

Deccan Education Society's

# Kirti M. Doongursee College of Arts, Science and Commerce (AUTONOMOUS)



Affiliated to

## UNIVERSITY OF MUMBAI

Syllabus for  
Program: Bachelor of Arts  
Course: F.Y.B.A  
Subject: **GEOGRAPHY**

**NEP 2020**

Choice Based Credit System (CBCS)  
with effect from  
Academic Year 2024-2025

## **PROGRAM OUTCOMES**

<b>PO</b>	<b>Description</b>
	A student completing Bachelor's Degree in <b>Arts</b> Program will be able to
PO1	<b>Disciplinary Knowledge:</b> Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen program.
PO2	<b>Critical Thinking and Problem solving:</b> Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions, and help in its implementation.
PO3	<b>Social competence:</b> Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	<b>Research-Related Skills:</b> Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of a research project be it in field or otherwise under supervision.
PO5	<b>Personal and professional competence:</b> Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	<b>Effective Citizenship and Ethics:</b> Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	<b>Environment and Sustainability:</b> Understand the impact of scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
PO8	<b>Self-directed and Life-long learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

**Deccan Education Society's**  
**Kirti M. Doongursee College (autonomous) Proposed**  
**Curriculum as per NEP 2020 Year of implementation-**  
**2024-25.**

**Name of the Department: Geography**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Vertical</b>	<b>Credit</b>
<b>I</b>	<b>24GEOMJ111</b>	<b>Geography of Human and Cultural Landscape</b>	Major	4
	<b>24GEOVC141</b>	<b>Basics of Remote Sensing</b>	VSC	2
	<b>24GEOSC151</b>	<b>E content</b>	SEC	2
<b>II</b>	<b>24GEOMJ211</b>	<b>Principles of Geomorphology</b>	Major	4
	<b>24GEOOE231</b>	<b>Geo- Tourism</b>	OE	2
	<b>24GEOVC241</b>	<b>Statistical Techniques in Geography</b>	VSC	2
	<b>24GEOSC251</b>	<b>Beginners Course to Calligraphy</b>	SEC	2

Course Code	MAJOR SEM – I	Credits	Lectures /Week
24GEOMJ111	<b>Paper I: Geography of Human and Cultural Landscape</b>	4	4
<p><b>Course Outcomes:</b></p> <p>After successful completion of this course, students would be able to</p> <p><b>CO1:Remember</b> the fundamental concepts of Human Geography, including the relationship between humans and the environment, types of settlements, migration patterns, cultural regions, and various map types and scales used for geographical analysis.</p> <p><b>CO2: Understand</b> human-environment relationships, settlement patterns, urbanization, migration, global cultural diversity, and will gain skills in mapping and analyzing geographic and demographic trends.</p> <p><b>CO3: Apply</b> Human Geography concepts to address societal issues, enhance settlement planning, manage migration, and use mapping techniques for community development.</p> <p><b>CO4: Analyze</b> the relationship between humans and the environment, examine settlement and migration patterns, and utilize mapping techniques to assess societal and community progress.</p>			
Unit	Topics	No of Lectures	
I	<p><b>Human Geography: An Introduction</b></p> <ul style="list-style-type: none"> <li>Human Geography - Meaning, Definition, Nature, Scope</li> <li>Branches of Human Geography</li> <li>Different Approaches of Human Geography</li> <li>Man, Environment relation, Determinism Possibilism, Probabilism</li> <li>Space and Society: World Cultural Regions; Race; Tribes, Religion and Language.</li> </ul>	15	
II	<p><b>Settlement</b></p> <ul style="list-style-type: none"> <li>Concept of Rural and Urban Settlements</li> <li>Types and Pattern of settlement, Trends and Patterns of World Urbanization.</li> <li>Site and Situation; and factors affecting location of Settlement.</li> <li>Functional classification of Rural and Urban settlement</li> </ul>	15	
III	<p><b>Migration</b></p> <ul style="list-style-type: none"> <li>Concept and Types of Migration</li> <li>Causes and Consequences of migration – pull and push factors.</li> </ul>	15	

	<ul style="list-style-type: none"> <li>Emerging trends of migrations or Issues of legal and illegal international migration</li> <li>Case study of Migrant refugee/infiltration crisis</li> </ul>	
<b>IV</b>	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Map - Definition, Components, Type, and Importance</li> <li>Map scale - Definition, Verbal Scale and Graphical Scale</li> <li>Construction of Choropleth Maps, Isopleth, Dot, and Flow Maps Construction of Population Pyramid</li> </ul>	<b>15</b>
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Johnson R. J. &amp; Others (1983): The Dictionary of Human Geography, Blackwell England</li> <li>Singh, L. R. (2009): "Fundamentals of Human Geography", Sharda Pustak Bhavan, Allahabad</li> <li>Hussain, M. (2011): "Human Geography", Rawat Publications, Jaipur</li> <li>Dixit R. D. (1997): "Geographical Thought: A Contextual History of Ideas", PHI Learning Private Limited, Delhi</li> <li>Singh, R. Y. (2002): "Geography of Settlements", Rawat Publications, Jaipur</li> <li>Siddhartha, K. and Mukherjee, S. (2016): "Cities, Urbanisation and Urban Systems", KitabMahal, Delhi</li> <li>Chandna, R. C. (2016): "Geography of Population: Concepts, Determinants and Patterns", Kalyani Publishers, Ludhiana</li> <li>Bhende, A. and Kanitkar, T. (2015): "Principles of Population Studies", Himalaya Publishing House, Mumbai</li> <li>Koser, K. (2007): "International Migration: A Very Short Introduction", Oxford University Press, UK</li> <li>Castles, S., Haas, H., and Miller, M. (2013): "The Age of Migration: International Movements in the Modern World", Guilford Pr.</li> </ol>		

**MAJOR SEM – I**

**(24GEOMJ111) Paper I: Geography of Human and Cultural Landscape**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1: Remember</b>	2	2	2	2	1	1	2	2
<b>CO2: Understand</b>	2	2	2	2	2	2	2	3
<b>CO3: Apply</b>	2	2	2	3	3	2	2	3
<b>CO4: Analyze</b>	2	1	2	2	1	3	2	3

<b>Course Code</b>	<b>VOCATIONAL SKILL COURSE SEM – I</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>24GEOVC141</b>	<b>Basics of Remote Sensing</b>	<b>2</b>	<b>2</b>

**Course Outcomes:**

After successful completion of this course, students would be able to

**CO1: Remember** essential remote sensing concepts, including electromagnetic radiation, sensor technologies, and data processing methods, to effectively support image interpretation and applications in environmental and resource management.

**CO2: Understand** the principles of remote sensing, including electromagnetic radiation, sensor technologies, and data processing, to interpret and analyze images for applications in environmental monitoring, land use mapping, and resource management.

**CO3: Apply** remote sensing concepts to address societal challenges by utilizing electromagnetic radiation, sensor technologies, and data processing methods for effective land use mapping, environmental monitoring, and resource management.

**CO4: Analyze** remote sensing data to evaluate environmental changes, land use patterns, and resource distribution, using knowledge of electromagnetic principles, sensor technologies, and data processing techniques.

<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>
<b>I</b>	<p><b>Introduction to Remote Sensing</b></p> <ul style="list-style-type: none"> <li>● Definition and principles of remote sensing</li> <li>● Electromagnetic radiation and the electromagnetic spectrum</li> <li>● Platforms and sensors used in remote sensing.</li> <li>● Spatial, spectral, radiometric, and temporal resolutions</li> <li>● Data acquisition, processing, and interpretation</li> </ul>	<b>15</b>
<b>II</b>	<p><b>Remote Sensing Applications</b></p> <ul style="list-style-type: none"> <li>● Image interpretation techniques</li> <li>● Digital image processing and analysis</li> <li>● Mapping land cover and land use</li> <li>● Environmental monitoring and change detection</li> <li>● Applications in agriculture, forestry, water resources, and urban planning</li> </ul>	<b>15</b>

**References:**

1. "Remote Sensing and Image Interpretation" by Thomas Lillesand, Ralph W. Kiefer, and Jonathan W. Chipman
2. "Introduction to Remote Sensing" by James B. Campbell and Randolph H. Wynne
3. "Remote Sensing: Principles and Interpretation" by Floyd F. Sabins Jr.
4. "Fundamentals of Remote Sensing" by Emilio Chuvieco and Alfredo Huete

**Online References:**

1. NASA Remote Sensing Tutorial:  
<https://earthobservatory.nasa.gov/features/RemoteSensing>
2. European Space Agency Remote Sensing:  
[https://www.esa.int/Applications/Observing\\_the\\_Earth/Remote\\_sensing](https://www.esa.int/Applications/Observing_the_Earth/Remote_sensing)
3. USGS Remote Sensing:  
<https://www.usgs.gov/core-science-systems/national-geospatial-program/remote-sensing>
4. Remote Sensing and GIS Resources:  
<http://www.gisresources.com/remote-sensing-gis-resources/>

**VOCATIONAL SKILL COURSE**  
**SEM – I**  
**(24GEOVC141) Basics of Remote Sensing**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1: Remember</b>	2	2	2	3	2	2	1	2
<b>CO2: Understand</b>	2	2	2	2	2	2	3	2
<b>CO3: Apply</b>	2	2	2	2	2	2	2	2
<b>CO4: Analyze</b>	2	2	3	2	2	2	2	2

Course Code	SKILL ENHANCEMENT COURSE SEM – I	Credits	Lectures /Week
24GEOSC151	E- Content Creation	2	2
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<b>CO1: Remember</b> Recall the key concepts, processes, and tools involved in e-content creation and its importance.			
<b>CO2: Understand</b> Explain the concepts, processes, and tools of e-content creation and demonstrate an understanding of its importance and audience-specific design.			
<b>CO3: Apply</b> Apply the principles, tools, and best practices to create and organize effective e-content tailored for diverse audiences and platforms.			
<b>CO4: Analyze</b> Analyze the effectiveness of e-content by evaluating its design, interactivity, multimedia integration, and audience engagement.			
Unit	Topics	No of Lectures	
I	<b>Introduction to e-Content Creation</b> <ul style="list-style-type: none"> <li>● Introduction to e-content and its importance</li> <li>● Understanding the target audience</li> <li>● Planning and organizing e-content.</li> <li>● Best practices in e-content creation</li> <li>● Tools and software for e-content creation</li> </ul>	15	
II	<b>E-Content Creation Process</b> <ul style="list-style-type: none"> <li>● Developing a concept and theme for e-content</li> <li>● Creating engaging and interactive e-content</li> <li>● Incorporating multimedia elements in e-content</li> <li>● Designing e-content for different devices and platforms</li> <li>● Testing and refining e-content</li> </ul>	15	
<b>References:</b>			
<ol style="list-style-type: none"> <li>1. "E-Learning and the Science of Instruction" by Ruth C. Clark and Richard E. Mayer</li> <li>2. "Design for How People Learn" by Julie Dirksen</li> <li>3. "e-Learning and the New Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning" by Ruth C. Clark and Richard E. Mayer</li> <li>4. "The Art of Explanation: Making your Ideas, Products, and Services Easier to Understand" by Lee LeFever</li> <li>5. "The Accidental Instructional Designer: Learning Design for the Digital Age" by Cammy Bean</li> </ol>			
<b>Online References:</b>			
<ol style="list-style-type: none"> <li>1. E-Learning Industry - a website providing articles, e-books, and online courses on e-learning and e-content creation.</li> <li>2. Articulate - a platform offering e-learning software and training courses for creating online courses and interactive content.</li> <li>3. Udemy - an online learning platform providing courses on e-content creation and instructional design.</li> </ol>			

4. LinkedIn Learning - an online learning platform offering courses on various topics, including e-content creation and instructional design.
5. eLearning Brothers - a website offering templates, stock assets, and custom development services for e-learning and e-content creation.

**SKILL ENHANCEMENT COURSE**  
**SEM – I**  
**(24GEOSC151) E- Content Creation**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1: Remember</b>	2	2	2	2	2	1	2	2
<b>CO2: Understand</b>	2	3	2	3	2	2	2	3
<b>CO3: Apply</b>	3	3	2	3	2	3	2	3
<b>CO4: Analyze</b>	3	2	3	3	2	2	3	3

Course Code	MAJOR SEM – II	Credits	Lectures /Week
24GEOMJ211	Paper I: Principles of Geomorphology	4	4
<p><b>Course Outcomes:</b></p> <p>After successful completion of this course, students would be able to</p> <p><b>CO1: Remember</b> and recall the essential concepts of geomorphology, including the geological time scale, the structure of the earth, principles of plate tectonics, processes of weathering, types of mass wasting, erosion cycles, and various techniques for illustrating and interpreting landforms.</p> <p><b>CO2: Understand</b> the fundamental concepts of geomorphology, including the geological time scale, earth's structure, plate tectonics, weathering processes, mass wasting, erosion cycles, and methods for depicting landforms.</p> <p><b>CO3: Apply</b> geomorphological principles to resolve societal and real-world issues, such as managing natural disasters, planning land use, and conserving environments, by utilizing their understanding of geological processes, landform development, and erosion control methods.</p> <p><b>CO4: Analyze</b> core geomorphological processes and concepts, encompassing geological time scales, the structure of the Earth, plate tectonics, weathering phenomena, mass wasting dynamics, erosion cycles, and techniques for representing and interpreting landforms and geomorphic features on topographic maps.</p>			
Unit	Topics	No of Lectures	
I	<p><b>Introduction to Geomorphology</b></p> <ul style="list-style-type: none"> <li>• Definition and scope of geomorphology</li> <li>• Basic Key concepts in geomorphology</li> <li>• Geological Time Scale</li> <li>• Earth's interior structure and its influence on landforms</li> </ul>	15	
II	<p><b>Earth Movements and Tectonic Processes</b></p> <ul style="list-style-type: none"> <li>• Isostasy and its role in earth movements</li> <li>• Continental drift theory, Plate tectonics and its influence on landforms</li> <li>• Exogenetic forces: Types of folds and faults</li> <li>• Endogenetic forces: Earthquakes and volcanoes</li> </ul>	15	
III	<p><b>Geomorphic Processes and Evolution of Landforms</b></p> <ul style="list-style-type: none"> <li>• Weathering processes and their impact on landforms</li> <li>• Types of mass wasting and their role in shaping landforms</li> <li>• Davis and Penck's cycle of erosion</li> </ul>	15	

	<ul style="list-style-type: none"> <li>Erosion and sediment transport, Erosional and depositional processes of fluvial, karst, aeolian, glacial, and coastal landforms</li> </ul>	
<b>IV</b>	<p style="text-align: center;"><b>Practical</b></p> <ul style="list-style-type: none"> <li>Method of Showing Relief: Hachure, hill shading, Interpolation, contour, form line, and layer tints</li> <li>Drawing of contours and their cross section of slope elements, and fluvial, wind, coastal landforms. Identification of drainage pattern from the 1:50,000 toposheets.</li> <li>Visit to Geomorphic features sites.</li> </ul>	<b>15</b>
<p><b>References:</b></p> <p>1.</p>		

**MAJOR SEM – II**  
**24GEOMJ211 Paper I: Principles of Geomorphology**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1: Remember</b>	3	2	3	2	2	1	2	2
<b>CO2: Understand</b>	2	2	2	2	3	2	2	2
<b>CO3: Apply</b>	3	3	3	3	3	3	3	3
<b>CO4: Analyze</b>	3	2	2	3	1	2	2	3

<b>Course Code</b>	<b>OPEN ELECTIVE SEM – II</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>24GEOOE231</b>	<b>Geo-tourism</b>	<b>2</b>	<b>2</b>

**Course Outcomes:**

After successful completion of this course, students would be able to

**CO1: Remember** and recall key definitions and concepts related to geo-tourism, such as geodiversity, historical and cultural aspects, and the roles of geoparks, stakeholders, and various geo-tourism practices.

**CO2: Understand** and explain the fundamental concepts, principles, and significance of geo-tourism, including geodiversity, historical and cultural aspects, socio-economic and environmental impacts, sustainability practices, and the role of stakeholders.

**CO3: Apply** geo-tourism principles to real-world scenarios by addressing issues related to site selection, visitor management, and interpretation. They will use their knowledge to develop sustainable geo-tourism strategies and marketing plans that resolve practical challenges in tourism development.

**CO4: Analyze** and evaluate geo-tourism destinations and practices, examining their socio-economic and environmental impacts, the effectiveness of sustainability measures, and the role of technology and multimedia tools in enhancing visitor experiences. They will also assess the contributions of different stakeholders in the development of geo-tourism initiatives.

<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>
<b>I</b>	<p><b>Introduction to Geo-tourism</b></p> <ul style="list-style-type: none"> <li>● Definition, concepts, and principles of geo-tourism</li> <li>● Overview of geodiversity and its significance in tourism</li> <li>● Historical and cultural aspects of geo-tourism</li> <li>● Socio-economic and environmental impacts of geo-tourism</li> <li>● Geo-tourism sustainability and responsible tourism practices</li> </ul>	<b>15</b>
<b>II</b>	<p><b>Geo-tourism Planning and Management</b></p> <ul style="list-style-type: none"> <li>● Geoparks and geo-tourism destinations</li> <li>● Site selection, visitor management, and interpretation</li> <li>● Geo-tourism marketing and promotion</li> <li>● Role of stakeholders in geo-tourism development</li> <li>● Use of technology and multimedia tools in geo-tourism</li> </ul>	<b>15</b>

**References:**

1. Farsani, N. T., Coelho, C. O., & Costa, C. A. (Eds.). (2014). Geoheritage and Geotourism: A European Perspective. Springer.
2. Dowling, R. K., & Newsome, D. (Eds.). (2006). Geotourism: The Tourism of Geology

and Landscape. Goodfellow Publishers.

3. Newsome, D., & Dowling, R. K. (2010). Geotourism: The Tourism of Geology and Landscape (2nd ed.). Goodfellow Publishers.
4. Staszak, J. F. (Ed.). (2018). Geotourism: An Emerging Sector in Tourism. CABI.
5. Global Geoparks Network: <http://www.globalgeopark.org/>
6. The International Association of Geotourism: <https://www.iageotourism.com/>
7. United Nations World Tourism Organization: <https://www.unwto.org>

**OPEN ELECTIVE SEM – II**  
**(24GEOOE231) Geo-tourism**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1: Remember</b>	2	2	2	2	2	1	2	2
<b>CO2: Understand</b>	3	3	3	3	3	2	3	3
<b>CO3: Apply</b>	3	3	2	3	2	3	2	3
<b>CO4: Analyze</b>	2	3	2	3	2	2	3	3

<b>Course Code</b>	<b>VOCATIONAL SKILL COURSE SEM – II</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>24GEOVC241</b>	<b>Statistical Techniques in Geography</b>	<b>2</b>	<b>2</b>

**Course Outcomes:**

After successful completion of this course, students would be able to

**CO1: Remember** and recall key terms and definitions related to data collection, sampling methods, and statistical measures, such as mean, mode, median, and standard deviation, along with the names and formulas for Karl Pearson's and Spearman's correlation methods.

**CO2: Understand** and explain the fundamental concepts and types of data collection, sampling techniques, and statistical measures, including mean, mode, median, mean deviation, quartile deviation, standard deviation, and correlation, as well as the methods of Karl Pearson and Spearman.

**CO3: Apply** statistical techniques to real-world problems by utilizing data collection and sampling methods, calculating measures of central tendency and variability, and applying correlation methods to analyze and interpret data in practical scenarios, such as market research or social surveys.

**CO4: Analyze** and evaluate data sets by applying various statistical measures, including mean deviation, quartile deviation, and standard deviation, to identify patterns and relationships. They will use Karl Pearson's and Spearman's methods to assess the strength and direction of correlations and draw meaningful conclusions from their analyses.

<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>
<b>I</b>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>● Meaning, and Types,</li> <li>● Collection of data,</li> <li>● Sampling Techniques and Methods,</li> <li>● Measures of central tendency: Mean, Mode, and Median.</li> </ul>	<b>15</b>
<b>II</b>	<p><b>Measures of dispersion:</b></p> <ul style="list-style-type: none"> <li>● Mean Deviation</li> <li>● Quartile Deviation</li> <li>● Standard deviation</li> <li>● Correlation</li> <li>● Karl Pearson's and Spearman's methods.</li> </ul>	<b>15</b>

**References:**

1. Birch, T.W. (1976). Maps: Topographical and Staistica. Oxford University Press. London.
2. Downie, N.M and Heath, R.W. Basic Statistical Methods (1970). Harper and Row. New York
3. Gregory, S (2014). Statistical Methods and the Geographer. Taylor and Francis. London.
4. Singh, L. R. (2006). Fundamentals of Practical Geography. Sharda Pustak Bhawan,Allahabad.



Course Code	SKILL ENHANCEMENT COURSE SEM – II	Credits	Lectures /Week
24GEOSC251	Beginners Course to Calligraphy	2	2
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>● <b>CO1: Remember</b> Recall the definition, history, global significance, types of calligraphy, tools, and basic strokes used in various calligraphy styles.</li> <li>● <b>CO2: Understand</b> Explain the evolution, global significance, and characteristics of different calligraphy styles, along with the usage of tools and techniques.</li> <li>● <b>CO3: Apply</b> Apply the techniques of calligraphy by using appropriate tools and practicing various scripts, strokes, and letter formations.</li> <li>● <b>CO4: Analyze</b> Analyze the effectiveness of different calligraphy tools, techniques, and scripts in creating stylistic and visually appealing designs.</li> </ul>			
Unit	Topics	No of Lectures	
I	<b>Introduction to Calligraphy</b> <ul style="list-style-type: none"> <li>● Definition, History of calligraphy, Calligraphy at the Global level, Types of Calligraphy: Classical Calligraphy &amp; Modern Calligraphy</li> <li>● Tool Kit, Different Types of Pens, Different Types of Nibs, Different Types of Brushes, Different Types of Inks</li> <li>● Practice Sessions: Display of Writing items, Discussion on the usage of different types of pens, nibs, and brushes through hands-on activities</li> </ul>	15	
II	<b>Foundation to Calligraphy</b> <ul style="list-style-type: none"> <li>● Majuscules, Minuscules, Numbers, Learning Strokes, Sans Serif B- point, Celtic, Italian Script, Roman Script, Gothic Script</li> <li>● Practice Sessions: Learning and practicing strokes- Upstroke, Downstroke, Overturn, Under turn, Compound curve, Oval, Ascending loop.</li> <li>● Hands-on activities and Assessment on Sans Serif B-point, Celtic, Italian Script, Roman Script, Gothic Script, Flourishing</li> </ul>	15	
<b>References:</b>			
<ol style="list-style-type: none"> <li>1. Suepsuan, P. A. (2021). Start Calligraphy The Right way to write: Learn Calligraphy The Complete Book - Modern Calligraphy Pen For Beginners, Learning Resources Step By Step Number Line, Mastering Modern Calligraphy. Independently published.</li> <li>2. • C., &amp; Co., T. P. (2020). Modern Calligraphy Set for Beginners: A Creative Craft Kit for Adults featuring Hand Lettering 101 Book, Brush Pens, Calligraphy Pens, and More. Paige Tate &amp; Co</li> </ol>			

**SKILL ENHANCEMENT COURSE**  
**SEM - II 24GEOSC251 Beginners Course to Calligraphy**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1: Remember</b>	3	2	2	2	2	1	2	2
<b>CO2: Understand</b>	3	3	3	3	3	2	2	3
<b>CO3: Apply</b>	3	3	3	3	3	3	2	3
<b>CO4: Analyze</b>	2	2	3	3	2	2	3	2

## **Evaluation Scheme for First Year (UG) under NEP (4 credits)**

### **I. Internal Evaluation for Theory Courses – 40 Marks**

#### **1) Continuous Internal Assessment (CIA) Assignment –**

Tutorial/ Case Study/ Project /Presentations/ Group Discussion / Ind. Visit. – 20 marks

#### **2) Continuous Internal Assessment (CIA) ONLINE Unit Test – 20 marks**

### **II. External Examination for Theory Courses – 60 Marks**

Duration: 2 Hours

Theory question paper pattern:

<b>Question</b>	<b>Based on</b>	<b>Marks</b>
Q.1	Unit I	15
Q.2	Unit II	15
Q.3	Unit III	15
Q.4	Unit IV	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be subdivided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

**NOTE: To pass the examination, attendance is compulsory in both Internal & External (Theory + Practical) Examinations.**

**Evaluation Scheme for First Year (UG) under NEP (2 credits)**

**I. Internal Evaluation for Theory Courses – 50 Marks**

Project (30) + Presentation (20) = 50 Marks

**NOTE: To pass the examination, attendance is compulsory.**

**Evaluation Scheme for First Year (UG) under NEP (2 credits)**

**II. External Examination for Theory Courses – 50 Marks**

Duration: 2 Hours

**Multiple Choice Questions (50) Questions**

All questions are compulsory.

<b>Question</b>	<b>Based on</b>	<b>Marks</b>
Q.1	Unit I	25
Q.2	Unit II	25