Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITY

Teaching and Learning Scheme: for the Degree of Bachelor of Arts with the Major:
Subject - Geography

New Education Policy 2020

Preamble

The new curriculum of the four-year undergraduate program under NEP, for Geography. It imbibes the following Student-Centric features of NEP 2020: Geography has been broadly accepted as a bridge discipline between human and physical sciences. In the beginning, geography focused on the physical aspects of the earth but the modern geography is an all-encompassing discipline that seeks to understand the earth and all of its human and natural processes as integrating elements. Geography has emerged through time as a trans disciplinary subject integrating the regional diversity with the concepts of the timing of space and the spacing of time. It provides broad, human and place-centred perspectives on the transformation of rural ecology to globalized urban landscape at different levels, from the local/regional/national to global.

Flexibility to Exit:

In order to support early exits, the curriculum aims to develop employability skills early. This has been done so that the outcomes of the 4 yr degree is not compromised as we believe that all but a few students will go for the full 4-year degree.

Employability Potential of the Programme:

The skills you develop during your degree will equip you for a range of jobs. If you're unsure which career path to follow, try doing some work shadowing to find out what interests you. Geography graduates are more employable, with the skills, knowledge and understanding acquired during a geography degree. It is held in high regard by employers. The nature of working lives is changing as per requirement and needs of the employers. It is less likely that you will spend all of your working life in one organization or even in the same sector. If your career path is to be varied, you will need transferable skills and flexibility. Geography provides you with these:

Transferable skills

Employers seek a mixture of skills, qualifications and experience when they recruit for a post. As a graduate you will be in demand for your transferable skills, such as:

- Being a good communicator with strong presentation skills.
- Being competent with ICT.
- Being able to carry out research.
- Being used to working effectively in a team and taking a variety of roles in a team.
- Being able to manage your time by juggling commitments, meeting deadlines and managing stress.
- Being good at combining information from a variety of sources with excellent writing skills.

Specific skills

You will also be in demand for the specific skills and understanding that being a geographer helps you to develop, including:

Scientific and lab skills

- Producing and interpreting maps
- Research and interpretation of data, including GIS skills
- Debate and enquiry
- Environmental and social awareness
- Team-based project work
- Fieldwork techniques

Multidisciplinary/Minor:

The curriculum provides two pathways one of Geography minor and the other of interdisciplinary, to the students from other disciplines.

Research:

With the option to obtain specialization in an area of their choice, the curriculum prepares the students to take up research projects in their final year.

Aims of Bachelor of Arts with the Major : Geography Programme

Four distinct and new learning outcomes have been incorporated from each Course such as:

- Appreciate the relevance of geographical knowledge to everyday life.
- Demonstrate the ability to communicate geographic information by utilising both lecture and practical exercises.
- Inculcate the ability to evaluate and solve geographical problems effectively.
- Demonstrate the skills in using geographical research tools including spatial statistics, cartography.
- Based on the field knowledge and advanced technologies, the students should be able to understand the on-going geographical problems in different regions and levels with appropriate pragmatic solutions.

Program Outcomes: (POs)

1. Design and conduct independent research in their chosen field in the discipline.
2. Demonstrate knowledge of concepts, methods, and theories designed to enhance understanding of the natural world and human society.
3. Communicate the results and significance of their research in both written and oral form.
4. Evaluate how historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
5. Follow established ethical guidelines for research and teaching.
6. Have an in-depth understanding of and mastery of the literature in, at least one particular geographic subfield.
7. A geographer has better job opportunities in government departments, Cartographer, Researcher, Teacher, Competitive Examinations, Government employer, Climatologist, Transportation Manager, Surveyor.

PSOs:

1. Examine social and environmental processes, with a particular focus on space and place, critical theory, practical application, analysis and intervention in chosen field within the discipline of Geography
2. Evaluate causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues
3. Classify processes of environmental change and evaluate the relationship between human beings and their surroundings, bringing to bear knowledge from many disciplines.

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	**I**	**622200**	**Principal Of Physical Geography**	**2**	**30**	**2 Hrs**	**30**

Course Objectives:	1)Define geography and understand its role as a discipline that studies the Earth's surface and spatial relationships. 2)Define latitude and longitude as geographical coordinates and understand their role in location identification. 3)Differentiate between physical geography and human geography, 4)Explain the concepts of Earth's rotation and revolution and their effects on day and night, seasons, and climate.
Course Outcomes:	1)Explore the diverse nature of Geography, encompassing both physical and human aspects. 2) Demonstrate a clear understanding of the concepts of latitude and longitude as coordinates for locating points on the Earth's surface. 3)Comprehend the concepts of Earth's rotation and revolution and their impact .

Unit System	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit I	Geography: Meaning, significance , Branches of Geography: Physical and Human	8 Hrs	8 Marks	• Explore online tools and apps that allow students to interact with virtual globes and maps. Platforms like Google Earth can be utilized for virtual exploration using latitude and longitude. • Teachers should teach students about the solar system as well as the rotation and revolution of the earth through modules. • Engage students in activities that involve calculating time differences between different locations, considering the concepts of local time, standard time, and the International Date Line.
Unit II	The Solar System; Solar And Lunar Eclipse	7 Hrs	7 Marks	
Unit III	General concept of Earth's Origin: Immanuel Kant, Chamberlin and Multan, James Jeans & Herold Jeffriys	8 Hrs	8 Marks	
Unit IV	Latitude and Longitude, Earth's rotation and revolution & It's effects; Local time & Standard time, International Date line	7 Hrs	7 Marks	

References:	**Course Material/Learning Resources** **Reference Books:** 1) Bunnelt R.B. (1992): Physical Geography in Diagrams, Harlow.

	2) Dayal, P.A. (1996): Text book of Geomorphology , Shukla Books depot. Patna 3) चौधरी शं. रा. आणि : प्राकृतिक भूगोल, प्रशांत पब्लिकेशन्स जळगाव चव्हाण मि. भा. (2004(4(दाते सु. प्र. व दाते (1975) : सुगम भूविज्ञान, नरेंन्द्र प्रकाशन, पुणे. संजीवनी 6) Dury. G. H.(1980): The Face of the Earth, Penguins, 7 (Ernst W. G. (2000): Earth systems process and Issues,Cambridge University,Press 8) घारपुरे व्हि. टि. (2003:(भूरूपशास्त्र, पिंपळापुरे पब्लीकेशन्स, नागपुर 9) घारपुरे व्हि. टि. (2017 :(भूरूपशास्त्राचे मुलतत्वे, पिंपळापुरे पब्लीकेशन्स ,नागपुर 10) ICSSR(1983): A Survey of Research in Physical Geography. Concept, New Delhi, 11 (Kale V. & Gupta A.(2001): Elements of Geomorphology, Oxford University Press, Calcutta 12) खुल्लर डी. आर. (2012(: फिजिकल जीऑग्राफी, कल्याणी पब्लीकेशन्स, न्यु दिल्ली 13) लांजेवार दिलीप आणि खराते विजय (2011 :(प्राकृतिक भूगोल, नभ प्रकाशन, अमरावती 14) Monkhouse, F.J. (1960) : Principles of Physical Geography, Hodder and Stoughton, London. 13) पाटील अरूणा प्र. आणि चव्हाण अनिता जा (2018): भूरूपशास्त्र, आधार पब्लिकेशन, अमरावती 14) सिंह, एस. (2011(भौतिक भूगोल, प्रयाग पुस्तक भवन, अलाहाबाद. 15) सारंग, एस. (2010(: प्राकृतिक भूविज्ञान, विद्या प्रकाशन, नागपूर, 16) सविंद्र सिंह (1993(:भौतिक भूगोल, वसुंधरा प्रकाशन, गोरखपुर 17) तिवारी विश्वनाथ (1973 :(प्राकृतिक भूगोल का स्वरूप, रामप्रसाद एंड सन्स, आगरा Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant: Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	**I**	**622201**	**Lab/Practical-1 : Cartographic Techniques**	**1**	**30**	**2 Hrs**	**25**

Course Objectives:	1) Acquire skills in constructing various types of diagrams using both digital and manual methods. 2) Enhance map reading skills to interpret and analyze outline maps of the World and India.
Course Outcomes:	1. The students will be able to acquire knowledge of prominent cities, rivers, mountains, plateaus and oceans in world with special reference to India. 2. Students will be able to acquire the knowledge of locational analysis. 3**.** Demonstrate the ability to construct Diagrams manually, representing trends and changes in data over a continuous variable. 4. The students will be able to acquire knowledge of digital tools to create Diagrams.

	Contents	**Workload Allotted**	**Weightage of Marks Allotted**	**Incorporation of Pedagogies**
A.	Construction of Diagrams. (Digital or Manual Methods) Line graphs, Bar graphs and Divided Circle Method	14 Hrs	8	• Teachers should use Microsoft Excel software for Construction of Diagrams • Provide students with blank outline maps of the world and India and conduct map labeling exercises. Ask them to identify and label key land features such as mountain ranges, rivers, deserts, and plateaus.
B.	**To show following Land features in the out-line maps of the World and India.** **World -** a) Major Mountain: Rocky, Andies, Alps, Himalaya, Great Dividing Range. Atlas b) Major Rivers: Mississippi, Amazon, Cango, Nile, Yangtize,Eravati.Mare Darling.Haoyang,Dajlafarat,Thems, c) Major Deserts: Sahara, Gobi, Kalahari, Colorado, Great Australian,Atakama, Arebian d) Major sea: Hadson, Red, Black, Baltic Mideterranean Sea ,Greenland,Kaspian,Caribbean, Yellow	16 Hrs	7	

	India a) Major Mountain: Himalaya, Arvali, Sahyadri, Vindhaya, Satpuda, Nilgiri,Easten Ghat b) Major Plateaus: Deccan, Chota Nagpur, Malwa, Bundelkhand, Meghalaya. c) Major Rivers: Ganga, Brahmaputra, Yamuna, Godawari, Krishna, Kaveri, Narmada, Tapti, Mahanadi, Satlaj,Chambal,Kosi d) Major Lakes: Dal, Woolar, Chilka, Sambar, Lonar, Pulikat,Vaigal,			
C.	Practical Record	--------	5	
D.	Viva Voce	---------	5	

References:

Course Material/Learning Resources

Reference Books:

1) Singh L.R. 2020: Fundamentals Of Practical Geography shrada Pustak Bhawan Allahbad

2) Singh R. I. And Datta : Elements of Practical Geography

3) Kannan Monika and Shilpi Yadav (2022): Practical Geography Rawat Publication Jaipur

4) शिंतोळे तुषार(2020): प्रात्यक्षिक भूगोल डायमंड पब्लिकेशन

5) Khullar D.R. (2022): Prayogatmak Bhugol Kalyani Publication

6) शर्मा जे.पी. (२०१९): प्रयोगात्मक भूगोल की रूपरेखा रस्तोगी पब्लिकेशन मेरठ

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Weblink to Equivalent Virtual Lab if relevant:

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Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	**II**	**622202**	**Principal of Geomorphology**	**2**	**30**	**2 Hrs**	**30**

Course Objectives:	1)Define and understand the concept of Geomorphology. 2)Define weathering and its importance in landscape development. 3)Identify and describe landforms associated with river processes. 4)Analyze the stages and processes involved in the erosion cycle
Course Outcomes:	1.The students will be able to identify different geomorphological features associated with earth surface. 2. The students will be able to explain different types of geomorphic processes and their impact on earth surface. 3. The students will be able to overview and critical appraisal of landforms development models. 4.Understand the concept of geomorphology and its significance in studying the Earth's surface features. 5.Classify weathering into mechanical, chemical, and biological types, understanding the mechanisms involved in each process.

Unit System	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit I	General Concept of Geomorphology, Weathering: Types and classification of Weathering, Mechanical, Chemical, and biological	8 Hrs	8 Marks	• Use maps, satellite imagery, and 3D models to help students visualize landscapes and understand the basics of landforms. • The model should be used in teaching about Weathering, Cycle Of Erosion • Use videos to illustrate mechanical weathering phenomena, • providing close-up views of processes like abrasion and exfoliation. • Explore virtual tours of rivers, explaining the formation of landforms like meanders, river deltas, and flood plains.
Unit II	The Work of stream (River): Landforms associated with River	7 Hrs	7 Marks	
Unit III	The Work of Winds Landforms associated with Winds	8 Hrs	8 Marks	
Unit IV	The Work of Glacier Landforms associated with Glacier	7 Hrs	7 Marks	

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	1) Bunnelt R.B. (1992): Physical Geography in Diagrams, Harlow .2) Dayal, P.A. (1996): Text book of Geomorphology , Shukla Books depot. Patna 3) चौधरी शं. रा. (2004:(प्राकृतिक भूगोल, प्रशांत पब्लिकेशन्स जळगाव चव्हाण मि.भा. 4(दाते सु. प्र. व दाते (1975) : सुगम भूविज्ञान, नरेंन्द्र प्रकाशन, पुणे. संजीवनी 6) Dury. G. H.(1980): The Face of the Earth, Penguins, 7 (Ernst W. G. (2000): Earth systems process and Issues,Cambridge University,Press 8) घारपुरे व्हि. टि. (2003:(भूरूपशास्त्र, पिंपळापुरे पब्लीकेशन्स, नागपुर 9) घारपुरे व्हि. टि. (2017 :(भूरूपशास्त्राचे मुलतत्वे, पिंपळापुरे पब्लीकेशन्स ,नागपुर 10) ICSSR(1983): A Survey of Research in Physical Geography. Concept, New Delhi, 11 (Kale V. & Gupta A.(2001): Elements of Geomorphology, Oxford University Press, Calcutta 12) खुल्लर डी. आर. (2012(: फिजिकल जीऑग्राफी, कल्याणी पब्लीकेशन्स, न्यु दिल्ली 13) लांजेवार दिलीप आणि खराते विजय (2011 :(प्राकृतिक भूगोल, नभ प्रकाशन, अमरावती 14) Monkhouse, F.J. (1960) : Principles of Physical Geography, Hodder and Stoughton, London. 15) पाटील अरूणा प्र. आणि चव्हाण अनिता जा (2018): भूरूपशास्त्र, आधार पब्लिकेशन, अमरावती 14) Small. R.J.(1985) : The Landforms, Me Graw Hill, New York. 16) Singh, S. (1998) : Geomorphology, Prayag Pustakalaya, Allahabad. 17) Sharma, H.S.(1987): Tropical Geomorphology, Concept, New Delhi, 18) Singh, S (1998).: Geomorphology, Prayag Pustakalaya, Allahabad, 19) Small, R .J.(1985): The Study of Landforms, Mc. Graw Hill, New York, 20) Sparks B.W(1960).: Geomorphology, Longmans, London, 21) Strahler, A.N. (1992): Modern Physical Geography; John Wiley & Sons, Revised edition and Strahler, 26) Thornbury, W. D.(1969.) : Principles of Geomorphology, Wiley Eastern, 27) उपाध्याय, एल. एन. (1984) :भौतिक भूगोल ,राज्यस्थान हिंदी अकादमी, जयपूर 28) सिंह, एस. (2011(: भौतिक भूगोल, प्रयाग पुस्तक भवन, अलाहाबाद. 29) सारंग, एस. (2010(: प्राकृतिक भूविज्ञान, विद्या प्रकाशन, नागपूर, 30) सविंद्र सिंह (1993(:भौतिक भूगोल, वसुंधरा प्रकाशन, गोरखपुर 31) तिवारी विश्वनाथ (1973 :(प्राकृतिक भूगोल का स्वरूप, रामप्रसाद एंड सन्स, आगरा Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant: Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

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4.5	**II**	**622203**	**Lab/Practical- 2 : Cartographic Techniques**	**1**	**30**	**2 Hrs**	**25**

Course Objectives:	1)Analyze the use of hachures in conveying relief features on maps. 2)Explore the concept of hill shading as a method of representing relief. 3)Understand the morphographic method and its use in representing landforms 4)Learn the significance of spot heights, benchmarks, and trigonometrical stations in relief representation.
Course Outcomes:	1.Students will be able to illustrate the landforms with the help of contour patterns. 2. Students will be able to identify landforms on topographical maps. 3.Define contour lines and understand their significance in representing the topography of the Earth's surface. 4.Identify and differentiate various landforms represented by contour lines, including hills, valleys, and plateaus. 5.Understand the relationship between contour intervals and the steepness of slopes in representing topography. 6.Utilize map reading skills to navigate through different types of landscapes, understanding the terrain based on contour lines.

	Contents	**Workload Allotted**	**Weightage of Marks Allotted**	**Incorporation of Pedagogies**
A.	Methods of Representing the Relief: Hachure system, Hill Shading**,** Morphographic Method, Spot Heights, Bench Mark , Trigonometrical Stations, Form Lines, Counters. Mixed Methods	16 Hrs	8	• Deliver engaging lectures introducing each relief representation method. • Allow students to experiment with creating relief maps using various methods. • Facilitate contour map reading exercises and interpretation sessions. • Organize virtual or physical contour map reading trails.
B.	Contours Method **:** Study of Contour maps , major Land- forms : Gentle Slope, Steep Slope, Concave Slope, Convex Slope, Conical Hill , Plateau ‘V’-shaped Valley ‘U’ – shaped Valley , Gorge, Waterfall	14 Hrs	7	
C.	Practical Record	--------	5	

D.	Viva Voce	---------	5	
References:	**Course Material/Learning Resources** 1) Singh L.R. 2020: Fundamentals Of Practical Geography shrada Pustak Bhawan Allahbad 2) Singh R. I. And Datta : Elements of Practical Geography 3) Kannan Monika and Shilpi Yadav (2022): Practical Geography Rawat Publication Jarpur 4) शिंतोळे तुषार(2020): प्रात्यक्षिक भूगोल डायमंड पब्लिकेशन 5) Khullar D.R. (2022): Prayogatmak Bhugol Kalyani Publication 6) शर्मा जे.पी. (२०१९): प्रयोगात्मक भूगोल की रूपरेखा रस्तोगी पब्लिकेशन मेरठ Weblink to Equivalent MOOC on SWAYAM if relevant: Weblink to Equivalent Virtual Lab if relevant: Any pertinent media (recorded lectures, YouTube, etc.) if relevant:			