | | | |
| **IV** | Understand the Construction of Latitude and Longitude and Time Calculation. | | | | |
| **V** | Calculate the Measurement of distance (Thread- Divider-Rotometer) and Measurement of area (Graphical and strip method)-Enlargement and Reduction of  maps. | | | | |
| **VI** | Assessment Unit | | | | |
| **Text Book:** | | | | | |
| 1 | Saha, Pijushkanti (2010): Advanced Practical Geography. Books and Allied pvt Ltd. | | | | |
| 2 | Bagulia A.M (2006): Practical Geography, Anmol Pyblishers. | | | | |
| 3 | Khan , M.D .Zulfequar Ahmed (1997) : Text book of Practical Geography. Concept Publishing  Company , New Delhi. | | | | |
| **Web Source:** | | | | | |
| 1 | [http://www.worldatlas.com/aatlas/imageg.](http://www.worldatlas.com/aatlas/imageg) | | | | |
| 2 | [http://en.wikipedia.org/wiki/mapscale.](http://en.wikipedia.org/wiki/mapscale) | | | | |
| 3 | <http://en.wikipedia.org/wiki/international>dateline | | | | |
| 4 | [http://en.wikipedia.org/wiki/mapscale.](http://en.wikipedia.org/wiki/mapscale) | | | | |

**Mapping Techniques:**

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| **CO/PO/PSO** | **PO** | | | | | | | | | |
| **1 Disciplinary Knowledge and Skill** | **2 Skilled Communicators** | **3 Critical Thinkers and Problem Solver** | **4 Sense of Inquiry** | **5 Team Players/ Worker** | **6 Skilled Project Managers** | **7 Digitally Efficient** |  | **9 National and International Perspective** | **10 Life Long**  **Learners** |
| CO1 | 3 | 1 | 1 | 1 |  |  | 1 |  | 1 | 1 |
| CO2 | 3 | 1 | 1 | 1 |  |  | 1 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| **Average** | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| **Total** | **15** | **7** | **7** | **6** | **6** | **3** | **5** | **5** | **5** | **5** |

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| **SEMESTER:I**  **Elective Course: I** | **25UHIYE15**  **Introduction to Tourism** | **CREDIT:3**  **HOURS:4/W** |

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| **Learning Objectives** | |
| **S. No.** | **The learning objectives are to impart:** |
| 1 | Understanding of the basic components and elements of tourism |
| 2 | Knowledge of different types and forms of tourism |
| 3 | Knowledge of the role of Travel Agents |
| 4 | Understanding of the role of Tour Operators |
| 5 | Knowledge of the travel documents |

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| **UNIT** | **DETAILS** |
| **UNIT I** | Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors |
| **UNIT II** | Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism |
| **UNIT III** | Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent |
| **UNIT IV** | Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines |
| **UNIT V** | Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS) |

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| **LEARNING RESOURCES**  **Recommended Books** |
| 1. A.K. Bhatia, *Tourism Management,* Sterling Publications, New Delhi, 2016 2. A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management,* Sterling Publications, New Delhi, 2014 |
| **References** |
| 1. Marc Mancini, *Conducting Tours: A Practical Guide,*Cengage Learning Publications, New Zealand, 2000 2. J. Negi, *Travel Agency and Tour Operation: Concepts and Principles,*Kanishka Publisher, New Delhi, 2004 3. PranNath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008 |
| **Web Resources** |
| 1. https://www.academia.edu/14264572/Basic\_Concept\_on\_Tourism 2. <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf> |

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| **CO No.** | **Course Outcomes**  ***The students on completion of the course will be able to:*** | **Cognitive Level** |
| **CO 1** | List out the various components and elements of tourism | K1 |
| **CO 2** | Explain the types and forms of tourism. | K2 |
| **CO 3** | Describe the roles of Travel Agent | K2 |
| **CO 4** | Explain the roles of Tour Operators | K2 |
| **CO 5** | Examine the importance of travel documents | K4 |

**CO Mapping with Programme Outcomes**

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 3** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO 4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **Total** | 15 | 15 | 15 | 15 | 14 | 13 | 14 | 15 |
| **Average** | 3 | 3 | 3 | 3 | 2.8 | 2.6 | 2.8 | 3 |

**S-Strong (3) M-Medium (2) L -Low (1)**

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| **SEMESTER:I**  **Foundation Course** | | | **25UGEYF17**  **Earth and its Systems** | | **CREDIT:2**  **HOURS:2/W** | |
| **UNIT** | **Learning Objectives** | | | | | |
| **CO1** | To understand the basic concept of Universe and its origin and the theories of Evolution : Nebula, Kant and Big Bang Theory | | | | | |
| **CO2** | To understand Earth and Universe- Solar systems , Milky way Galaxy and Black hole theory and Meteorites | | | | | |
| **CO3** | To explain the Earth Internal Structure the Core, Mantle, Crust and also the Earth’s Magnetism | | | | | |
| **CO4** | To illustrate about the Earth’s Size, Rotation and Revolution, causes for Seasons, Eclipses and Solstice | | | | | |
| **CO5** | To explain the latitude and longitude, Cardinal points, Greenwich Meridian and Indian Standard Time. To given an understanding on the Time calculation | | | | | |
| **UNIT** | **DETAILS** | | | **NO. OF HOURS** | | **COURSE OBJECTIVES** |
| **I** | The Universe and its Origin- Theories of Evolution: Nebula, Kant,and Big Bang Theory. | | | 12 | | CO1 |
| **II** | Earth and Universe - Solar System- Galaxy (Milky way) –Cosmobody – Black hole – Meteorites. | | | 12 | | CO2 |
| **III** | Earth’s Internal Structure – Earth’s Crust, Mantle, and Core –Discontinuity. | | | 12 | | CO3 |
| **IV** | Earth and its Size – Earth Rotation and Revolution – Inclination Causes – (Seasons Day and Night) – Summer and Winter Solstice –Eclipses. | | | 12 | | CO4 |
| **V** | Latitudes and Longitudes – Greenwich Meridian – Indian Standard Time – Time Calculation. | | | 12 | | CO5 |
| **VI** | Assessment Unit | | |  | |  |
| **UNIT** | **Learning Outcomes** | | | | | |
| **I** | Understands the origin of various theories in geography over the period Identifying geographical proven theories on origin of the sun and assess the recent trend in geography. | | | | | |
| **II** | Understands the changes over the universe periodically, distinguish the earth rotation and revolution and its causes explain how day and night cause. | | | | | |
| **III** | Recalls and Understands the size and position of planets, summarise with importance of direction in Geographical location | | | | | |
| **IV** | Evaluate the size and position of planets, summarise with importance of direction in Geographical location**(Interactive session with questions)** | | | | | |
| **V** | Evaluate the logic behind the time calculation discuss the location of Greenwich and calculate the Indian standard time. | | | | | |
| **VI** | Assessment Unit | | | | | |
| **Text Book:** | | | | | | |
| 1 | | Savindra Singh (2012) : Physical Geography | | | | |
| 2 | | Hussain Majid (2007): Evolution of Geographical concepts | | | | |
| 3 | | K.Siddhartha and S.Mukherjee (2006) The Dynamics of Earth Surface | | | | |
| 4 | | Gochenleong(2001): Certificate Physical and Human Geography | | | | |
| **Web Source:** | | | | | | |
| 1 | | **https://www.universetoday.com/** | | | | |
| 2 | | https://www.universetoday.com | | | | |
| 3 | | **https://geography.name/regionalism/** | | | | |
| 4 | | **https://www.rawatbooks.com/geography/** | | | | |

**Earth and its System:**

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| CO/PO/PSO | PO | | | | | | | | | |
| DisciplinaryKnowledgeand Skill | 2 SkilledCommunicators | 3 Critical Thinkersand Problem Solver | 4 Sense ofInquiry | 5 Team Players/Worker | 6 Skilled ProjectManagers | 7 DigitallyEfficient | 8 EthicalAwareness/Reasoning | 9 National andInternationalPerspective | 10 Life LongLearners |
| CO1 | 3 | 1 | 2 | 1 |  |  | 2 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 2 | 1 | 1 |  | 1 | 1 | 1 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |  | 1 |
| CO4 | 3 | 2 | 1 | 1 | 1 | 1 | 1 |  | 1 | 1 |
| CO5 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |  |
| Average | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 15 | 8 | 8 | 7 | 4 | 3 | 6 | 5 | 5 | 5 |

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| **SEMESTER – II**  **Core Course – III** | | **25UGEYC23**  **Geography of India** | | **CREDIT:5**  **HOURS:5/W** | |
| Teaching Hours : 60 | | | | | |
| **UNIT** | **Learning Objectives** | | | | |
| **CO1** | To elaborate on the Location and Physiography of India | | | | |
| **CO2** | To understand the climate and soil distribution of India | | | | |
| **CO3** | To illustrate the agricultural distribution of India and the need for geographical factors for crop production. | | | | |
| **CO4** | To distinguish the metallic and non metallic minerals, and understand the distribution of Indian Industries. | | | | |
| **CO5** | To elaborate the distribution of population and transport in India | | | | |
| **CO6** | Assessment Unit | | | | |
| **UNIT** | **DETAILS** | | **NO. OF HOURS** | | **COURSE OBJECTIVES** |
| **I** | Location – Frontiers - Neighbouring Countries- Physiography - Himalayas, Western Ghats and the Eastern Ghats –Plateau - East Coastal Plain, West Coastal Plain and Islands - Rivers :Northern (Peninsular) and Southern (Non Peninsular). | | 12 | | CO1 |
| **II** | Climate –Seasons, Monsoons, Rainfall Pattern and Distribution of Rainfall - Soil and its Types - Natural Vegetation. | | 12 | | CO2 |
| **III** | Agriculture – Geographical Requirements of Crops – Rice - Wheat – Oilseeds – Sugarcane – Cotton - Jute - Tea – Coffee – Rubber - Fisheries- Irrigation – Types – Multipurpose Projects. | | 12 | | CO3 |
| **IV** | Minerals - Iron – Manganese – Bauxite – Copper – Mica – Illuminate – Energy (Hydel, Thermal and Atomic) – Industries- Iron & Steel – Textiles – Paper –– Shipbuilding - Major Industrial Regions of India. | | 12 | | CO4 |
| **V** | Population – Distribution – Density and growth –Population Problems - Transport – Roadways – Railways – Water ways – Air ways – Ports and Harbors. | | 12 | | CO5 |
| **VI** | Assessment Unit | |  | |  |
| **UNIT** | **Learning Outcomes** | | | | |
| **I** | **Recall** the geographic location and compare the neighbouring countries and compare its strategic importance, **classifying** the nature and extent of Himalayan rages, **identifying** the resource of various elevation, **compare the** northern perennial and southern non perennial rivers, assess the coastal stretch and its importance, estimate island resource Indian seas and oceans | | | | |
| **II** | **Distinguish** the concept of climate and weather **, explain** the intensity of Indian Monsoon , **Evaluate** the amount and pattern of rainfall, analyse the tropical cyclones over Indian coasts, | | | | |
| **III** | the agricultural regions, **classifying** the food crops and non food crops of India, **identifying** the cropping pattern and its distribution, **assess** the production based on rainfall **explain** the types of irrigation, **assess** the hydro electric power generation, | | | | |
| **IV** | **classifying** the minerals- metallic and non metalic, **estimates** the hydel power generation Assess the thermal power and atomic power generation **, Analyse** the major industrial regions and its importance in economic growth | | | | |
| **V** | Identifies the demography of India, estimate the amount and pattern of rainfall in India **, discuss the problems** of urbanization, **compare** the means of transport, **understand** the strategic importance of sea routes. | | | | |
| **VI** | Assessment Unit | | | | |
| **Text Book:** | | | | | |
| 1 | Khullar, D.R. (2014): India a Comprehensive Geography, Kalyani Publishers, Edition 03. | | | | |
| 2 | Umesh Kumar (2012): Geography of India,Global Vision pub. | | | | |
| 3 | Chandra Vijay Purty (2011) :Geography of India, ABD Publishers. | | | | |
| 4 | Rupali Chatterjee (2010): Geography of India, Global Vision publishers | | | | |

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| **Web Source:** | |
| 1 | <https://www.mapsofindia.com/geography> |
| 2 | [www.indianmirror.com/geography/geography.html](http://www.indianmirror.com/geography/geography.html) |

**Geography of India:**

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| **CO/PO/PSO** | **PO** | | | | | | | | | |
| **1 Disciplinary Knowledge and Skill** | **2 Skilled Communicators** | **3 Critical Thinkers and Problem Solver** | **4 Sense of Inquiry** | **5 Team Players/ Worker** | **6 Skilled Project Managers** | **7 Digitally Efficient** | **8 Ethical Awareness/ Reasoning** | **9 National and International Perspective** | **10 Life Long**  **Learners** |
| CO1 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| **Average** | **3** | **1** | **1** | **1** | **2** | **1** | **2** | **1** | **1** | **1** |
| **Total** | **15** | **7** | **6** | **6** | **8** | **5** | **7** | **5** | **5** | **5** |

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| **SEMESTER – II**  **Core Course – IV** | | **25UGEYP24**  **Representation of Relief Features (Practical)** | | | **CREDIT:5**  **HOURS:5/W** |
| Teaching Hours : 60 | | | | | |
| **UNIT** | **Learning Objectives** | | | | |
| **CO1** | To enhance the students in gaining knowledge of Representation of Relief on Maps. | | | | |
| **CO2** | To get an idea of Contour Section Drawing. | | | | |
| **CO3** | To enhances the knowledge on Profiles. | | | | |
| **CO4** | To get an insight into Slope Analysis. | | | | |
| **CO5** | To enrich the knowledge about the Hypsographic Curve. | | | | |
| **CO6** | Assessment Unit | | | | |
| **UNIT** | **DETAILS** | | **NO. OF HOURS** | **COURSE OBJECTIVES** | |
| **I** | Representation of Relief on Maps: Spot Heights, Bench Mark, andContours - Interpolation of Contours. | | 12 | CO1 | |
| **II** | Contour Section Drawing-Types of Slopes (Uniform, Concave and Convex)-Landforms (Conical Hill – Plateau – Ridge – Escarpment – V - Shaped Valley - U Shaped Valley - Waterfalls and Sand Dunes). | | 12 | CO2 | |
| **III** | Serial Profile - Superimposed Profile - Projected Profile -Composite Profile - Longitudinal Profile. | | 12 | CO3 | |
| **IV** | Wentworth Method - Smith Relative Relief Method. | | 12 | CO4 | |
| **V** | Altimetric Frequency Curve - Hypsographic Curve. | | 12 | CO5 | |
| **VI** | Assessment Unit | |  |  | |
| **UNIT** | **Learning Outcomes** | | | | |
| **I** | Knew about the Representation of relief on maps, Spot heights, Bench mark and Interpolation of Contours. | | | | |
| **II** | **Understands** the Contour section drawing-Types of slopes (Uniform, Concave and Convex)-(Hill Plateau-Ridge- Escarpment V-shaped Valley-Waterfalls and Sand dunes). | | | | |
| **III** | Knew about the drawing the different types of Profiles. | | | | |
| **IV** | Understand the Slope Analysis with reference to Wentworth Method. | | | | |
| **V** | Get an idea of drawing the Hypsographic Curve. | | | | |
| **VI** | Assessment Unit | | | | |
| **Text Book:** | | | | | |
| 1 | Charlton, R. (2008): Fundamentals of Fluvial Geomorphology, Routledge, Oxon. | | | | |
| 2 | Kondolf, G. M. and Piegay, H. (2003): Tools in Fluvial Geomorphology, Wiley, Chichester. | | | | |
| 3 | Robert, A. (2003): River Processes - An Introduction to Fluvial Dynamics, Arnold, London | | | | |
| 4 | Schumm, S. A. (1977): Fluvial Systems, Wiley, New York | | | | |
| **Web Source:** | | | | | |
| 1 | agilemodeling.com/artifacts/physicalDataModel.htm | | | | |
| 2 | <https://en.wikipedia.org/wiki/Morphometrics> | | | | |
| 3 | <https://www.wou.edu/las/physci/taylor/g322/drainage_anal.pdf> | | | | |

**Representation of Relief Features:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO/PSO** | **PO** | | | | | | | | | |
| **1 Disciplinary Knowledge and Skill** | **2 Skilled Communicators** | **3 Critical Thinkers and Problem Solver** | **4 Sense of Inquiry** | **5 Team Players/ Worker** | **6 Skilled Project Managers** | **7 Digitally Efficient** |  | **9 National and International Perspective** | **10 Life Long**  **Learners** |
| CO1 | 3 | 1 | 1 | 1 |  |  | 1 |  | 1 | 1 |
| CO2 | 3 | 1 | 1 | 1 |  |  | 1 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| **Average** | **3** | **1** | **2** | **1** | **2** | **1** | **1** | **1** | **1** | **1** |
| **Total** | **15** | **7** | **7** | **6** | **6** | **3** | **5** | **5** | **5** | **5** |

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| **SEMESTER:II**  **Elective –II** | | **25UHIYE25**  **Tourism and HOTEL MANAGEMENT** | **CREDIT:3**  **HOURS:4/W** |
| **Learning Objectives** | | | |
| **S. No.** | **The learning objectives are to impart:** | | |
| 1 | Understanding of the various aspects of Hotel Industry | | |
| 2 | Knowledge about the classification of Hotels and supplementary accommodations | | |
| 3 | Knowledge about the functions of the Front office | | |
| 4 | Understanding the uses of Computers in the Hotel Industry | | |

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| Unit I | Introduction to hotels - History of Hotels – Types of Hotels– Traditional and Supplementary Accommodation- Classification - Grading and Categorization |
| Unit II | Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA) |
| Unit III | Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services |
| Unit IV | Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing |
| Unit V | Computers in Hotels – Computer Reservation System – Global Distribution System Transformation of Hospitality Industry – Future of Hotel Industry |

**LEARNING RESOURCES**

**Recommended Books**

1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005.
2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002
3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008.
4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

**References**

1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991.
2. ChandaAshik C, Hotel Tourism and Catering Management, New Delhi, 2009.
3. Dhawan, Vijay, Food and Beverage Service, Noida, 2010.
4. Graham Bruce, Hotel and Catering Management, New Delhi, 1991.
5. Zulfiker Mohammed., Tourism and Hotel Industry, New Delhi, 1998.

**Web Sources**

1. https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf
2. https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE-FO-Notes-By-Priya-Sharma-March-2020.pdf
3. https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html
4. https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-the-guest-cycle-in-hotel.html
5. <https://www.hotelmanagementtips.com/types-of-food-service-styles/>

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| **CO No.** | **Course Outcomes**  ***The students on completion of the course will be able to:*** | **Cognitive Level** |
| **CO 1** | Describe the salient features of the Hotels | K1 |
| **CO 2** | Elaborate the Structure and Functions of the various sections of the Hotels | K2 |
| **CO 3** | Explain the Hotel chains and important Hotel Organisations | K2 |
| **CO 4** | Explain the Structure and Functions of the Front office | K2 |
| **CO 5** | Discuss the uses of computers in Hotels | K2 |

**CO Mapping with Programme Outcomes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| **CO 2** | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO 3** | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO 4** | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| **CO 5** | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| **Total** | 10 | 10 | 13 | 15 | 12 | 10 | 15 | 13 |
| **Average** | 2 | 2 | 2.6 | 3 | 2.4 | 2 | 3 | 2.6 |

**S-Strong (3) M-Medium (2) L-Low (1)**

**NME offered to other Departments**

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| **SEMESTER:I**  Skill Enhancement Course SEC - 1 (NME) | | | **25UGEYF16**  **Basic Geography for Non-Geographers** | | **CREDIT:2**  **HOURS:2/W** | |
| **UNIT** | **Learning Objectives** | | | | | |
| **CO1** | To enrich the basic knowledge of the Earth, and its composition, enhance the knowledge of the structure of the atmosphere. | | | | | |
| **CO2** | To explore the different the zones of Ocean with varying water depths, acquire knowledge on the deposits of Ocean | | | | | |
| **CO3** | To illustrate the Natural regions of the world | | | | | |
| **CO4** | To elaborate the Evolution of humans and races | | | | | |
| **CO5** | To understand the distribution and patterns of Population | | | | | |
| **UNIT** | **DETAILS** | | | **NO. OF HOURS** | | **COURSE OBJECTIVES** |
| **I** | Earth – Origin, Interior, Age, Size, Shape of the Earth- Rocks and its Types – Atmosphere: Composition and Structure of the Atmosphere. | | | 12 | | CO1 |
| **II** | I Continental Shelf, Continental Slope, Continental Rise and Trenches – Bottom Relief of Ocean – Distribution of Salinity – Ocean Currents waves and Tides – Ocean Resources and Deposits | | | 12 | | CO2 |
| **III** | Natural Regions of the World- Equatorial, Tropical and Temperate Grasslands, Tropical and Temperate Deserts, Tundra Regions. | | | 12 | | CO3 |
| **IV** | Evolution of Humans – Determinism and Possibilism – Major Races of the World - Major Religions of the World – Major Languages of the World – Major Tribes of India.. | | | 12 | | CO4 |
| **V** | Population Distribution – Density and Growth – Population Problems – Migration and its Types – Causes and Consequences. | | | 12 | | CO5 |
| **VI** | Assessment Unit | | |  | |  |
| **UNIT** | **Learning Outcomes** | | | | | |
| **I** | Analyse the changes over the universe periodically, distinguish the earth rotation and revolution and its causes explain how day and night cause, Recall Climatic elements explain the composition and Structure of the Atmosphere | | | | | |
| **II** | Explains distribution of Land and Sea describes the structure and composition of the Ocean floor the oceanic crust, Group Activity makes a model of Ocean Bottom relief | | | | | |
| **III** | Develop the in depth knowledge of natural resource and its importance. classify the resources and human intervention and development Applying acquired knowledge marking the region in the map | | | | | |
| **IV** | Recall the Nature and Scope of Human geography, compare with the other branch of Geography , Understand the significance of Human geography, analyse the Man and environment relationship, examine the population data | | | | | |
| **V** | Understanding the basic concepts and significance of population geography, scope of the study, its history and development in Geography. It is important to explore student’s knowledge in world population distribution | | | | | |
| **VI** | Assessment Unit | | | | | |
| **Text Book:** | | | | | | |
| 1 | | Thornbury, W. D. (I960): Principles of Geomorphology, John Wiley and Sons, New York. | | | | |
| 2 | | Savindra Singh (2002): Physical Geography, PrayagPustakBhawan, Allahabad | | | | |
| 3 | | D. S. Lal: Climatology. ShardaPustakBhawan | | | | |
| 4 | | D. S. Lal: Climatology. ShardaPustakBhawan ,11 , University road Allahabad- 211002 Edition 2003. | | | | |
| **Web Source:** | | | | | | |
| 1 | | https://letstalkscience.ca/educational-resources/stem-in-context/processes-shape- landforms | | | | |
| 2 | | https://www.universetoday.com/ | | | | |
| 3 | | https://www.yourarticlelibrary.com/population/theories-of-population-malthus-theory-marxstheory-and-theory-of-demographic-transition/31 | | | | |

Basic Geography for Non-Geographers:

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| CO/PO/PSO | PO | | | | | | | | | |
| DisciplinaryKnowledgeand Skill | 2 SkilledCommunicators | 3 Critical Thinkersand Problem Solver | 4 Sense ofInquiry | 5 Team Players/Worker | 6 Skilled ProjectManagers | 7 DigitallyEfficient | 8 EthicalAwareness/Reasoning | 9 National andInternationalPerspective | 10 Life LongLearners |
| CO1 | 3 | 2 | 1 | 2 | 2 | 1 |  | 1 | 1 | 1 |
| CO2 | 3 | 2 | 1 |  | 1 | 1 | 2 | 1 | 1 | 1 |
| CO3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 |  | 1 | 1 |  | 1 | 1 | 1 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| Average | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| Total | 15 | 10 | 6 | 8 | 3 | 6 | 5 | 5 | 5 | 5 |

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| **SEMESTER:II**  **Skill Enhancement course-II** | | **25UGEYS26**  **Cartography** | | **CREDIT:2**  **HOURS:2/W** | |
| **UNIT** | **Learning Objectives** | | | | |
| **CO1** | To understand the development and history of Cartography, with the types of maps. | | | | |
| **CO2** | To illustrate and examine the components of Maps | | | | |
| **CO3** | To elaborate on the representation of mapping techniques | | | | |
| **CO4** | To enrich the development of remote sensing in the cartography | | | | |
| **CO5** | To enrich the development of remote sensing in the cartography | | | | |
|  |  | | | | |
| **UNIT** | **DETAILS** | | **NO. OF HOURS** | | **COURSE OBJECTIVES** |
| **I** | Definition - History and Development of Cartography - Maps - Types of Maps based on Scale Purpose, Relief and Thematic Maps Qualitative and Quantitative Maps - Uses of Maps. | | 12 | | CO1 |
| **II** | Components of a Maps - Scale - Direction - ProjectionConventional Signs and Symbols - Lettering, Symbolization | | 12 | | CO2 |
| **III** | Techniques of Map Representation - Isopleth - Interpolation of Contours - Mapping of Socio-Economic Data - Dot Maps Circle - Sphere- Square - Choropleth - Choroschematic - Chorochromatic Maps | | 12 | | CO3 |
| **IV** | Development of Remote Sensing - Aerial Photography - Satellite Imageries - Advantage of Digital Maps over Conventional Maps. | | 12 | | CO4 |
| **V** | Recent Technologies in Cartography – CAD – GIS - ARC GIS - QGIS – GPS. | | 12 | | CO5 |
| **VI** | Assessment Unit | | | | |
| **UNIT** | **Learning Outcomes** | | | | |
| **I** | Understanding the basic concepts of cartography, scope of the study, its history and development in Geography. Explore the Purposes in creation of thematic maps, weather maps, special purpose maps and Topographic maps. | | | | |
| **II** | Appreciate the goals of map design. Construct the elements of map design like scale and its types, direction, understanding True north, Grid, magnetic north, and legend. | | | | |
| **III** | Understanding of facts and ideas of representation of physical data through contour diagram, making profiles and block diagrams to get idea of topographical structure. Explains and explore the Mapping of terrain (contouring, layer tinting, hill shading, Hachures) | | | | |
| **IV** | Understands the role of cartography in the development of remote sensing techniques, learns to interpret aerial photograph, satellite imagery and differentiate the digital cartography and traditional cartography. | | | | |
| **V** | Learns the recent technologies in Cartography | | | | |
| **VI** | Assessment Unit | | | | |
| **Text Book:** | | | | | |
| 1 | Judith A.Tyner (2010):Principles of Map Design, The Guilford press, New York , London. | | | | |
| 2 | Misra,P. and A. Ramesh.(2006).Fundamentals of Cartography. McMillan Co. Publishing, New Delhi. | | | | |
| 3 | Misra, R.P. and Ramesh A. (2002) :Fundamentals of Cartography, concept publishing company | | | | |
| 4 | Robinson, H. (1995). Elements of Cartography. (6th Edition). John Wiley and Sons, New York | | | | |
| 5 | Tyner,Judith.(1992).Introduction to thematic Cartography. Prentice Hall, New Jersey. Border, D. (1990).Cartography : Thematic map design. WCB WMC Brocan Pub | | | | |
| **Web source:** | | | | | |
| 1 | http://en.wikipedia.org/wiki/carography | | | | |
| 2 | http://www.geography.wisc.edu/histcart | | | | |
| 3 | http://www.map-symbol.com/sym\_lib.htm | | | | |

**Geography of Tourism:**

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| **CO/PO/PSO** | **PO** | | | | | | | | | |
| **1 Disciplinary Knowledge and Skill** | **2 Skilled Communicators** | **3 Critical Thinkers and Problem Solver** | **4 Sense of Inquiry** | **5 Team Players/ Worker** | **6 Skilled Project Managers** | **7 Digitally Efficient** | **8 Ethical Awareness/ Reasoning** | **9 National and International Perspective** | **10 Life Long Learners** |
| CO1 | 3 | 1 |  |  |  |  | 1 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 1 | 1 |  |  | 1 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Average** | **3** | **1** | 2 | **1** | **2** | **1** | **1** | **1** | **1** | **1** |
| **Total** | **15** | **7** | **7** | 5 | 3 | 3 | 5 | **5** | **5** | **5** |