

# UNIVERSITY OF DELHI

## MASTER OF ARTS

### (GEOGRAPHY)

(Effective from Academic Year 2019-20)

## PROGRAMME BROCHURE



XXXXX Revised Syllabus as approved by Academic Council on XXXX, 2018

and Executive Council on YYYY, 2018



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## I. ABOUT THE DEPARTMENT

### Historical Background of the Department

The Department was established in October 1959 as the “Department of Human Geography” with three young faculty members – Dr. S.S. Bhatia, Dr. S.G. Burman, and Mrs. Rukmani Srinivas. The Department took off under the leadership of Prof. George Kurian (1959-62), followed by Prof. V. L. S. Prakasa Rao (1965-73). Under their dynamic leadership, the department earned academic fame and a distinct identity in India, and among the International community. The Department gradually grew after 1973, under the able guidance of Prof. R. Ramachandran; and with widening scope of teaching and research, it was renamed as “Department of Geography” in 1976.

### Department Highlights in terms of its ranking

As per QS World University Rankings, the Department of Geography, University of Delhi is placed in the ranking group 101-150 in 2017. The department was ranked 1<sup>st</sup> in India in 2017.

### The Programme

The department’s master’s programme – “**Master of Arts in Geography**”, is a **two-year program**, spread over **four semesters**, and comprising **18 courses of 90 credits** (5 credits per course).

The 18 courses are grouped into two categories – **Core** (10 courses of 50 credits, all of which are compulsory), and **Elective** (8 courses of 40 credits, to be selected out of 50 courses<sup>1</sup>). In-lieu of up to two elective courses offered by the department, **Open Elective** courses, equivalent to a maximum of 10 credits, may be selected from elective courses offered by other departments.

Within the two-year period, a student has to complete **20 credits each in semesters 1 and 2**, which is equivalent to **four courses per semester** (three core and one elective courses); and **25 credits each in semesters 3 and 4**, which is equivalent to **five courses per semester** (two core and three elective courses).

### Post Graduate Attributes of the Programme

The ten **core courses** cover central and vital areas of geography, about which all students should have knowledge. These ten courses are classifiable as follows, as per the traditional classification of knowledge:

- A. Theoretical Base – Two courses on **Modern Geographical Thought**, and **Environment and Ecology**, builds up the theoretical and ideological foundations of geography.
- B. Methodological Base – Three courses on **Statistical Techniques in Spatial Analysis; Remote Sensing and Geographical Information System**; and **Research Methods and Techniques in Geography** strengthens the methodological and practical fundamentals of geography.

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<sup>1</sup> **The Departmental Council will announce the actual number of elective courses to be offered, at the beginning of each semester.**

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- C. Systematic Approach – Three courses on **Geomorphological Analysis, Contemporary Human Geography, and New Economic Geography** address the contemporary issues in geography, both physical and human.
- D. Regional Approach – **Geography of India**
- E. Applications – **Vulnerability and Disaster**

The **elective courses** cover contemporary, specialized and super-specialized areas of physical and human geography. The elective courses, marked by an asterisk (\*) are **open elective courses**, which are also offered to post-graduate students of other departments, subject to fulfilling eligibility conditions mentioned subsequently. In-lieu of up to two elective courses offered by the department, students may select open elective courses, equivalent to a maximum of 10 credits, from elective courses offered by other departments.

All the post-graduate courses are at advanced level, and have been constructed as continuity over the under-graduate courses, which are seen as basic, and are taught at foundation level. The present structure thus covers the foundational aspects of the discipline, and also builds towards specialization.

### Process of Course Development (involving various stakeholders at different stages)

In the initial phase, the department commenced the process of updating its Master’s curriculum that was decided in the meeting of the Departmental Council held on 19<sup>th</sup> May 2016.

Following the instruction of the university to revise the post-graduate courses on CBCS pattern, an intensive and rigorous process was started in the subsequent phase, whose milestone stages are mentioned below:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Approval of <b>Credit Structure</b>	Approval of Semester wise <b>Course Titles</b>	Approval of <b>Course Details</b>	<b>Stakeholder inputs</b>	<b>Experts’ Review; and Feedback from Students’ and Alumni</b>	Approval by <b>Committee of Courses</b>
Approved in Departmental Council Meeting held on 25 <sup>th</sup> April 2018	Approved in Departmental Council Meeting held on 03 <sup>rd</sup> May 2018	Approved in Departmental Council Meeting held on 18 <sup>th</sup> May 2018	Submitted to the University on 15 <sup>th</sup> May 2018 and 22 <sup>nd</sup> May 2018	Approved in Departmental Council Meeting held on 31 <sup>st</sup> May 2018	Approved in Committee of Courses (Post-Graduate and Honours) Meeting held on 14 <sup>th</sup> June 2018

**Stage 7:** Approval by **Faculty of Social Sciences** in its meeting held on 10<sup>th</sup> July 2018.



## II. INTRODUCTION TO CBCS (CHOICE BASED CREDIT SYSTEM)

### Scope

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core and elective courses. The courses are evaluated following the grading system, which provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

### Definitions

- (i) '**Academic Programme**' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre.
- (ii) '**Course**' means a segment of a subject that is part of an Academic Programme.
- (iii) '**Programme Structure**' means a list of courses (Core, Elective, and Open Elective) that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- (iv) '**Core Course**' means a course that a student admitted to a particular programme must successfully complete to receive the degree, and which cannot be substituted by any other course.
- (v) '**Elective Course**' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.
- (vi) '**Open Elective**' means an elective course which is available for students of all programmes, including students of the same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- (vii) '**Credit**' means the value assigned to a course which indicates the level of instruction.
- (viii) '**One Credit**' equals to one-hour lecture/tutorial/or two-hour practical per week. Credit for a practical may be proposed as part of a course or as a separate practical course.
- (ix) '**SGPA**' means Semester Grade Point Average calculated for individual semester.
- (x) '**CGPA**' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- (xi) '**FGPA**' is Final Grade Points Average calculated in the last year of the course by clubbing together CGPA of two years, i.e., four semesters. FGPA is being given in Transcript form. To benefit the student a formula for conversation of FGPA into %age marks is given in the Transcript.



### III. MASTER'S PROGRAMME DETAILS

#### Programme Objectives (POs)

The 'Master of Arts in Geography' programme offered by the department, "aims at empowering students with knowledge and skills for spatial thinking and analysis, to navigate real world problems, and contribute to society in a meaningful way".

#### Programme Specific Outcomes (PSOs)

At the end of the two-year (four-semester) course, students will have comprehensive knowledge about contemporary issues in geography, both physical and human.

#### Programme Structure

The Master's programme is a two-year course divided into four-semesters. A student is required to complete 90 credits for the completion of course and the award of degree.

Part	Year	Semester	Semester
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Semester	Core Courses			Elective Courses / Open Elective Courses (*)			Total No. of Papers	Credits (per paper)	Grand Total Credits
	No. of Papers	Credits (per paper)	Total Credits	No. of Papers	Credits (per paper)	Total Credits			
I	3	5	15	1	5	05	4	5	20
II	3	5	15	1	5	05	4	5	20
III	2	5	10	3	5	15	5	5	25
IV	2	5	10	3	5	15	5	5	25
<b>Total</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>8</b>	<b>5</b>	<b>40</b>	<b>18</b>	<b>5</b>	<b>90</b>

- All courses, whether Core and Elective, will have 5 hours of teaching per week. However, in practical courses, the equivalent of one-hour of lecture/tutorial (L/T) will be two-hours practical (P).
- (\*) In-lieu of up to two Elective courses of the department (in semesters III and/or IV), students can offer Open Electives courses of up to 10 credits from other departments.
- Duration of examination of each course shall be 3 hours (for Theory courses) and 4 hours (for Practical courses).
- Each course will be of 100 marks, out of which 70 marks shall be allocated for semester examination, and 30 marks for internal assessment.

The semester wise details of Master's Course are given below.



## SEMESTER I

The student will study three core courses, which are compulsory; and select one elective course.

### Core Courses (All the three courses are compulsory)

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG1C01	Geomorphological Analysis	4	1	0	5
GEOG1C02	Geography of India	4	1	0	5
GEOG1C03	Statistical Techniques in Spatial Analysis	4	1	0	5

### Elective Courses (Select any one course)

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG1E01	Analytical Physical Geography (Practical)	2	0	6	5
GEOG1E02	Climatology and Biogeography	4	1	0	5
GEOG1E03	Cultural Geography (*)	4	1	0	5
GEOG1E04	Geography of Urban Environment	4	1	0	5
GEOG1E05	Historical Geography	4	1	0	5
GEOG1E06	Population and Development (*)	4	1	0	5
GEOG1E07	Social Geography of India (*)	4	1	0	5
GEOG1E08	Techniques and Methods of Regional Analysis	4	1	0	5
GEOG1E09	Transport Network and Flow Analysis	4	1	0	5
GEOG1E10	Urban Geography	4	1	0	5



## SEMESTER II

The student will study three core courses, which are compulsory; and select one elective course.

### Core Courses (All the three courses are compulsory)

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG2C01	Environment and Ecology	4	1	0	5
GEOG2C02	Contemporary Human Geography	4	1	0	5
GEOG2C03	Remote Sensing and Geographical Information System (Practical)	2	0	6	5

### Elective Courses (Select any one course)

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG2E01	Agricultural Geography	4	1	0	5
GEOG2E02	Everyday Geographies (*)	4	1	0	5
GEOG2E03	Geographies of Gender and Development in South Asia	4	1	0	5
GEOG2E04	Geography of Cryosphere	4	1	0	5
GEOG2E05	Geography of Global Capitalism	4	1	0	5
GEOG2E06	Geography of Migration	4	1	0	5
GEOG2E07	Heritage Conservation	4	1	0	5
GEOG2E08	Hydrology and Water Resources Management	4	1	0	5
GEOG2E09	Multivariate Statistical Analysis	4	1	0	5
GEOG2E10	Regional Geography	4	1	0	5





### SEMESTER III

The student will study two core courses, which are compulsory; and select three elective courses.

In-lieu of one of the three elective courses, students may select open elective course(s) equivalent to 5 credits, from open elective courses offered by other departments.

#### **Core Courses (Both the courses are compulsory)**

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG3C01	Modern Geographical Thought	4	1	0	5
GEOG3C02	Research Methods and Techniques in Geography	4	1	0	5

#### **Elective Courses (Select any three courses)**

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG3E01	Cities of Global South (*)	4	1	0	5
GEOG3E02	Climate Change and Adaptations	4	1	0	5
GEOG3E03	Demography and Population Geography	4	1	0	5
GEOG3E04	Development Theory and Regional Policy	4	1	0	5
GEOG3E05	Digital Image Processing (Practical)	2	0	6	5
GEOG3E06	Geographical Information System (Practical)	2	0	6	5
GEOG3E07	Geography in India	4	1	0	5
GEOG3E08	Geography of South Asia	4	1	0	5
GEOG3E09	Land, Ocean and Atmosphere Interaction	4	1	0	5
GEOG3E10	Landslide Risk Analysis	4	1	0	5
GEOG3E11	Media Geography	4	1	0	5
GEOG3E12	Natural Resources Management	4	1	0	5
GEOG3E13	Regional Development in India (*)	4	1	0	5
GEOG3E14	Sexuality and Space (*)	4	1	0	5
GEOG3E15	Territorial Bases of Politics in India	4	1	0	5



#### SEMESTER IV

The student will study two core courses, which are compulsory; and select three elective courses.

In-lieu of one of the three elective courses, students may select open elective course(s) equivalent to 5 credits, from open elective courses offered by other departments.

#### Core Courses (Both the courses are compulsory)

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG4C01	Vulnerability and Disaster	4	1	0	5
GEOG4C02	New Economic Geography	4	1	0	5

#### Elective Courses (Select any three courses)

Course Code	Course Name	Hours per Week			Credits
		L	T	P	
GEOG4E01	Project Report (Dissertation)	1	0	8	5
GEOG4E02	Applied Climatology (Practical)	2	0	6	5
GEOG4E03	Culture, History and Landscape	4	1	0	5
GEOG4E04	Demographic Techniques	4	1	0	5
GEOG4E05	Energy Geographies	4	1	0	5
GEOG4E06	Environmental Impact Assessment (*)	4	1	0	5
GEOG4E07	Gender, Space and Society in India	4	1	0	5
GEOG4E08	Geographies of Social Justice in India	4	1	0	5
GEOG4E09	Geography of Health	4	1	0	5
GEOG4E10	Geography of Himalaya	4	1	0	5
GEOG4E11	Integrated Watershed Management	4	1	0	5
GEOG4E12	Terrain Modelling	4	1	0	5
GEOG4E13	Trans Geographies (*)	4	1	0	5
GEOG4E14	Urban and Regional Planning	4	1	0	5
GEOG4E15	Urban Development and Management	4	1	0	5



### **Selection of Elective Courses**

Each elective course, including courses marked as open elective (\*), will be offered to a maximum of 25 students from the department, based on merit (and other additional academic abilities<sup>2</sup>) to be decided by the department at the beginning of each semester. For an elective course, including courses marked as open elective (\*), to run in any of the semesters, it should be offered by a minimum of 5 students.

In the case of project report (dissertation), a maximum of two students per faculty member will be offered at the beginning of third semester, but the evaluation will be done at the end of fourth semester.

Allocations to elective courses, including project report (dissertation), are purely academic, on the basis of merit (and additional academic abilities), and no reservations or concessions will apply.

### **Eligibility for Open Elective Courses**

Elective course marked by an asterisk (\*) are also available to post-graduate students from Faculty of Arts, Faculty of Social Sciences, and Department of Environmental Studies (University of Delhi).

The maximum number and eligibility criteria for the open elective courses (\*) for students from outside the department will be decided by the department at the beginning of each semester.

Students of other departments, offering the open elective courses will have to abide by the various rules and regulations of the Department of Geography. Any, request for re-adjustment of time-tables, and re-scheduling of submission of assignments or conduct of mid-semester and end-semester examinations will not be entertained.

### **Teaching**

The faculty of the Department is primarily responsible for organizing lecture work for the Master's program. There shall be 90 instructional days per semester excluding examinations (mid-semester or end-semester examinations).

The students selected for project report (dissertation) are expected to utilize a minimum of 8 hours per week on tasks associated with the project report (dissertation) – review of literature, collection and analysis of data, preparation of tables and maps, report writing, etc. in consultation with the Supervisor. This is in addition to the one hour mandatory consultation with the Supervisor.

The students offering project report (dissertation) will have to attend the classes of other courses as per the time-table. They will have to appear in mid-semester examinations, and submit assignments of other core and elective courses as per schedule.

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<sup>2</sup> *As decided by the Department Council.*



## Eligibility for Admission

Exam Type	Seats Distribution (by category)				
	General	SC	ST	OBC	Total
Entrance	19	6	3	10	38
Merit	19	6	3	10	38
<b>Total</b>	<b>38</b>	<b>12</b>	<b>6</b>	<b>20</b>	<b>76</b>

Exam Type	Course Requirements	Marks Requirements
<b>Entrance</b>	BA (Hons) / BSc (Hons) in Geography from University of Delhi or any other university recognized by University of Delhi	55% or above marks in aggregate or an equivalent grade
	BA / BSc / B.Ed. with Geography from University of Delhi or any other university recognized by University of Delhi. The candidate should have done at least four courses of six credits each in geography total minimum 24 credits.	55% or above in Geography papers and 50 % or above in aggregate or an equivalent grade
<b>Merit</b>	BA (Hons) Geography from University of Delhi	50% or above marks in aggregate or an equivalent grade

Kindly note that additional reservations (including supernumerary categories), and concessions apply as per the university rules.

## Assessment of Students' Performance and Scheme of Examinations

Assessment of students' performance shall consist of following two components:

- Internal Assessment – 30
  - Attendance – 5
  - Assignments – 15
  - Mid-Semester Examinations – 10
- End-Semester Examinations – 70

The scheme of examination for practical courses, field-based courses, and the course on project report (dissertation) has been explained in the individual course details.

## Pass Percentage and Promotion Criteria

A student has to score a minimum of 40% in each course (whether theory or practical), separately in the end-semester examination (28 of 70 marks), and in the total (40 of 100 marks) to pass the course. No separate pass is required in the internal assessment component. Students failing in an individual course are allowed to repeat only the end-semester examinations in the next appropriate session, but within the span period (see below). No repetition will be allowed in practical and field-based courses, and no re-submission of dissertation is permissible in the course on project report (dissertation). Also there is no provision for repeating or re-submitting any of the components of internal assessments (assignments and mid-semester examinations).



## **Part I to Part II Progression**

A student should separately pass 50% of the core and elective courses in Part I (Semesters I and II), i.e. three of the six core courses, and one of the two elective courses, to secure promotion to Part II of the master's program (Semester II to Semester III). However, the student will have to clear the remaining paper(s) while studying in Part II of the programme. Students not promoted to Part II, can however retain the marks in the papers in which they have secured Pass marks.

## **Conversion of Marks into Grades**

Conversion of Marks into Grade as per standard University rule

## **Grade Points**

Grade point table as per University Examination rule

## **SGPA / CGPA / FGPA Calculation**

As per University Examination rule

## **Conversion of FGPA into Marks**

As notified by competent authority the formula for conversion of FGPA into marks is: Final %age of marks = CGPA based on all four semesters  $\times$  9.5

## **Division of Degree into Classes**

Post Graduate degree to be classified based on FGPA obtained into various classes as notified into Examination policy.

## **Attendance Requirement**

As per University Examination rule

## **Span Period**

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of **four** years from the date of admission to the Part I/Semester I of the Master's Programme.



## Guidelines for the Award of Internal Assessment Marks in Master's Programme

The Internal Assessment of 30 marks will comprise following three components:

- Attendance – 5
- Assignments – 15
- Mid-Semester Examinations – 10

Conversion of attendance into marks will be as per the following standard formula:

- 0 mark for Attendance below 67%
- 1 mark for Attendance equal and above 67% but below 70%
- 2 marks for Attendance equal and above 70% but below 75%
- 3 marks for Attendance equal and above 75% but below 80%
- 4 marks for Attendance equal and above 80% but below 85%
- 5 marks for Attendance equal and above 85%

Assignments can be individual or group work based term-papers (with or without presentations), book reviews, field diary/journal, research papers, etc. The assignments, being a component of internal assessment, can never be repeated or re-submitted.

Mid-semester examination will be conducted for all courses in which an end-semester examination is also to be held. They are to be held preferably in the week before the mid-semester break, and should follow the pattern and rigour, similar to the end-semester examinations. Mid-semester examination will be of 2-hours duration and carry 50 marks. The marks are to be proportionately reduced to 10 with rounding to nearest whole mark. No classes (lectures, tutorials or practicals) will be held during the week in which the mid-semester examinations are held. Mid-semester examinations will not be held again for absenting students, and such students will be awarded zero marks. The mid-semester examinations, being a component of internal assessment, can never be repeated.

In the course on project-report (dissertation), the internal assessment will be based on the supervisor's evaluation of the student's performance in performing various tasks associated with preparation of the project report (dissertation), over the span of one-year (Part II).

In the event of a student failing to obtain 40% marks (separately in end-semester examination and total), the internal assessment will not be repeated, and the marks obtained in the first instance will carry forward.

Hence, students are advised to take the internal assessments seriously as there is no provision for internal assessments to be repeated.



#### IV. COURSE WISE CONTENT DETAILS FOR MASTER'S PROGRAMME

##### Course Code – A Note on Formulation

The course-codes are alpha-numeric combination of eight digits (five letters and three numbers).

The first four digits are capital alphabets referring to the **discipline** (of the Master's programme). Here, "GEOG", refers to the discipline "Geography", which is a common prefix for all the course codes, thereby distinguishing these courses from courses of other disciplines.

The fifth digit is a number, referring to the **semester**. Each number is read as follows –

- 1 is Semester I
- 2 is Semester II
- 3 is Semester III
- 4 is Semester IV

The sixth digit is a capital alphabet, referring to the **type of course**. This is read as follows –

- C** is for Core courses
- E** is for Elective courses

The seventh and eighth digits are numbers, referring simply to the **serial number of individual courses**, within each category.



Department of Geography  
University of Delhi  
Delhi - 110 007

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**MASTER of ARTS in GEOGRAPHY  
Semester I**





**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Core Course**

**GEOG1C01: GEOMORPHOLOGICAL ANALYSIS**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) An understanding of the linkages between landscape form and processes.
- 2) Familiarity and experience applying fundamental concepts in physical systems.
- 3) Practice in using models, data and logical reasoning to critically evaluate and connect information about geomorphic processes.

**Course Learning Outcome:**

- 1) Explain basic principles for development of landforms through time.
- 2) Make an initial geomorphological fieldwork.
- 3) Learn the techniques of geomorphological analysis.

**Course Contents:**

- Unit-I. Geomorphology: Approaches in analysis of geomorphology, fundamental concepts in geomorphology, scopes of geomorphology
- Unit-II. Global morphology and tectonics: Development of ideas of global tectonics, continental drift, palaeo-magnetic evidence, global seismicity, sea-floor spreading; plate tectonics, mountain building with the Himalaya as an example.
- Unit-III. Surface processes and landforms: slope processes and forms, fluvial processes and landforms, aeolian processes and landforms, glacial and periglacial processes and landforms, work of ocean and coastal landforms
- Unit-IV. Endogenetic and Exogenetic Processes Interaction: rate of uplift, measurement techniques, denudation rates, factors controlling denudation rates, effects of tectonics on drainage development, sea level change
- Unit-V. Planetary geomorphology: approaches to planetary geomorphology, landforms development

**Suggested Readings:**

1. Allison, Robert (ed.) 2002. *Applied Geomorphology: Theory and Practice*, John Wiley & Sons Ltd., Chichester, U.K.
  2. Anderson, R.S. and Anderson, S.P. 2010. *Geomorphology: The Mechanics and Chemistry of Landscapes*, Cambridge University Press, Cambridge.
  3. Bierman, P.R. and Montgomery, D.R. 2014. *Key Concepts in Geomorphology*, Macmillan Education, New York.
  4. Bloom, A.L. 2003. *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, Prentice-Hall of India, New Delhi.
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5. Bridges, E.M. 1990. *World Geomorphology*, Cambridge University Press, Cambridge, U.K.
6. Clark, M.J. (ed.) 1988. *Advances in Periglacial Geomorphology*, John Wiley & Sons Ltd., Chichester, U.K.
7. Condie, K.C. 2003. *Plate Tectonic and Crustal Evolution*, Butterworth-Heinemann, Oxford, Burlington.
8. Huggett, R.J. 2011. *Fundamentals of Geomorphology*, Routledge, New York.
9. Kale, V.S. and Gupta, A. 2001. *Introduction to Geomorphology*, Orient Longman, Hyderabad, India.
10. Knighton, A.D. 1984. *Fluvial Forms and Processes*, Edward Arnold Publishers Ltd., London, U.K.
11. Leopold, L.B., Wolman, M.G., and Miller, J.P. 1964. *Fluvial Processes in Geomorphology*, W.H. Freeman Company, San Francisco.
12. Richards, K.S. 1982. *Rivers: Form and Processes in Alluvial Channels*, Methuen & C., Ltd., London.
13. Schumm, S.A. 1977. *The Fluvial System*, John Wiley & Sons, Inc., New York.
14. Singh Savindra. 2014. *Bhu Aakrity Vigyan*. Prayag Pustak Bhawan, Allahabad, (Hindi).
15. Summerfield, M.A. 1991. *Global Geomorphology*, Pearson Prentice Hall, U.K.
16. Thornbury, W.D. 1969. *Principles of Geomorphology*, John Wiley and Sons, New York.

#### Tentative Teaching Plan:

Week 1	Geomorphology: Concept and Processes Approaches in analysis of Geomorphology Fundamental concepts in Geomorphology	Allison, Robert (ed.) (2002) Bierman, P.R. and Montgomery, D.R. (2014) Thornbury, W.D. (1969) Huggett, R.J. (2011)
Week 2	Geomorphic Processes Scopes of Geomorphology	Thornbury, W.D. (1969) Allison, Robert (ed.) (2002); Bierman, P.R. and Montgomery, D.R. (2014)
Week 3	Global Morphology and Tectonics Development of ideas of global tectonics	Anderson, R.S. and Anderson, S.P. (2010) Anderson, R.S. and Anderson, S.P. (2010)
Week 4	Plate tectonics Modes of landform development	Anderson, R.S. and Anderson, S.P. (2010) Anderson, R.S. and Anderson, S.P. (2010)
Week 5	Surface Processes and Landforms	Anderson, R.S. and Anderson, S.P. (2010)
Week 6	Slope processes and forms	Kale, V.S. and Gupta, A. (2001)
Week 7	Fluvial processes and landforms	Leopold, L.B., Wolman, M.G., and Miller, J.P. (1964)
Week 8	Aeolian processes and landforms	Kale, V.S. and Gupta, A. (2001)
Week 9	Glacial, Periglacial processes and landforms	Bloom, A.L. (2003); Clark, M.J. (ed.) (1988)
Week 10	<i>Mid-Semester Examinations</i>	
Week 11	<i>Mid-Semester Break</i>	
Week 12	Rates of uplift and denudation	Condie, K.C. (2003)
Week 13	Effects of tectonics and drainage development	Condie, K.C. (2003)
Week 14	Sea level change	Knighton, A.D. (1984); Schumm, S.A. (1977)
Week 15	Planetary geomorphology	Anderson, R.S. and Anderson, S.P. (2010)
Week 16	Approaches to planetary geomorphology	Anderson, R.S. and Anderson, S.P. (2010)
Week 17	Landform development	Summerfield, M.A. (1991)



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Knowledge of fundamental concepts in Geomorphology	Lectures and Tutorials	Assignments
II	Knowledge of tectonic movements	Lectures and Tutorials	Assignment
III	Knowledge of surface processes and resultant landforms	Lectures, Tutorials and Field visits	Field diaries
IV	Knowledge of rates of uplift vis-à-vis denudation	Lectures and Tutorials	Assignment
V	Knowledge of geomorphology of other planets	Lectures and Tutorials	Assignments



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Core Course**

**GEOG1C02: GEOGRAPHY OF INDIA**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) This course on the Geography of India assumes' that the students are familiar with the basic landforms, climate, soil, vegetation and population characteristics of India.
- 2) It is a course designed to enable students to broaden and deepen their understanding of India.

**Course Learning Outcomes:**

- 1) Students would gain understanding of 'new' geography of their country.
- 2) The spatial variations of dimensions of vitality and vulnerability would help them see the strength and weakness of the country.
- 3) The course would help students to contextualize much of their further learnings, teaching and research on India within the contents of this course.

**Course Contents:**

- Unit I: India as a Geographical Entity: Ancient, Medieval and Colonial.  
Unit II: Vitality of India: Spatial Pattern of Multi-culturalism, Economic Dynamism, Middle Class.  
Unit III: Vulnerable India: Spatial Pattern of Poverty, Hunger, and Disability.  
Unit IV: Place and Space (Place Names, Place Based Goods, Displacement).  
Unit V: India in the Global Context (Indian Diaspora and Trade).

**Suggested Readings:**

1. Deshpande, C. B. 1992. *India a Regional Interpretation*, New Delhi: Northern Book Center
2. Drèze, Jean and Amartya Sen. 1996. *India: Development and Participation*, Oxford University Press
3. Ministry of Information and Broadcasting (2018). *India: A Reference Annual*, New Delhi Publication Division (Hindi).
4. Jayaram, N. 2004. *The Indian Diaspora: Dynamics of Migration*. Sage.
5. Kapur, Anu. 2010. *Vulnerable India: A Geographical Study of Disasters*, Sage.
6. Kapur, Anu. 2015. *Made Only in India: Goods with Geographical Indications*, Routledge.
7. Khullar, D.R. 2008. *India: A Comparative Geography*, Kalyani Publishers, New Delhi.
8. Krishan, Gopal. 2017. *The Vitality of India: A Regional Perspective*, Rawat Publications.
9. McKinsey & Company Inc. 2013. *Reimagining India: Unlocking the Potential of Asia's Next Superpower*, Simon & Schuster.
10. Ramachandran, R. 2018. *A History of Hinduism: The Past, Present and Future*, Sage.
11. Singh, Jagdish, 2003. *India: A Comprehensive Geography*, Radha Publications, Gorakhpur.
12. Shukla, Sandhya. 2003. *India Abroad*, Hyderabad: Orient Longman.



13. Tharoor, Shashi. 2016. *An Era of Darkness: The British Empire in India*, Aleph Book Company  
14. Wolpert, Stanley. 2005. *India*, 3<sup>rd</sup> Ed. Berkeley: University of California Press

**Tentative Teaching Plan:**

Week 1-2	:	India as a Geographical Entity
Week 3-4	:	Sequential Occupancy of India: Ancient and Medieval
Week 5-6	:	Colonial Impact
Week 7-8	:	Vitality of India: Indicators
Week 9	:	Vitality of India Spatial Pattern
Week 10	:	<i>Mid-Semester Examinations</i>
Week 11	:	<i>Mid-Semester Break</i>
Week 12-13	:	Vulnerable India: Indicators
Week 14	:	Vulnerable India: Spatial Pattern
Week 14-15	:	Place and space, Place Names, Place Based Goods,
Week 16-17	:	Space, Displacement, Diaspora

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course learning outcomes	Teaching and learning activity	Assessment task
I	Broaden and deepen the understanding of India	Lecture; audio-visual; interaction; discussion	Q&A
II	Know the weaknesses of India	Lecture; audio-visual; interaction; discussion	Q&A
III	Know the strengths of India	Lecture; audio-visual; interaction; discussion	Q&A
IV	Understand the relationship between India and its geography	Lecture; audio-visual; interaction; discussion	Term paper
V	Understand the relationship between India and World	Lecture; audio-visual; interaction; discussion	Term paper



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Core Course**

**GEOG1C03: STATISTICAL TECHNIQUES IN SPATIAL ANALYSIS**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) This course studies the concept of statistics and its geographical applications.
- 2) It lays the foundation of quantitative techniques to the students for spatial analysis.
- 3) It will enhance the ability to interpret data statistically.

**Course Learning Outcomes:**

- 1) The students will learn various statistical skills.
- 2) The students will know how the statistical theories and functions will be applied in geography.
- 3) The students will learn about the significance test to strengthen their argument with facts and represent data.

**Course Contents:**

- Unit I: Introduction: indices of inequality and disparity, Probability Theory: Normal, Binomial and Poisson distributions.
- Unit II: Hypothesis testing: F-Distributions, analysis of variance, one-way and two-way classification.
- Unit III: Non-parametric Tests: Chi-Square, Kolmogorov-Smirnov, Mann-Whitney and Kruskal-Wallis.
- Unit IV: Correlation and Regression Analysis: rank order and product moment correlation; linear regression, multi-linear regression.
- Unit V: Pattern Analysis: nearest neighbor analysis, quadrant analysis, entropy analysis, trend surface analysis; Introducing Flow Analysis Techniques.

**Suggested Readings:**

1. Bart James E. and Gerld M. Barber, 1996. *Elementary Statistics for Geographers*, The Guieford Press, London.
2. Briggs, W. 2016. *Uncertainty: The soul of modeling, probability & statistics*. Springer International Publishing. doi:10.1007/978-3-319-39756-6.
3. Eldon, D. 1983. *Statistics in Geography: A Practical Approach*, Blackwell, London.
4. Cressie, N.A.C. 1991. *Statistics for Spatial Analysis*, Wiley, New York.
5. Gregory, S. 1978. *Statistical Methods and the Geographer* (4th Edition), Longman, London.
6. Davis, John C. (2002). *Statistics and Data Analysis in Geology* (third edition), John Wiley & Sons.
7. Mathews, J.A. 1987. *Quantitative and Statistical Approaches to Geography: A Practical Manual*, Pergamon, Oxford.
8. McGrew, Jr. J.C. and Monroe, C.B. (2000). *An Introduction to Statistical Problem Solving in*



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*Geography* (second edition), McGraw Hill, Boston.

9. Nussbaum, E. M. 2015. *Categorical and Nonparametric Data Analysis: Choosing the Best Statistical Technique*. New York: Taylor & Francis. doi:10.1007/978-3-319-39756-6
10. Rohatgi, V. K. and Saleh, A. K. 2015. *An Introduction to Probability and Statistics*, John Wiley & Sons, New Jersey.
11. Taylor, P.J. 1977. *Quantitative Methods in Geography: An Introduction to Spatial Analysis*, Houghton Mifflin Company Boston, London.
12. Wei, W.S. 1990. *Time Series Analysis: Variate and Multivariate Methods*, Addison Wesley Publishing.
13. Yeates, Mauris, 1974. *An Introduction to Quantitative Analysis in Human Geography*, McGraw Hill, New York.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction, Origin and Context  
Session 2: Concept of probability theory.
- Week 2: Session 1: Outline of normal, binomial and poisson distribution  
Session 2: Solving Problems related to distributions
- Week 3: Session 1: Type I and Type II error  
Session 2: Concept of Significance test
- Week 4: Session 1: Z-Test and solving of problems  
Session 2: t-test and solving of problems.
- Week 5: Session 1: Concept of hypothesis testing  
Session 2: Null and research hypothesis
- Week 6: Session 1: Inductive approach  
Session 2: Deductive approach
- Week 7: Session 1: Concept of F-Distribution  
Session 2: Null and research hypothesis
- Week 8: Session 1: Deductive approach  
Session 2: Concept of F-Distribution
- Week 9: Session 1: Solvang's problems of F-Distributions  
Session 2: Concept of ANOVA
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: One-way classification  
Session 2: Two-way classification
- Week 13: Session 1: Solving problems of One-way and Two-way classification  
Session 2: No-parametric test
- Week 14: Session 1: Chi-Square, Kolmogorov-Smirnov  
Session 2: Mann-Whitney and Kruskal-Wallis
- Week 15: Session 1: Problem solving of non-parametric test  
Session 2: Correlation and its types
- Week 16: Session 1: Linear regression, multi-linear regression and flow analysis techniques  
Session 2: Rank order and Product moment correlation
- Week 17: Session 1: Pattern Analysis  
Session 2: Introduction of flow analysis techniques



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Concept of probability density function and normal, binomial and poisson distributions	Classroom lectures, PPTs and tutorials, debate and discussions	How is the conceptualization of PDF and its types applied in statistical analysis?
II	Sampling theory	Classroom lectures and tutorials, PPTs, debate and discussions	Sampling theory and its uses in social science research
III	F-Distributions and ANOVA	Classroom lectures and tutorials, PPTs, debate and discussions	How to conceptualise the ANOVA with one-way and two-way classification?
IV	Non-Parametric test	Classroom lectures, PPTs and tutorials, debate and discussions	Uses of non-parametric tests in scientific discourse
V	Correlation and regression	Classroom lectures PPTs and tutorials, debate and discussions	Uses of Correlation and regression in spatial analysis





**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E01: ANALYTICAL PHYSICAL GEOGRAPHY (PRACTICAL)**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 2, Practical – 6)**

**Course Objectives:**

- 1) To know diverse methods of analysing and interpreting geographical and geological data.
- 2) To develop an understanding of how this knowledge may be applied in practice.

**Course Learning Outcome:**

- 1) Apply the water balance equation to various hydrological problems in time and space.
- 2) Learn the techniques of geographical analysis.
- 3) Analyse hydro-meteorological data for better water resource management in an area.

**Course Outline:**

- Unit-I. Quantitative analysis of morphometric data.
- Unit-II. Interpretation of geological maps and identification of rocks.
- Unit-III. Surface soil loss equations of watersheds.
- Unit-IV. Flood frequency analysis: Waybill's plotting position, Gumbel and Log Pearson Type-III distributions.
- Unit-V. Water balance analysis; Humidity and aridity indices: Koeppen, Bailey and Thornthwaite classification.

**Suggested Readings:**

1. Chorley, R.J. (ed.) 1972. *Spatial Analysis in Geomorphology*, Harper and Row.
2. Doornkamp, J.C. and King, C.A.M. 1971. *Numerical Analysis in Geomorphology: An Introduction*, Arnold, London.
3. Mayer, L. 1990. *Introduction to Quantitative Geomorphology*, Prentice Hall, New Jersey.
4. Morisawa, M. 1983. *Geomorphological Laboratory Manual*, John Wiley & Sons, New York.
5. Pal, S.K. 1998. *Statistics for Geoscientists: Techniques and Application*, Concept Publication Company, New Delhi.
6. Singh, R.L. 1980. *Elements of Practical Geography*, Kalyani Publications, New Delhi.



**Tentative Teaching Plan:**

Week 1	Quantitative Analysis of Morphometric data	Morisawa, M. (1983); Mayer, L. (1990)
Week 2	Quantitative Analysis of Morphometric data	Morisawa, M. (1983); Mayer, L. (1990)
Week 3	Interpretation of Geological Maps	Singh, R.L. (1980)
Week 4	Interpretation of Geological Maps and Rocks	Singh, R.L. (1980)
Week 5	Surface Soil loss Equations of watersheds	Doornkamp, J.C. and King, C.A.M. (1971)
Week 6	Flood Frequency Analysis: Waybill's plotting position, Gumbel and Log Pearson Type-III distributions	Pal, S.K. (1998)
Week 7	Flood Frequency Analysis: Waybill's plotting position, Gumbel and Log Pearson Type-III distributions	Pal, S.K. (1998)
Week 8	Flood Frequency Analysis: Waybill's plotting position, Gumbel and Log Pearson Type-III distributions	Pal, S.K. (1998)
Week 9	Water balance Analysis	Thorntwaite, C.W. and Mather, J.R. (1957)
Week 10	<i>Mid-Semester Examinations</i>	
Week 11	<i>Mid-Semester Break</i>	
Week 12	Water balance Analysis	Thorntwaite, C.W. and Mather, J.R. (1957)
Week 13	Humidity and Aridity Indices: Koeppen, Bailey and Thorntwaite classification	Thorntwaite, C.W. and Mather, J.R. (1957)
Week 14	Humidity and Aridity Indices: Koeppen, Bailey and Thorntwaite classification	Thorntwaite, C.W. and Mather, J.R. (1957)

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Quantitative Analysis of Morphometric data	Lectures/Tutorials and Field visit /laboratory based Practicals	Field visit / Lab work
II	Interpretation of Geological Maps and identification of Rocks	Lectures/Tutorials and Field visit /laboratory based Practicals	Field visit / Lab work
III	Surface Soil loss Equations of watersheds	Lectures/Tutorials and Field visit /laboratory based Practicals	Field visit / Lab work
IV	Flood Frequency Analysis	Lectures/Tutorials and Field visit /laboratory based Practicals	Field visit / Lab work
V	Water balance Analysis; Humidity and Aridity Indices	Lectures/Tutorials and Field visit /laboratory based Practicals	Field visit / Lab work



**MASTER OF ARTS IN GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E02: CLIMATOLOGY AND BIOGEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**

Attendance – 5

Assignments – 15

Mid-Semester Examinations – 10

End-Semester Examinations – 70

**Duration (Hours per week):**

**Total – 5**

(Lecture – 4, Tutorial – 1)

**Course Objective:**

- 1) In depth study of Climatology and Biogeography.
- 2) Knowledge of interrelationship between man and nature.
- 3) Detail discussion of floral and faunal provinces and its various dimensions.

**Course Learning Outcome:**

- 1) Dynamics of climate and related theories.
- 2) Understanding of Vegetation as an index of climate.
- 3) Assessment of different aspects of floral and faunal provinces.

**Course Content:**

Unit I: Energy in the earth-atmosphere system.

Unit II: Circulations within the atmosphere.

Unit III: World Climatic Patterns (Koppen)

Unit IV: Evolution of major groups of floral and faunal provinces.

Unit V: Ecological successions: stages and climax.

**Selected Readings:**

1. Clarke, G. L. 1967. *Elements of ecology*, New York: John Wiley Pub.
2. Haden-Guest, S., Wright, J. K. and Teclaff, E. M. 1956. *World Geography of Forest Resources*, New York: Ronald Press Co.
3. Hoyt, J.B. 1992. *Man, and the Earth*, Prentice Hall, U.S.A.
4. Huggett, R.J. 1998. *Fundamentals of Biogeography*, Routledge, U.S.A.
5. Lal, D. S. 2003. *Climatology*, Allahabad: Sharda Pustak Bhawan.
6. Lapedes, D.N. 1974. *Encyclopaedia of Environmental Science* (eds.), McGraw Hill.
7. Mathur, H.S. 1998. *Essentials of Biogeography*, Anuj Printers, Jaipur.
8. *Mountain and Tree cover in Mountain Regions Report. 2002*, UNEP-WCMC.
9. Parmesan, C., Yohe, G. 2003. A globally coherent fingerprint of climate change impacts across natural systems. *Nature*, 421 (6918), 37–42.
10. Singh Savindra 2015. *Paryawaran Bhoogol, Prayag Pushtak Bhawan, Allahabad* (Hindi).
11. Sivaperuman, Chandrakasan et al. 2018. *Biodiversity and Climate Change Adaptation in Tropical Islands*. Academic Press, London.
12. Trewartha G. T., 1980. *An Introduction to Climate*, McGraw Hill Company, New York.



### Tentative Teaching Plan

- Week 1: Introduction (Trewartha G. T., (1980) and ( Lal, D. S. 2003)
- Week 2: Air masses and fronts (Trewartha G. T., (1980) and (Lal, D. S. 2003)
- Week 3: Air masses and fronts (Trewartha G. T., (1980) and (Lal, D. S. 2003)
- Week 4: Weather phenomenon related to air masses (Trewartha G. T., 1980) and (Lal, D. S. 2003)
- Week 5: Theories of planetary winds and circulation (Trewartha G. T., 1980) and (Lal, D. S. 2003)
- Week 6: Theories of planetary winds and circulation (Trewartha G. T., 1980) and (Lal, D. S. 2003)
- Week 7: Jet streams (Trewartha G. T., (1980) and (Lal, D. S. 2003)
- Week 8: Indian monsoon (Parmesan, C., Yohe, G. 2003).
- Week 9: Climatic classifications (Trewartha G. T., (1980) and (Lal, D. S.2003)
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Nature and scope of Biogeography (Huggett, R.J. 1998).
- Week 13: Basic ecological principles (Clarke, G. L. (1967).
- Week 14: Major groups of floral provinces (Mathur, H.S. 1998)
- Week 15: Major groups of faunal provinces (Mathur, H.S. 1998)
- Week 16: Ecological succession (Parmesan, C., Yohe, G. 2003).
- Week 17: Stages and Climax of Ecological succession (Hoyt, J.B. 1992).

### Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts climatology and weather phenomenon	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
II	Deep understanding of the different climatic variables and their impacts on the global climate	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
III	Overview of contemporary global climatic phenomenon such as climate change and global warming	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
IV	Insights to the principles of Biogeography	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understand the geographical distribution and the impacts of climate change on biomes	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E03: CULTURAL GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To enhance the understanding of culture using key concepts of geography
- 2) To develop analytical skills to decode culture
- 3) To provide a critical understanding of the contemporary issues and the politics underlying it

**Course Learning Outcomes:**

- 1) Make sense of culture
- 2) Geographic epistemologies for analysing culture
- 3) Develop analytical capability to read contemporary issues of culture

**Course Contents:**

- Unit I: Approaches to cultural geography: morphology of cultural landscape; representational and more-than-representational critiques.
- Unit II: Concepts: culture, politics, identity and the other issues like, space, place, landscape, ideology, hegemony, gender, class, sexuality, race, ability and caste.
- Unit III: Methodologies: reading landscapes: textuality, iconography, participant observation and interviews, participatory methods.
- Unit IV: Creation of Cultural Spaces: body, home, city, nation, and globe.
- Unit V: Politics of Difference: caste, class, race, gender, sexuality.

**Suggested Readings:**

1. Anderson, K., Domosh, M., Pile, S., & Thrift, N. (eds.). 2002. *Handbook of cultural geography*, Sage.
2. Blunt, A. 2005. Cultural geography: cultural geographies of home. *Progress in human geography*, 29(4), 505-515.
3. Cavallaro, D. 2001. *Critical and Cultural Theory: Thematic Variations*, Athlone Press, London and New Brunswick, NJ.
4. Cosgrove, D. 1984. *Social Formation and Symbolic Landscape*, London: Croom Helm.
5. Cosgrove, D., & Daniels, S. (Eds.), 1988. *The Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments*, Cambridge University Press.
6. Duncan, J. S. 2005. *The city as Text: The Politics of Landscape Interpretation in the Kandyen Kingdom*, Cambridge University Press.
7. Hirsch, E and Hanlon, M. 2003. *The Anthropology of Landscape: perspectives on space and Place*, Oxford: Clarendon press



8. Lorimer, H. 2005. Cultural geography: the busyness of being more-than-representational'. *Progress in human geography*, 29(1), 83-94.
9. Mitchell, D. 1996. 'California: The Beautiful and the Damned' from the *'Lie of the Land: Migrant Workers and the California Landscape*, 13-35, Minneapolis: University of Minnesota Press
10. Mitchell, D. 2000. *Cultural Geography: A Critical Introduction*, Blackwell
11. Rose, G. 2008. Looking at Landscape: The Uneasy Pleasures of Power. In *The Cultural Geography Reader* (pp. 183-187), Routledge.
12. Sauer, C. O. 1925. *The Morphology of Landscape*. University of California Publications, Geography 2, 19-54.
13. Valentine, G. 2014. *Social geographies: space and society*, Routledge.
14. Whatmore, S. 2006. Materialist returns: practising cultural geography in and for a more-than-human world, *Cultural geographies*, 13(4), 600-609.

### Tentative Teaching Plan:

- Week 1: Session 1: Introductory class  
Session 2: Cultural Geography and its scope
- Week 2: Session 1: Morphology of Cultural Landscape: Life and works of Carl O Saur  
Session 2: Morphology of Cultural Landscape: Landscape
- Week 3: Session 1: Morphology of Cultural Landscape: Representational Approach  
Session 2: Morphology of Cultural Landscape: Representational Approach
- Week 4: Session 1: Morphology of Cultural landscape: Non-Representational Approach  
Session 2: Morphology of Cultural landscape: More-Than-Representational Approach
- Week 5: Session 1: Concepts: Culture; Cultural Politics, Critical Infrastructure  
Session 2: Concepts: Identity and the Other
- Week 6: Session 1: Concepts: Space/ Place/ Landscape  
Session 2: Concepts: Ideology
- Week 7: Session 1: Concepts: Hegemony  
Session 2: Concepts: Strategies & Resistance
- Week 8: Session 1: Methodologies: Textuality  
Session 2: Methodologies: Iconography
- Week 9: Session 1: Methodologies: Participant Observation  
Session 2: Methodologies: Interviews
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Methodologies: Participatory methods  
Session 2: Production of Cultural Spaces: Body
- Week 13: Session 1: Production of Cultural Spaces: Home  
Session 2: Production of Cultural Spaces: Public space
- Week 14: Session 1: Production of Cultural Spaces: City  
Session 2: Production of Cultural Spaces: Nation
- Week 15: Session 1: Production of Cultural Spaces: Globe  
Session 2: Politics of Difference: Class
- Week 16: Session 1: Politics of Difference: Caste/ Race  
Session 2: Politics of Difference: Gender
- Week 17: Session 1: Politics of Difference: Sexuality  
Session 2: Closing Lecture



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Scope of cultural geography; Different approaches to Cultural landscapes	Classroom lectures and discussion	Review of papers Class discussion
II	Introduction to concepts	Classroom lectures and discussions	Class discussions & Writing tasks
III	Basic knowledge of analysing cultural spaces on field	Classroom lectures and discussion on field work	Field based task and report on methods
IV and V	Understanding the production of cultural spaces applying concepts learnt in unit two	Classroom lecture and discussion	Field based assignment



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E04: GEOGRAPHY OF URBAN ENVIRONMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course attempts to acquaint the students to the conceptual process of urban environment.
- 2) The course examines the questions related to urban urbanization and contemporary environmental issues in India.
- 3) It also critically evaluates the policies and interventions aimed at sustainable urban environment development and management strategies.

**Course Learning Outcomes:**

- 1) The students will be able to understand the concepts and process of urban environmental issues.
- 2) The students will be able to analyse the consequences of urban environmental consequences at different scales.
- 3) The students will be able to get updated knowledge of sustainable environmental management strategies and institutional arrangements.

**Course Contents:**

- Unit I: Introducing Urban Environment: nature and concept, relevance of the study at local, regional and global level, dynamics of urban environment.
- Unit II: Urban Development Concepts and Process: trend of urbanization in developed and developing countries, physical expansion of cities, ecological foot prints and urban heat island.
- Unit III: Urbanization and Environment in India: trends and patterns of urbanization; contemporary environmental issues: water, air, solid waste and e-waste pollution; slums: ecological and health consequences; Case studies.
- Unit IV: Sustainable Environmental Management: urban infrastructure; green building, open and green patches; sustainable waste management; wastewater management strategies; Case studies.
- Unit V: Urban Governance: sustainable development goals; Government programmes, policies and initiatives.

**Suggested Readings:**

1. Badcock, B. 2002. *Making Sense of Cities: A Geographical Survey*, Oxford University Press, London
  2. Douglas. I. 1983. *The Urban Environment*, Edward Arnold, Maryland, USA.
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3. Friedmann, J. 1995. *Where we stand: A Decade of World City Research*, In: P. L. Knox and P. Taylor (eds) *World Cities in a World-system*. 21-47. Cambridge University Press, Cambridge:
4. Hardoy, J. E., Mitlin, D. Satterthwaite, D. 1992. *Environmental Problems in Third World Cities*, Earthscan, Great Britain.
5. Housing and Urban Development Corporation (HUDCO) & UN Centre for Human Settlements (Habitat) 2001. *The State of Indian Cities 2001*, HUDCO and Habitat, Nairobi- New Delhi.
6. Michael, P. 2009. *Urban Geography: A Global Perspective*, Taylor & Francis, Great Britain.
7. Marcotullio, P. and Mc Granahan. G. 2007. *Scaling Urban Environmental Challenges: From Local to Global and Back*, Earthscan, Great Britain.
8. Murray, Robin 2002. *Zero Waste*, Greenpeace Environmental Trust, London
9. Newman, P. 2002. *The Environmental Impacts of Cities*, Environment and Urbanization, 18: 275.
10. Singh, R. B. (ed.) 2015. *Urban Development Challenges, Risks and Resilience in Asian Mega Cities*, Springer, Japan.
11. Singh, Savindra 2015. *ParyavaranBhoogol*, PrayagPustakBhavan, Allahabad **(Hindi)**
12. Roberts, P., Ravetz, J. and George, C. 2009. *Environment and the City*. Routledge, London
13. White, R. 1994. *Urban Environmental Management*, Routledge, London

#### **Tentative Teaching Plan:**

- Week 1 - Overview, nature and concept
- Week 2 - Approaches and urban dynamics
- Week 3 - Urbanization trends
- Week 4 - Physical expansion of cities
- Week 5 - Urban congestion and crowding
- Week 6 - Ecological foot prints and urban heat island
- Week 7 - Patterns of urbanization in India
- Week 8 - Water and air based problems
- Week 9- Solid waste and e-waste
- Week 10 - *Mid-Semester Examinations*
- Week 11 - *Mid-Semester Break*
- Week 12 - Slums and ecological and health consequences
- Week 13 - Urban infrastructure
- Week 14 - Green buildings and open patches
- Week 15 - Management strategies and SDGs,
- Week 16 - Programmes and policies
- Week: 17 - Governance and Wrap up discussions & feedback



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Conceptual understanding of urban environment	Classroom lectures, tutorials and PPTs	Assignments/discussions on concept and dynamics of urban environment
II	Physical Expansion of Cities; Urban Heat Island	Classroom lectures, tutorials and PPTS	Presentations/discussions on expansion of cities, urban heat island
III	Environmental issues in India and their consequences	Classroom lectures, tutorials and PPTS	Assignments/discussions/Presentations/ on problems and their consequences with case studies
IV	Urban environmental management strategies infrastructure	Classroom lectures, tutorials and PPTs	Assignments/Debates/Presentations on infrastructure and management strategies with case studies
V	Urban Governance: Environmental Development programmes and polices	Classroom lectures, tutorials and PPTs	Assignments/Discussions/Presentations on assessment of programmes and policies



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E05: HISTORICAL GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) The students will be exposed to the historical dimensions in geography.
- 2) The students will be conscious of the various components of historical geography.

**Course Learning Outcomes:**

- 1) The students will be able to understand and analyse the principal issues confronting historical geography.
- 2) The students will get an insight into various components of historical geography.

**Course Contents:**

- Unit I: Evolution of Historical Geography: Introduction, early (1700-1920), modern (1920-50), contemporary (1950 onwards).
- Unit II: Sources of evidence and data.
- Unit III: Re-construction of Natural World: physical environment, landscape.
- Unit IV: Historical Geographies of Human World: power and control, rural transformations, urbanization, industrialization, trade, transport and communications.
- Unit V: Historical Geography of India

**Suggested Readings:**

1. Ali, S.M. 1966. *The Geography of the Puranas*, People's Publishing House, Delhi.
2. Baker, A.R.H (ed.) 1972. *Progress in Historical Geography*, David and Charles.
3. Baker, A.R.H., Hamshere, J.D., Langton, J., 1972. *Geographical Interpretation of historical Sources*, David and Charles.
4. Bharadwaj, O.P., 1986. *Studies in the Historical Geography of Ancient India*, Sundeep Prakashan, Delhi.
5. Butin, Robin A., 1993. *Historical Geography: Through the Gates of Space and Time*, Edward Arnold, London.
6. Graham Brian, Nash Catherine, 2000. *Modern Historical Geographies*, Longman, Essex, England.
7. Guelke, L., 1982. *Historical Understanding in Geography: An idealist approach*, Cambridge University Press, Cambridge.
8. Law, B., 1968. *Historical Geography of Ancient India*, Societe Asiatique deiParis, Paris.
9. Pacione, M., 1987. *Historical Geography: Progress and Prospect*, Croom Helm, London.
10. Roberts, P.E., 1995. *Historical Geography of India*, Vol. I & II, Printwell, Jaipur.



11. Sircar, D.C., 1971. *Studies in the Geography of Ancient and Medieval India*, Motilal Banarasi Dass, India
12. Tamaskar, B.G., 1985. *Contributions to Historical Geography of India*, Inter-India Publications, New Delhi.

**Tentative Teaching Plan:**

- Week 1:        Session 1: Introduction to historical geography  
                  Session 2: Introduction to historical geography
- Week 2:        Session 1: Early phase (1700-1920)  
                  Session 2: Early phase (1700-1920)
- Week 3:        Session 1: Modern phase (1920-50)  
                  Session 2: Modern phase (1920-50)
- Week 4:        Session 1: Contemporary period (1950 onwards)  
                  Session 2: Contemporary period (1950 onwards)
- Week 5:        Session 1: Sources of Evidence and Data  
                  Session 2: Sources of Evidence and Data
- Week 6:        Session 1: Re-construction of physical environment  
                  Session 2: Re-construction of physical environment
- Week 7:        Session 1: Historical geographies of landscape  
                  Session 2: Historical geographies of landscape
- Week 8:        Session 1: Historical geographies of power and control  
                  Session 2: Historical geographies of power and control
- Week 9:        Session 1: Historical geographies of rural transformations  
                  Session 2: Historical geographies of rural transformations
- Week 10:       *Mid-Semester Examinations*
- Week 11:       *Mid-Semester Break*
- Week 12:       Session 1: Historical geographies of urbanization  
                  Session 2: Historical geographies of urbanization
- Week 13:       Session 1: Historical geographies of industrialization  
                  Session 2: Historical geographies of industrialization
- Week 14:       Session 1: Historical geographies of trade, transport and communications  
                  Session 2: Historical geographies of trade, transport and communications
- Week 15:       Session 1: Case Study – Historical Geography of India  
                  Session 2: Case Study – Historical Geography of India
- Week 16:       Session 1: Case Study – Historical Geography of India  
                  Session 2: Case Study – Historical Geography of India
- Week 17:       Session 1: Conclusions  
                  Session 2: Summing up and looking ahead

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Evolution of Historical Geography	Classroom lectures and tutorials	Q&A
II	Sources of Evidence and Data	Classroom lectures and tutorials	Q&A
III	Re-construction of Natural World	Classroom lectures and tutorials	Q&A
IV	Historical Geographies of Human World	Classroom lectures and tutorials	Q&A
V	Historical Geography of India	Classroom lectures and tutorials	Q&A



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E06: POPULATION AND DEVELOPMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course intends to apprise the students about different perspectives related to population and development nexus.
- 2) Student shall learn about the demographic transition models, its genesis, process and consequences from spatial perspectives.
- 3) Students shall also understand the various population policies and programmes for the sustainable population management.

**Course Learning Outcomes:**

- 1) After taking this course, a candidate should be able to appreciate diverse perspective of population and development debate.
- 2) Students will be confident to visualise the consequences of demographic transition on the economy, society and politics.
- 3) They should be able to have a clear understanding of population policies and its vital role towards managing the population affairs on the path of sustainability.

**Contents:**

- Unit I: Historical perspectives on population and development.  
Unit II: Demographic Transition: origins, processes, and effects; regional patterns.  
Unit III: Consequences of Demographic Transition: economic, social, and political.  
Unit IV: Population policies and planning.

**Recommended Readings**

1. Birdsell, N., Kelley, A.C., and Sinding, S.W. 2001. *Population matters: demographic change, economic growth, and poverty in developing world*, Auckland: Oxford University Press.
2. Chadna, R.C. 1980. *Introduction to Population Geography*, Kalyani Publishers, New Delhi (Hindi).
3. Dyson, T. .2010. *Population and development: the demographic transition*, London: Zed Books.
4. Ehrlich, P.R. and Ehrlich, A.H. 1996. *Ecoscience: Population, Resources, Environment*. 6<sup>th</sup> edition, W.H. Freeman and Company, San Francisco.
5. Gould, W.T.S. 2009. *Population and Development*, London: Routledge.
6. Graff, M., and Bremner, J. 2014. *A practical guide to population and development*, Washington DC: Population Reference Bureau.



7. James, K.S. 2011. India's demographic change: opportunities and challenges, *Science* 333 (6042), 576-580.
8. May, J.F. 2012. *World population policies: their origin, evolution, and impact*, Washington DC: Springer.
9. Meadow, D.H., Meadows D.L., Randers J., and Behrens W.W. III. 1973. *The Limits to Growth. I Report of the Club of Rome*, The New American Library, New York.
10. Meadows, D.M. and Meadows, D.L. and Randers, J. 1992. *Global Collapse or A Sustainable Future*, Earthscan Publications, London.
11. National Research Council 1986. *Population growth and economic development: policy questions*, Washington DC: National Academic Press.
12. National Research Council 2003. *Cities transformed: demographic change and its implications in the developing world*. Panel on Urban Population Dynamics, M.R. Montgomery, R. Stren, B. Cohen, and H.E. Reed, eds., Committee on Population, Division of Behavioral and Social Sciences and Education, Washington, DC: The National Academies Press.
13. Weeks, J.R. 2008. *Population: an introduction to concepts and issues*, 10<sup>th</sup> edition, Belmont, CA: Thomson Wadsworth.

**Tentative Teaching Plan:**

- Week 1: Historical perspectives on population and development
- Week 2: Historical perspectives on population and development
- Week 3: Historical perspectives on population and development
- Week 4: Historical perspectives on population and development
- Week 5: Demographic transition: origins, processes, and effects; regional patterns
- Week 6: Demographic transition: origins, processes, and effects; regional patterns
- Week 7: Demographic transition: origins, processes, and effects; regional patterns
- Week 8: Demographic transition: origins, processes, and effects; regional patterns
- Week 9: Demographic transition: origins, processes, and effects; regional patterns
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Consequences of demographic transition: economic, social, and political
- Week 13: Consequences of demographic transition: economic, social, and political
- Week 14: Consequences of demographic transition: economic, social, and political
- Week 15: Consequences of demographic transition: economic, social, and political
- Week 16: Population policies and planning
- Week 17: Population policies and planning

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding debates on population and development inter-relationships	Classroom lectures and tutorials	Conceptualising the historical perspectives on population and development issues: pessimistic, optimistic and neutralist views
II	Examining demographic transition models across developed and developing world	Classroom lectures and tutorials	Understanding the demographic transition model and regional patterns
III	Implications of demographic transitions on economy, society and politics	Classroom lectures and tutorials	Examining salient implications of demographic transition on society, economy, and politics



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IV	Role of population policies and planning	Classroom lectures and tutorials	Understanding roles of population policies and programmes
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**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E07: SOCIAL GEOGRAPHY OF INDIA**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To acquaint the students to the unique social geography of India
- 2) To allow students to appreciate the roles of geographic factors in socio-cultural regionalisation
- 3) To provide an understanding of the socio-geographical elements within a framework of pan Indian unity and regional specificity.

**Course Learning Outcomes:**

- 1) Knowledge of the geographic basis of socio-cultural regionalisation in India and continuity and correspondence of socio- political and geographic boundaries.
- 2) Knowledge the religious identity in regional context; geographic factors underlying patterning of languages
- 3) Understanding pan Indian unity and regional specificity of varna and jati along with other spatial dimensions of caste

**Course Contents:**

- Unit I: Social Geography of India: Nature and Scope, Indian society - a study in unity and diversity; Centripetal and centrifugal forces, Aryavarta, Dakshinpatha, Narmada Chota-Nagpur axis , regional identities and regionalism.
- Unit II: Historical Bases of Socio cultural regionalization of India: Elements in the development of socio cultural regions; continuity and change in the historically evolved regional structure- correspondence between solasa mahajanpadas and mughal subahs, inversion of regional structure in colonial period, implications of emerging regional structure since independence.
- Unit III: Religion and regional culture: Religious diversity and regional identity, Geographical factors explaining the distribution of the tribal religions, Hindus, Muslims, Christian, Buddhist, Jain and Sikh communities.
- Unit IV: Geographic analysis of caste and tribe: *Varna* and *jati*-pan Indian structure and regional specificity, Caste Regions, caste and settlement morphology, distribution of SC population, Tribes in India, dominance and dispersion of Tribal population, penetration of tribal regions.
- Unit V: Spatial patterning of language in India: Major Language families and their speech areas, linguistic diversity, the politics of stability and fluidity of language returns; language loss, language retention and language shift.





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**Suggested Readings:**

1. Ahmed, A. 1999. *Social Geography*, Rawat publications, Jaipur.
2. Ahmed, A. 1993. (ed) *Social Structure and Regional Development: A Social Geography Perspective*, Rawat Publications, Jaipur.
3. Singh, K.S. 1993. *People of India* Vol I to XI, Oxford University Press, New Delhi.
4. Raza, M. and Ahmed, A. 1990. *An Atlas of Tribal India*, Concept Publishing Co, Delhi.
5. Sopher, D. (ed.) 1980. *An Exploration of India: Geographical Perspectives on Society and Culture*, Cornell Press, New York.
6. Schwartzberg, J. 1978. *A Historical Atlas of South Asia*, University of Chicago Press, Chicago.
7. Crane Robert, I. 1973. *Regions and Regionalism in South Asian Studies: An Exploratory Study*, Duke University Durham.
8. Registrar General of India, 1972. *Economic and Socio cultural Dimensions of Regionalization of India*, Census Centenary Monograph No 7, New Delhi.
9. Pannikar, K.M. 1959. *Geographical Factors in Indian History*, Bharatiya Vidya Bhavan, Bombay.
10. Subba Rao, B. 1958. *Personality of India*, MS University Press, Baroda.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course, Nature and Scope, Indian society - a study in unity and diversity; Centripetal and centrifugal forces,  
Session 2: Aryavarta, Dakshinpatha, significance of Narmada Chota-Nagpur axis, regional identities and regionalism
- Week 2: Session 1: Elements in the development of socio cultural regions - terrain and agroclimatic conditions.  
Session 2: Elements in the development of socio cultural regions - mode of economy, diety and dialect.
- Week 3: Session 1: Emergence of geographic nodes of socio cultural regionalization - the solasa mahajanpadas.  
Session 2: Continuity and change in the historically evolved regional structure – correspondence between solasa mahajanpadas and mughal subahs.
- Week 4: Session 1: Inversion of regional structure in colonial period, implications of emerging regional structure since independence.  
Session 2: Inversion of regional structure in colonial period, implications of emerging regional structure since independence.
- Week 5: Session 1: Religious diversity and regional identity, Geographical factors explaining the distribution of the tribal religions.  
Session 2: Spatial patterning of the Hindu population
- Week 6: Session 1: Spatial patterns and geographical factors explaining the distribution of the Muslims in India.  
Session 2: Spatial patterns and geographical factors explaining the distribution of the Muslims in India (contd.)
- Week 7: Session 1: Spatial patterns and factors explaining the distribution of the Christian community in India.  
Session 2: Spatial patterns and factors explaining the distribution of the Christian community in India.
- Week 8: Session 1: Spatial patterns and factors explaining the distribution of the Sikhs in India.  
Session 2: Spatial patterns and factors explaining the distribution of the Sikhs in India.
- Week 9: Session 1: Spatial patterns and factors explaining the distribution of the Buddhists in India.  
Session 2: Spatial patterns and factors explaining the distribution of Jains in India.
- Week 10: *Mid-Semester Examinations*
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- Week 11:** *Mid-Semester Break*
- Week 12:** Session 1: Varna and jati-pan Indian structure and regional specificity,  
Session 2: Caste Regions,
- Week 13:** Session 1: caste and settlement morphology  
Session 2: Distribution of SC population
- Week 14:** Session 1: Tribes in India, dominance and dispersion of Tribal population, penetration of tribal regions  
Session 2: Tribes in India, dominance and dispersion of Tribal population, penetration of tribal regions.
- Week 15:** Session 1: Tribes in India, dominance and dispersion of Tribal population, penetration of tribal regions.  
Session 2: Linguistic diversity, Geographic patterning of languages
- Week 16:** Session 1: Linguistic diversity, Geographic patterning of languages,  
Session 2: Stability and fluidity of language returns; language loss, language retention and language shift.
- Week 17:** Session 1: Stability and fluidity of language returns; language loss, language retention and language shift.  
Session 2: Wrap up discussions and feedback

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Relevance of understanding the unique nature and scope of social geography of India ; horizontal and vertical diversities within pan Indian Unity	Lectures and Tutorials; Discussion on horizontal and vertical diversities.	Assignment on Centripetal and Centrifugal forces/ regional identities
II	Understanding of the geographic basis of socio-cultural regionalisation in India	Lectures and Tutorials; Discussion on elements of socio cultural regionalisation.	Assignment on specific region with regard to tracing elements of regionalisation and sub regionalisation.
III	Understanding the religious identity in regional context	Lectures and Tutorials; Discussion on religious and regional identities.	Assignment on selected region with regard to district-wise distribution of population by religion
IV	Understanding pan Indian unity and regional specificity of varna and jati along with other spatial dimensions of caste.	Lectures and Tutorials; Discussion on and regional specificity of jati, caste regions and caste driven settlement morphology.	Assignment on specific region with regard to distribution of SC population district-wise.
V	Understanding geographic factors underlying patterning of languages	Lectures and Tutorials; Discussion on language families, speech areas and fluidity and stability of returns.	Assignment on specific region with regard to tracing elements of regionalisation and sub regionalisation.



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E08: TECHNIQUES AND METHODS OF REGIONAL ANALYSIS**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) Regional Science is a field of the social sciences concerned with analytical approaches to problems that are specifically regional in nature.
- 2) In the broadest sense, any social science analysis that has a spatial dimension is embraced by regional scientists.
- 3) The students will be exposed to a wide variety of techniques and methods used in regional analysis.

**Course Learning Outcomes:**

- 1) The students will be able to understand and analyse the role of population and migration in regional economic analysis.
- 2) The students will be able to appreciate and analyse the implications of region's economic analysis in regional studies.
- 3) The students will be able to comprehend and analyse the significance of decision analysis and spatial statistics.

**Course Contents:**

- Unit I: Introduction: origin, growth, scope and nature of regional science.  
Unit II: Regional Demographic Analysis: census data, population projection, migration estimation.  
Unit III: Regional Economic Analysis: regional income estimation and social accounting; interregional flow analysis and balance of payment statements; regional cycle and multiplier analysis; regional industrial location and complex analysis; interregional and regional input-output techniques.  
Unit IV: Decision Analysis: game theory and decision analysis.  
Unit V: Spatial Statistics and Analysis.

**Suggested Readings:**

1. Bendavid, A. 1991. *Regional and Local Economic Analysis for Practitioners*, Praeger, New York.
2. Brian Field and MacGregor Bryan, 1987. *Forecasting Techniques for Urban and Regional Planning*, Univ. College London.
3. Davis H. Craig, 1990. *Regional Economic Analysis and Project Evaluation*, UBC Press.
4. Ebdon David, 1985. *Statistics in Geography*, Basil Blackwell.
5. Isard Walter, 1960. *Methods of Regional Analysis: An Introduction to Regional Science*, MIT and John Wiley & Sons, Inc.
6. Isard Walter, et. Al. 1998. *Methods of Interregional and Regional Analysis*, Aldershot, Ashgate.



7. Klosterman, R. E. 1990. *Community Analysis and Planning Techniques*, Rowman & Littlefield Savage, Maryland.
8. Krueckeberg, Donald A. and Silvers Arthur L. 1974. *Urban Planning Analysis: Methods and Models*, John Wiley, NY.
9. Maki, Wilbur and Lichty Richard, 2000. *Urban Regional Economics: Concepts, Tools, Applications*, Iowa State Univ. Press.
10. Oppenheim, Norbet, 1980, *Applied Models in Urban and Regional Analysis*, Prentice-Hall, New Jersey.
11. Treyz George I. 1993. *Regional Economic Modelling: A Systematic Approach to Economic Forecasting and Policy Analysis*, Academic Publishers, Boston.

**Tentative Teaching Plan:**

Week 1:	Session 1:	Origin of Regional Science
	Session 2:	Origin of Regional Science
Week 2:	Session 1:	Growth of Regional Science
	Session 2:	Growth of Regional Science
Week 3:	Session 1:	Scope of Regional Science
	Session 2:	Scope of Regional Science
Week 4:	Session 1:	Nature of Regional Science
	Session 2:	Nature of Regional Science
Week 5:	Session 1:	Census Data
	Session 2:	Census Data
Week 6:	Session 1:	Population Projection
	Session 2:	Population Projection
Week 7:	Session 1:	Migration Estimation
	Session 2:	Migration Estimation
Week 8:	Session 1:	Regional Income Estimation and Social Accounting
	Session 2:	Regional Income Estimation and Social Accounting
Week 9:	Session 1:	Interregional Flow Analysis and Balance of Payment Statements
	Session 2:	Interregional Flow Analysis and Balance of Payment Statements
Week 10:	<i>Mid-Semester Examinations</i>	
Week 11:	<i>Mid-Semester Break</i>	
Week 12:	Session 1:	Regional Cycle and Multiplier Analysis
	Session 2:	Regional Cycle and Multiplier Analysis
Week 13:	Session 1:	Regional Industrial Location and Complex Analysis
	Session 2:	Regional Industrial Location and Complex Analysis
Week 14:	Session 1:	Interregional and Regional Input-Output Techniques
	Session 2:	Interregional and Regional Input-Output Techniques
Week 15:	Session 1:	Game Theory and Decision Analysis
	Session 2:	Game Theory and Decision Analysis
Week 16:	Session 1:	Spatial Statistics and Analysis
	Session 2:	Spatial Statistics and Analysis
Week 17:	Session 1:	Summing up
	Session 2:	Wrap up discussions



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Knowledge of disciplinary history and evolution	Classroom lectures	Evaluating the relevance of the discipline in Geography and Regional Studies
II	Role of population and migration in regional economic analysis	Classroom lectures Practical work based on secondary data	Projection of population of selected spatial units (country, state, district, etc.) using various techniques.
III	Implications of region's economic analysis in regional studies	Classroom lectures Practical work based on secondary data	Calculation of regional multiplier Calculation of Location Quotient Application of Shift-Share Analysis
IV	Significance of decision analysis	Classroom lectures Practical work based on secondary data	Applications of decision analysis
V	Significance of spatial statistics	Classroom lectures Practical work based on secondary data	Applications of spatial statistics



**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E09: TRANSPORT NETWORK AND FLOW ANALYSIS**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) The students will be exposed to the role and significance of 'transport' in geography.
- 2) The students will be conscious of the various facets of transport network.
- 3) The students will be conscious of the various techniques of flow analysis.

**Course Learning Outcomes:**

- 1) The students will be able to understand and analyse the principal issues confronting the transportation systems today.
- 2) The students will get an insight into 'how transportation systems work', through live case-study from India and World.

**Course Contents:**

- Unit I: Transport for spatial interaction: Spatial interaction and time-space convergence, enlarging the catchment area of markets, dynamic relationship between transport and spatial readjustment, role of transport as a lead sector.
- Unit II: Problem of accessibility: The transport network, network shape and location, regional variations in its density, methods of measurement, transport and spatial processes, traffic flow and regional interaction.
- Unit III: Graph theory and Network Geometry: Concept of topology, topological measurement of network efficiency.
- Unit IV: Urban Transport: Profile of urban transport facilities, traffic in towns, transport services and urban land use pattern, role of intermediary transport modes, modal split.
- Unit V: Regional Transport Planning: The framework of regional transport planning traffic generation, methods of forecasting, zonal interchange of traffic, mode and route assignment methods; Indian Transport: Transport development during colonial and plan periods, transport and regional structure of Indian Economy, metropolitan transport.

**Suggested Readings:**

1. Ashton, W.D., 1966. *The Theory of Traffic Flow*, Methuen, London
  2. Berry, B.J.L et al., 1966. *Essays on Commodity Flow and Spatial Structure of Indian Economy*, Department of Geography, Chicago.
  3. Berry, B.L.J. and Marble, D.F. (eds.) 197). *Spatial Analysis: A Reader in Statistical Geography*, Prentice Hall.
  4. Brooks, P.W., 1994. The Development of Air Transport Hurst, M.E. (ed.) *Transportation geography: Comments and Reading*, Mc Graw Hill, 256-273
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5. Cooley, C.H. 1994. The Theory of Transportation, in Hurst, M.E. (ed.) *Transportation geography: Comments and Reading*, Mc Graw Hill, 15-29.
6. Fleming, D.K. and Hayuth, Y. 1994. Spatial Characteristics of Transportation Hubs: Centrality and Intermediacy, *Journal of Transport Geography*, 2 (1), 3-18.
7. Gautam, P.S. 1992. *Transport Geography of India: A Study of Chambal Division, M.P.*, Mittal Publications, New Delhi
8. Haggett, P. 1965. *Locational Analysis in Human Geography*, London.
9. Haggett, P. and Chorley, R.J. 1969. *Networks Analysis in Geography*, London.
10. Kansky, K.J., 1963. *Structure of Transportation Networks: Relationships between Network Geometry and Regional Characteristics*, University of Chicago, Department of Geography, Research Paper, Chicago, 84.
11. Nagar, V.D. and Gautam S. 1964. *Principles and Problems of Indian Transport*, Kailash Pustak Sadan, Gwalior.
12. Owen, W. 1968. *Distance and Development: Transport and Communications in India*, Washington.
13. Raza, M. and Aggarwal, Y. 1986. *Transport Geography of India*, Concept Publishing Company, New Delhi.
14. White, H. P. and Senior, M.L. 1983. *Transportation Geography*, Longman Inc. New York.

**Tentative Teaching Plan:**

Week 1:	Session 1:	Spatial interaction and time-space convergence
	Session 2:	Enlarging the catmint area of markets
Week 2:	Session 1:	Dynamic relationship between transport and spatial readjustment
	Session 2:	Dynamic relationship between transport and spatial readjustment
Week 3:	Session 1:	Role of transport as a lead sector
	Session 2:	The transport network
Week 4:	Session 1:	Network shape and location
	Session 2:	Regional variations in its density
Week 5:	Session 1:	Methods of measurement, transport and spatial processes
	Session 2:	Methods of measurement, transport and spatial processes
Week 6:	Session 1:	Traffic flow and regional interaction
	Session 2:	Graph theory and Network Geometry
Week 7:	Session 1:	Concept of topology
	Session 2:	Topological measurement of network efficiency
Week 8:	Session 1:	Topological measurement of network efficiency
	Session 2:	Profile of urban transport facilities
Week 9:	Session 1:	Traffic in towns
	Session 2:	Transport services and urban land use pattern
Week 10:	<i>Mid-Semester Examinations</i>	
Week 11:	<i>Mid-Semester Break</i>	
Week 12:	Session 1:	Role of intermediary transport modes
	Session 2:	Modal split
Week 13:	Session 1:	The framework of regional transport planning traffic generation
	Session 2:	The framework of regional transport planning traffic generation
Week 14:	Session 1:	Methods of forecasting
	Session 2:	Zonal interchange of traffic
Week 15:	Session 1:	Mode and route assignment methods
	Session 2:	Transport development during colonial and plan periods
Week 16:	Session 1:	Transport and regional structure of Indian Economy
	Session 2:	Metropolitan transport



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Week 17: Session 1: Conclusions – Future of Transportation  
Session 2: Summing up and looking ahead

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Role of transport in spatial interaction	Classroom lectures and tutorials	Q&A
II	Knowledge of problems in accessibility	Classroom lectures and tutorials	Q&A
III	Knowledge of graph theory and network geometry	Classroom lectures and tutorials	Q&A
IV	Knowledge of urban transport	Classroom lectures and tutorials	Comparative case-study of towns
V	Knowledge of regional transport planning with special reference to India	Classroom lectures and tutorials	Transport planning of a line between two points Selected case-studies in India





**MASTER of ARTS in GEOGRAPHY**  
**Semester I – Elective Course**

**GEOG1E10: URBAN GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To critically understand the complexities of urban cities and the experience of living in these cities.
- 2) To critically understand a broad range of issues that cities face today.
- 3) To provide a basic social, cultural, political and economic understanding of cities.

**Course Learning Outcomes:**

- 1) To understand the linkages between urban cities and the societal forces that shapes it.
- 2) Critically analyse contemporary urban issues from a geographical perspective.
- 3) Understand urban issues in order to engage with possible and effective planning and policy interventions.

**Course Contents:**

- Unit I: Introduction: Defining the city, understanding the different approaches in examining the city and its transformations.
- Unit II: Urban Transformations in Historical Contexts: Early cities to industrial cities, cities in the world system and global cities, colonial and post-colonial cities.
- Unit III: Urban society: Social organisation of the city, emergence of urban cultures and sub-cultures, nature of urban economy, the production of urban elite and poor.
- Unit IV: Governing the City: Role of state in urban planning and development, local politics, citizenship and governance.

**Suggested Readings:**

1. LeGates T.R. and Stout F. (ed.) 2016. *The City Reader* (6<sup>th</sup> edition), Routledge: London and New York.
  2. Andrew, E.G.J, McCann, E and Thomas, M 2015. *Urban Geography: A Critical Introduction*, Wiley, Blackwell, UK.
  3. Bhattacharya, B. 2006. *Urban Development in India since Pre-Historic Times*, Concept Publishing Company, New Delhi.
  4. Bridge, G Watson, S. (eds.) 2010. *The Blackwell City Reader* (2<sup>nd</sup> Edition), Wiley-Blackwell, UK.
  5. Gilbert, A and Gugler, J (eds.) 1992. *Cities, Poverty, and Development: Urbanization the Third World*, Oxford University Press, Oxford.
  6. Fainstein, S. S and Campbell, S (eds) 2011. *Readings in Urban Theory* (3<sup>rd</sup> Edition), Wiley-Blackwell, UK.
  7. Hall, T. 2002. *Urban Geography* (2<sup>nd</sup> Edition), Routledge: London and New York.
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8. Fyfe, N.R and Kenny, J.T. 2005. *The Urban Geography Reader*, Routledge: London and New York.
9. Latham, A., McCormick, D., McNamara, K., and McNeil, D. 2009. *Key Concepts in Urban Geography*, Sage: London, California, New Delhi, Singapore.
10. Knox, P and Pinch, S. 2010. *Urban Social Geography* (6<sup>th</sup> edition), Pearson: England
11. Brunn, S.D., Hays-Mitchell, M., Ziegler, D.J. 2012. *Cities of the World: World Regional Urban Development* (5<sup>th</sup> edition), Rowman and Littlefield Publishers: England
12. Davidson, M. Martin, D. 2013. *Urban Politics. Critical Approaches*, Sage: London, California, New Delhi, Singapore.

**Tentative Teaching Plan:**

- Week 1: Session 1: Syllabus overview  
Session 2: Defining the city
- Week 2: Session 1: Defining the city  
Session 2: Approaches in examining the city and its transformations
- Week 3: Session 1: Approaches in examining the city and its transformations  
Session 2: Approaches in examining the city and its transformations
- Week 4: Session 1: Early cities to Industrial cities  
Session 2: Early cities to Industrial cities
- Week 5: Session 1: Early cities to Industrial cities  
Session 2: Cities in the world system and global cities
- Week 6: Session 1: Cities in the world system and global cities  
Session 2: Colonial and Post-colonial cities
- Week 7: Session 1: Colonial and Post-colonial cities  
Session 2: Colonial and Post-colonial cities
- Week 8: Session 1: Cities of global south  
Session 2: Cities of global south
- Week 9: Session 1: Social organisation of the city  
Session 2: Social organisation of the city
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Emergence of urban cultures and sub-cultures  
Session 2: Emergence of urban cultures and sub-cultures
- Week 13: Session 1: Nature of urban economy  
Session 2: Nature of urban economy
- Week 14: Session 1: Nature of urban economy  
Session 2: The production of urban elite and poor
- Week 15: Session 1: The production of urban elite and poor  
Session 2: Role of state in urban planning and development
- Week 16: Session 1: Role of state in urban planning and development  
Session 2: Local politics, citizenship and governance
- Week 17: Session 1: Local politics, citizenship and governance  
Session 2: Summing up and Wrap up discussions



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the complexities of urban cities	Classroom lectures Group discussions	Tutorial Assignments
II	Understanding the development of and transformation of cities over time	Classroom lectures Group presentations	Mid -term examinations
III	Develop a basic social, political and economic understanding of contemporary urban issues	Classroom lectures Focus City discussions	Tutorial Assignments
IV	Understanding the linkages between cities, state and the people and issues of planning and governance	Classroom lectures Focus City presentations	End term examinations



**MASTER of ARTS in GEOGRAPHY**  
**Semester II**



**MASTER OF ARTS IN GEOGRAPHY**  
**Semester II – Core Course**

**GEOG2C01: ENVIRONMENT AND ECOLOGY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) Various dimensions of the ecosystems, their spatial distribution.
- 2) Anthropogenic interventions and resultant impacts on various ecosystems.
- 3) Understanding of environmental governance.

**Course Learning Outcome:**

- 1) Detailed exposure to the concept of ecosystem, processes, theories and concepts.
- 2) In-depth knowledge of anthropogenic interventions and impacts, conservation strategies and planning.
- 3) Evaluation and achievement of different environmental programs, policies and legislations.

**Course Content:**

- Unit I: Environment and Ecosystem: Concepts and approaches, global environmental problems and sustainable development.
- Unit II: Urban Environmental Problems and their Management: Air, water and solid waste.
- Unit III: Desert and Coastal Ecosystems: Desertification-process and patterns, management strategies, issues and problems in coastal ecosystem, mangroves, integrated coastal zone management.
- Unit IV: Mountain Ecosystems: Mountain ecology, risks and vulnerabilities, highland-lowland interactive systems, biodiversity and conservation.
- Unit V: Environmental Governance: Environmental policies and programs, environmental education and legislation.

**Suggested Readings:**

1. Alexander, Mike. 2008. *Management planning for nature conservation: A theoretical basis & practical guide*, Springer.
2. Balakrishnan, M., 1998. Environmental Problems and Prospects in India, in Das, R.C., et. al. Oxford & IBH Pub., New Delhi.
3. Consensus Study Report, 2005. *Valuing Ecosystem Services: Toward Better Environmental Decision-Making*, National Research Council, Division on Earth and Life Studies, Water Science and Technology Board, Committee on Assessing and Valuing the Services of Aquatic and Related Terrestrial Ecosystems. National Academies Press, Washington.
4. Das, R. C., 1998. *The Environmental Divide: The Dilemma of Developing Countries*, A.P.H. Pub., New Delhi.



5. Freedman, Bill. 1995. *Environmental Ecology: The Ecological Effects of Pollution, Disturbance, and Other Stresses*, Academic Press. London.
6. Gole, P., 2001. *Nature Conservation and Sustainable Development in India*, Rawat Pub., Jaipur.
7. Hooja, R., et. al., (ed.) 1999. *Desert, Drought and Development: Studies in Resource Management and Sustainability*, Rawat Pub, Jaipur
8. Hussain, M., (ed.) 1996. *Environmental Management in India*, Rawat Pub., Jaipur
9. Munn, T., (ed.) 2001. *Encyclopaedia of Global Environmental Change*, John Wiley & Sons, West Sussex 7.
10. Ramakrishnan, P. S. 1997. *Conservation and Management of Biological Resources in Himalaya*, Oxford & IBH Pub., New Delhi.
11. Singh Savindra, 2015. *Paryavaran Bhoogol*. Prayag Pushtak Bhawan, Allahabad (Hindi).
12. Singh, R.B., (ed.) 1990. *Environmental Geography*, Heritage Pub., New Delhi.

### Tentative Teaching Plan

- Week 1: Introduction (Freedman, Bill. 1995).
- Week 2: Concepts and Approaches (Singh, R.B., (ed.) 1990).
- Week 3: Global environmental problems (Consensus Study Report, 2005).
- Week 4: Urban Environmental Problems and their impacts (Alexander, Mike. (2008).
- Week 5: Urban Heat Island (UHI) (Balakrishnan, M., 1998).
- Week 6: Management of Urban ecosystems: Air, Water and Solid waste (Balakrishnan, M., 1998).
- Week 7: Issues and challenges in Desert ecosystem (Hooja, R., et. al., (ed.) 1999).
- Week 8: Coastal Ecosystems: prospects and challenges (Gole, P., 2001).
- Week 9: Coastal pollution, mangroves and Integrated Coastal Zone Management (Gole, P., 2001).
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break (Fieldwork)*
- Week 12: Sustainable management of Mountain ecosystem (Singh R. B. and J. Martin, 1995).
- Week 13: Risks and vulnerability in Mountains (Pandey, 2002).
- Week 14: Biodiversity and Conservation strategies (Alexander, Mike. 2008).
- Week 15: Environmental Policies and Programs (New Environmental Policy GOI 2006).
- Week 16: Environmental Education (New Environmental Policy GOI 2006).
- Week 17: Environmental legislation (Hussain, M., (ed.) 1996).



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts in Environment and Ecology	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions and debates.
II	Detailed discussion of environmental problems and their impacts on urban ecosystems	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions and debates.
III	Deep understanding of the challenges faced by coastal and desert ecosystems	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions and debates.
IV	Understand the role of conservation and management strategies for sustainable development of Mountain ecosystems	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions and debates.
V	People's perception and role of governmental agencies for sustainable management of ecosystems	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Core Course**

**GEOG2C02: CONTEMPORARY HUMAN GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To introduce current debates within human geography and develop an understanding of the contexts within which these debates emerged.
- 2) To critically understand a broad range of contemporary socio-spatial issues that society experiences and undergoes.
- 3) To provide a basic social, cultural, political and economic understanding from global and local perspectives to a broad range of contemporary issues.

**Course Learning Outcomes:**

- 1) Understand the contribution of the discipline of geography to social sciences.
- 2) Connect theory with practice.
- 3) Critically analyse contemporary social issues from a geographical perspective.

**Course Contents:**

- Unit I: Introduction: Foundational and Contemporary issues and debates, defining space and place, understanding different approaches in conceptualising space and place.
- Unit II: Socio-spatial interconnections: Place-making, processes of place making in everyday lives, identities, difference and exclusion.
- Unit III: Critical geopolitics: Territoriality and power, nationalism, citizenship and governance, conflicts.
- Unit IV: Development Geographies: Theories of development, Re-thinking development, development in the global south.

**Suggested Readings:**

1. Kitchin, B and Thrift N (eds) 2009. *International Encyclopaedia of Human Geography*, Elsevier
  2. Benko, G and Strohmayer, U (eds) 2004. *Human Geography. A History for the 21<sup>st</sup> Century*, Routledge, London and New York.
  3. Cloke, P., Crang, P. and Goodwin, M. (eds.), 2014. *Introducing Human Geographies*, Third Edition, Routledge, London and New York.
  4. Kobayashi, A and MacKenzie, S. 1989. *Remaking Human Geography*, Routledge, London New York.
  5. Agnew, J.A. and Duncan, J.S. 2016. *The Wiley Companion to Human Geography*, Wiley, UK.
  6. Daniels, S and Lee, R. (eds) 1996. *Exploring Human Geography: A Reader*, Routledge, London and New York.
  7. Hubbard P, Kitchin B and Valentine G. 2008. *Key Texts in Human Geography*, Sage, London.
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8. Cloke, P., Philo, C., Sadler, D. 2003. *Approaching Human Geography: An Introduction to Contemporary Theoretical Debates*, Sage: London.
9. Hubbard, P., Kitchin, R., Bartley, B., Fuller, D. 2005. *Thinking Geographically. Space, Theory and Contemporary Human Geography*, Continuum: London.
10. Aitken, S.C, Valentine, G. 2015. *Approaches to Human Geography. Philosophies, Theories, People and Practices*, Sage: London, California, Delhi, Singapore.
11. Agnew, J.A., Livingstone, D.J., Rogers, A. 1996. *Human Geography: An Essential Anthology*, Wiley: U.K

**Tentative Teaching Plan:**

- Week 1: Session 1: Syllabus overview  
Session 2: Foundational and Contemporary issues and debates
- Week 2: Session 1: Foundational and Contemporary issues and debates  
Session 2: Defining space and place
- Week 3: Session 1: Defining space and place  
Session 2: Understanding different approaches in conceptualising space and place
- Week 4: Session 1: Understanding different approaches in conceptualising space and place  
Session 2: Understanding different approaches in conceptualising space and place
- Week 5: Session 1: Place-making  
Session 2: Place-making
- Week 6: Session 1: Processes of Place making in everyday lives  
Session 2: Processes of Place making in everyday lives
- Week 7: Session 1: Identities, difference and exclusion  
Session 2: Identities, difference and exclusion
- Week 8: Session 1: Identities, difference and exclusion  
Session 2: Territoriality and power
- Week 9: Session 1: Territoriality and power  
Session 2: Nationalism; Citizenship and governance
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Nationalism; Citizenship and governance  
Session 2: Nationalism; Citizenship and governance
- Week 13: Session 1: Conflict  
Session 2: Conflict
- Week 14: Session 1: Theories of Development  
Session 2: Theories of Development
- Week 15: Session 1: Rethinking development  
Session 2: Rethinking development
- Week 16: Session 1: Development in the global south  
Session 2: Development in the global south
- Week 17: Session 1: Summing up and Wrap up discussions



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**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understand current debates in human geography	Classroom lectures Group discussions	Tutorial Assignments
II	Understand the contribution of spatial studies in the understanding of society	Classroom lectures Group presentations	Mid -term examinations
III	Develop a basic social, political and economic understanding of contemporary issues	Classroom lectures Group discussions	Tutorial Assignments
IV	Understand global and local issues and draw linkages between theory and practice	Classroom lectures Group presentations	End term examinations



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Core Course**

**GEOG2C03: REMOTE SENSING AND GEOGRAPHICAL INFORMATION SYSTEM (PRACTICAL)**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 2, Practical – 6)**

**Course Objectives:**

- 1) To develop an understanding of remote sensing, GIS and GPS technologies and their potential applications.
- 2) To develop basic skills to interpret remote sensing images for various applications in geography.
- 3) To develop basic skills to use GIS for various applications in geography.

**Course Learning Outcomes:**

- 1) Overall understanding of potential of Remote Sensing, GIS and GPS
- 2) Understanding of image interpretation
- 3) Understanding of GIS analysis workflow and integrated applications in various domains of Geography

**Course Contents:**

- Unit I: Remote Sensing: principles, historical development, satellite and sensors, concept of resolution, photography vs. image, GPS applications
- Unit II: Aerial photography: stereoscopy, principles of aerial photo interpretation
- Unit III: Electromagnetic radiation principles; interaction mechanism with atmosphere and earth surfaces; spectral responses of earth surface features, visual interpretation of satellite images
- Unit IV: Definition, Development and Applications: elements of GIS; geographic objects: point, line and area; coordinate systems and map projections
- Unit V: Geographic Data, Input, Storage and Editing: spatial and attribute data, vector and raster based models, digitization; storage and manipulation of GIS data bases, presentation of GIS output

**Suggested Readings:**

1. Burrough, P.A. and McDonnell, R.A. 1998. *Principles of Geographic Information Systems*, Oxford University Press.
  2. Chang, K-t. 2006. *Introduction to Geographic Information Systems*, Tata McGraw-Hill.
  3. DeMers, M. 2009. *Fundamentals of Geographic Information Systems*, 4<sup>th</sup> Edition, John Wiley & Sons.
  4. Gupta, R.P. 2018. *Remote Sensing Geology*, 3rd Edition, Springer.
  5. Heywood, I., Cornelius, S., Carver, S. 2011. *An Introduction to Geographic Information Systems*, 4<sup>th</sup> Edition, Pearson Education.
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6. Jensen, J.R. 2006. *Remote Sensing of the Environment: An Earth Resource Perspective*, 2nd Edition, Pearson Education.
7. Joseph, G. 2005. *Fundamentals of Remote Sensing*, Orient Blackswan.
8. Lillesand, T.M., Kiefer, R.W. and Chipman, J.W. 2004. *Remote Sensing and Image Interpretation*, 5th Edition, Wiley.
9. Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. *Geographic Information Systems and Science*, 3<sup>rd</sup> Edition, Wiley.
10. Sabins, F.F. 2007. *Remote Sensing: Principles and Interpretation*, 3rd Edition, Waveland Press.

**Tentative Teaching Plan:**

Week 1:	Theory:	Remote Sensing: principles, historical development, components, types, Satellite and sensors
	Practical:	Introduction to Remote Sensing Software, Image visualization
Week 2:	Theory:	Concept of resolution, photography vs. imaging
	Practical:	Comparison of images with various resolution concepts
Week 3:	Theory:	Principles of Aerial photography: stereoscopy
	Practical:	Basic calculations (scale, height of objects) on aerial photographs
Week 4:	Theory:	Principles of aerial photo interpretation
	Practical:	Visual Interpretation of Aerial Photographs
Week 5:	Theory:	Electromagnetic radiation principles, Interaction mechanism with atmosphere and earth surfaces
	Practical:	Colour composite in remote sensing software
Week 6:	Theory:	Spectral responses of earth surface features; visual interpretation of satellite images
	Practical:	Visual interpretation of satellite images, Part-1
Week 7:	Theory:	Remote sensing of common geographical features, interpretations
	Practical:	Visual interpretation of satellite images, Part-2
Week 8:	Theory:	GPS theory and applications
	Practical:	Hands-on exercises on GPS data collection
Week 9:	Theory:	GIS: Definition, development and applications, components & elements of GIS
	Practical:	Introduction to GIS Software
Week 10:	<i>Mid-Semester Examinations</i>	
Week 11:	<i>Mid-Semester Break</i>	
Week 12:	Theory:	Geographic objects: point, line and area, Coordinate system and map projection, Geo-referencing,
	Practical:	Geo-referencing
Week 13:	Theory:	Geographic Data, Input, Storage and Editing, spatial and attribute data, Digitization
	Practical:	Digitization and data joining
Week 14:	Theory:	Vector and raster based models, Storage and manipulation of GIS data bases
	Practical:	Vector & raster conversion, Geoprocessing tools
Week 15:	Theory:	GIS functions, query, proximity, neighbourhood, network, overlay etc.
	Practical:	Query and Proximity Analysis
Week 16:	Theory:	Integrated applications of GIS, Remote Sensing and GPS
	Practical:	Overlay Analysis
Week 17:	Theory:	Presentation of GIS output
	Practical:	Layout Preparation



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Overall understanding of potential of Remote Sensing Technology and GPS	Lecture, demonstration, and hands-on Practical exercises	Comparison of images with different resolutions. Hands-on exercise with location data collections using GPS.
II	Understanding of photo interpretation	Lecture, demonstration, and hands-on practical exercises	Calculation of scale, height using photogrammetric principles. Visual interpretations aerial photographs.
III	Understanding of remote sensing image interpretation	Lecture, demonstration, and hands-on practical exercises	Visual interpretations remote sensing images with different resolutions.
IV	Overall understanding of potential of GIS Technology	Lecture, demonstration, and hands-on practical exercises	Assessment of geographical problems from the GIS perspectives.
V	Understanding of GIS analysis workflow and integrated applications in various domains of Geography	Lecture, demonstration, and hands-on practical exercises	Comparison and usage of raster and vector database. Preparation of GIS based map using basic GIS database and analysis functions.



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E01: AGRICULTURAL GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course attempts to introduce the students to the nature and origin of agriculture and its regions.
- 2) The course examines the questions related to agricultural development and productivity in India.
- 3) It also critically evaluates the environmental consequences and emerging perspective and policies and interventions aimed at sustainable agriculture

**Course Learning Outcomes:**

- 1) The students will be able to understand and analyse the historical perspective of agriculture.
- 2) The students will be able to analyse the agriculture development and productivity and its impacts on various sectors
- 3) The students will be able to get updated knowledge of contemporary issues and strategies.

**Course Contents:**

- Unit I: Agricultural Geography: Nature & scope, Origin and dispersal of agriculture – Major theories of origin of agriculture and gene-centres of agriculture - New World and Old World.
- Unit II: Models and Regions in Agricultural Geography: Bases of classification; normative models; Regionalisation: Concept and criteria; Agricultural regions of India.
- Unit III: Agricultural Development and Productivity in India: Concept, Criteria of agricultural development; Agricultural Productivity: Concept and Determinants, Regional imbalances, Socio-economic and human health consequences.
- Unit IV: Environmental Consequences of Agriculture in India: Concept, process, regional patterns and consequences: ground water depletion and contamination; salinity and alkalinity, deterioration of soil fertility and soil erosion; Case Studies.
- Unit V: Emerging Perspectives in Agriculture and Government Initiatives: Sustainable urban agriculture, food security and safety, national agriculture policy.

**Suggested Readings:**

1. Bryant, C.R., Johnston, T.R. 1992. *Agriculture in the City Countryside*, Belhaven Press, London.
  2. Burch, D., Gross, J. and Lawrence, G. (eds.), 1999. *Restructuring Global and Regional Agriculture*, Ashgate Publishing Company, Burlington.
  3. Cakmak, I. and Welch, R. M. (eds), 2009. *Impacts of agriculture on Human Health and Nutrition*, EOLSS Publications, UK.
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4. Ferroni, Marco, 2013. *Transforming Indian agriculture- India 2040: Productivity, Markets and Institutions*, Sage Publications, New Delhi.
5. Grigg, D.B. 1984. *Introduction to Agricultural Geography*, Hutchinson, London.
6. Mohammad, N. 1992. *New Dimension in Agriculture Geography*, Vol. I to VIII, Concept Publishing Company, New Delhi.
7. Mohammad, N. and Rai, S.C. 2014. *Agricultural Diversification and Food Security in the Mountain Ecosystem*, Concept Publishing Company, New Delhi.
8. Roling, N.G., and Wageruters, M.A.E. (eds.) 1998. *Facilitating Sustainable Agriculture*, Cambridge University Press, Cambridge.
9. Shafi, M. 2006. *Agricultural Geography*. Pearson Education, Delhi.
10. Singh, J., and Dhillon, S.S. 1994. *Agricultural Geography*, Tata McGraw Hill, New Delhi.
11. Singh, R. B. 2000. Environmental Consequences of Agricultural Development: A Case Study from the Green Revolution state of Haryana, India, *Agriculture, Ecosystems and Environment* 82, 97–103.
12. Tiwari, R. and Singh, B. 1994. *Krishi Bhoogol*, Prayag Pustak Bhandar, Allahabad. **(Hindi)**.
13. White P. 2007. *Emergence of agriculture: A global view*, Routledge, London.
14. Wright J. 2009. *Sustainable agriculture and food security in an era of oil scarcity*, Earthscan, London.
15. Young, A. 1998. *Landuse Resources: Now and for the Future*, Cambridge University Press, Cambridge.

**Tentative Teaching Plan:**

- Week 1: Introduction and Nature and Scope
- Week 2: Origin and dispersal of agriculture in world
- Week 3: Theories and gene centre of agriculture
- Week 4: Old world gene centre
- Week 5: New world gene centre
- Week 6: Models in agriculture
- Week 6: World agriculture regionalisation
- Week 7: Agriculture regions of India
- Week 8: Determinants of Agriculture
- Week 9: Agriculture development: concept & criteria
- Week 10: Mid-semester Examinations
- Week 11: Mid –semester Break
- Week 11: Overview on Indian Agriculture
- Week 12: Agriculture productivity
- Week 13: Impacts of agricultural productivity
- Week 14: Environmental consequences of agriculture development, (cont.)
- Week 15: Environmental consequences of agriculture development
- Week 16: Sustainable urban agriculture, Food security and safety
- Week 17: Government initiatives and Wrap up discussions and feedback



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Origin and growth of agriculture	Classroom lectures tutorials and PPTs	Why origin of agriculture took place in particular area? Discussions/ Assignments.
II	Regionalisation and Agricultural regions of India.	Classroom lectures tutorials and PPTs	Discussion/Debate/Presentations regionalisation, agriculture regions in India
III	Driving forces of regional imbalances in productivity and their consequences on different sectors.	Classroom lectures tutorials and PPTs	Assignment/ presentation on agricultural productivity and its impacts.
IV	Environmental consequences of agricultural development	Classroom lectures tutorials and PPTs	Discussions/ Assignments on consequences of agriculture development with case studies
V	Food security and safety, Sustainable agriculture, policy	Classroom lectures tutorials and PPTS	Assignments /Discussion/ Presentations on emerging issues and initiatives





**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E02: EVERYDAY GEOGRAPHIES**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15 (Field Journal)  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To engage students methodologically to unpack urban spaces and processes
- 2) To study the dynamics of 'everyday' as a methodological tool
- 3) To make sense of 'everyday' context as a field and source of data

**Course Learning Outcomes:**

- 1) Engage with literature on urban every-day and diverse forms of agency and methodologies
- 2) Reflect the ways in which methodological lenses are constituted through understanding urban cultural spaces
- 3) Innovative methodological approaches and field Journal writing

**Course Contents:**

- Unit I: Locating urban studies and the everyday: Ontology and epistemology of urban studies; cities and the everyday; Field work and Field Journal.
- Unit II: Settling: Meanings of residing, housing and home; 'House/homelessness'
- Unit III: Encountering: Concept, ethnography and encountering; everyday encounters
- Unit IV: Participation: Everyday participation in urban space; Participating as a method; Public space and digital realm
- Unit V: Protesting: Meaning of protest, protest as agency, protest vs participation
- Unit VI: Mobilities: Understanding the everyday politics of mobility

**Note:** This course will require regular field visits, and at the end of the course each student will submit a Field Journal as part of the evaluation.

**Suggested Readings:**

1. Brown, G. 2008. Ceramics, clothing and other bodies: affective geographies of homoerotic cruising encounters, *Social & Cultural Geography*, 9(8), 915-932.
2. Bunnell, T., Yea, S., Peake, L., Skelton, T. and Smith, M. 2012. Geographies of friendships, *Progress in Human Geography*, 36(4), 490-507.
3. Caldeira, T. P. 2017. Peripheral urbanization: Auto-construction, transversal logics, and politics in cities of the global south. *Environment and Planning D: Society and Space*, 35(1), 3-20.
4. Derickson, K. D. 2015. Urban geography I: Locating urban theory in the 'urban age', *Progress in Human Geography*, 39(5), 647-657.
5. Harding, A. and Blokland, T. 2014. *Urban theory: a critical introduction to power, cities and urbanism in the 21st century*, Sage



6. Hinchliffe, S. and Whatmore, S. 2006. Living cities: towards a politics of conviviality, *Science as culture*, 15(2), 123-138.
7. Hubbard, P. 2017. *City*, Routledge
8. Ley, D. 2003. Artists, aestheticisation and the field of gentrification, *Urban studies*, 40(12), 2527-2544.
9. Parnell, S. and Oldfield, S. (eds.). 2014. *The Routledge handbook on cities of the global south*, Routledge.
10. Philo, C. and Wilbert, C. 2004. Animal spaces, beastly places. In *Animal spaces, beastly places* (pp. 15-50), Routledge.
11. Quayson, A. 2010. Signs of the times: Discourse ecologies and street life on Oxford St., Accra. *City & Society*, 22(1), 72-96.
12. Phillips, R. and Johns, J. 2012. *Fieldwork for human geography*, Sage.
13. Roy, A. 2005. Urban informality: toward an epistemology of planning, *Journal of the American planning association*, 71(2), 147-158.
14. Zukin, S. 2009. *Naked city: The death and life of authentic urban places*, Oxford University Press.

#### **Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course  
Session 2: Locating urban studies and the everyday
- Week 2: Session 1: The concept of everyday within urban studies  
Session 2: Introduction to Field Journal
- Week 3: Session 1: Urban settling: Meaning of housing, home and homelessness  
Session 2: Urban settling as a method to urban research
- Week 4: Session 1: Urban settling: Field visit  
Session 2: Urban Settling: Field visit
- Week 5: Session 1: Urban settling: Discussion on field visit.  
Session 2: Everyday urban encounters: Lecture on concept
- Week 6: Session 1: Everyday urban encounters: Discussion on methods  
Session 2: Everyday urban encounters: Field visit
- Week 7: Session 1: Everyday urban encounters: Field visit  
Session 2: Everyday urban encounters: Discussion and presentation
- Week 8: Session 1: Participation: Introduction lecture on concept and method  
Session 2: Participation: Field visit
- Week 9: Session 1: Participation: Field visit  
Session 2: Participation: Discussion and presentation
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Methodological reflections on Unit 2, 3, 4  
Session 2: Protest: Lecture: Concept, politics and method
- Week 13: Session 1: Protest: Field visit  
Session 2: Protest: Field visit
- Week 14: Session 1: Protest: Discussion  
Session 2: Protest: Writing and presentation of research
- Week 15: Session 1: Mobilities: Everyday mobilities as concept and method  
Session 2: Mobilities: Field visit
- Week 16: Session 1: Mobilities: Field visit  
Session 2: Mobilities: Field visit
- Week 17: Session 1: Mobilities: Writing and presentation of research  
Session 2: Summarising everyday as a method of understanding the urban



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Theoretical understanding of 'urban and everyday' and its methodological notions	Lecture, Reading and discussion	Class discussion and review of papers
II	Cities as settlements, settling down as a method of studying the urban	Lectures, Field Visits, Movie shows, Discussion	Field visits, Data generation and discussion, Presentation
III	Everyday encounters as urban method: strangers, conversations, fights and waiting as methodological practice	Lectures, Field Visits, Movie shows, Discussion	Field visits, Data generation and discussion, Presentation
IV	Participation: can everyday practice of coffee drinking, running and walking help understanding the urban methodologically?	Lectures, Field Visits, Movie shows, Discussion	Field visits, Data generation and discussion, Presentation
V	Protest: Distinct dimension protest as urban method	Lectures, Field Visits, Movie shows, Discussion	Field visits, Data generation and discussion, Presentation
VI	Mobility as methodology	Lectures, Field Visits, Movie shows, Discussion	Field visits, Data generation and discussion, Presentation



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E03: GEOGRAPHIES OF GENDER AND DEVELOPMENT IN SOUTH ASIA**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To provide students with understanding of particular gender issues in the S Asian region.
- 2) To equip students with an understanding of intersections of these gender issues with the process of development.
- 3) To help students in appreciating the role of gender transformative interventions in addressing both the above.

**Course Learning Outcomes:**

- 1) Understanding of S Asia as a geographic region and particularities of patriarchy within this region.
- 2) Appreciating spatial basis of gender disparities in well-being, capabilities and opportunities in the region.
- 3) Knowledge of key approaches to Gender and Development, measures of GEM and GDI and appreciating gender transformative interventions for change.

**Course Contents:**

- Unit I: Gender Roles and Gender Relations in South Asia: South Asia as a geographic and cultural region, transgender roles, gender relations in South Asia, South Asian region as region of 'classic patriarchy'.
- Unit II: Gender Disparities in Well Being and Human Development in South Asia: Spatial patterns of sex ratio differentials due to son preference and daughter discrimination, spatial patterns of gender disparities in female literacy, work force participation; gender, health and access to healthcare; land ownership and property rights; Household decision making , patterns of participation in local and national politics.
- Unit III: Gendered Approaches and Measures of Development: Gender Empowerment Measure (GEM), Gender Development Index(GDI), 'position', 'condition' and 'status' of women, strategic and practical needs, comparison and critique of WID, WAD and GAD approaches to gender and development.
- Unit IV: Gender and Development in South Asia: Defining empowerment; empowerment , access and agency; characteristics of gender blind, gender neutral and gender transformative Interventions and policymaking; selected case studies.



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**Suggested Readings:**

1. Banu Ayesha, 2016. *Human Development, Disparity And Vulnerability: Women In South Asia*, Human Development Report Background Paper, UNDP.
2. Kapadia, Karin, 2002. *The Violence of Development: The Politics of Gender, Identity and Social Inequalities in India*, Delhi, Kali for Women
3. Beneria, Lourdes, 2003. *Gender, Development and Globalization: Economics as if All People Mattered*, New York and London: Routledge.
4. Louise Edwards and Mina Roces, Eds. 2000. *Women in Asia: Tradition, Modernity and Globalization*, Ann Arbor, MI: University of Michigan Press.
5. Nussbaum, Martha C. 2001. *Women and Human Development: the Capabilities Approach*, Cambridge University Press.
6. World Bank, 2001. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*, Oxford University Press, 2001
7. Parpart, Jane, Patricia Connelly and Eudine Barriteau, 2000. *Theoretical Perspectives on Gender and Development* International Development Research Centre.
8. March, C., Smyth, I. and Mukhopadhyay, M. 1999. *A Guide to Gender Analysis Frameworks*, Oxfam, Great Britain.
9. Visvanthan, Nalini, Lynn Duggan, Laurie Nisonoff and Nan Wieggersma, (eds.) 1997. *The Women, Gender and Development Reader*. Zed Books.
10. Moser, Caroline, 1993. *Gender Planning and Development: Theory, Practice and Training*, Routledge.

**Tentative Teaching Plan:**

Week 1:	Session 1:	Introduction to the course, overview and relevance.
	Session 2:	S. Asia as a geographic and cultural region.
Week 2:	Session 1:	S. Asia as a geographic and cultural region- implications for gender and development.
	Session 2:	Concept of gender roles and its spatial underpinnings.
Week 3:	Session 1:	Gender roles and gender relations in S Asia.
	Session 2:	Theoretical understanding of patriarchy in S Asia using Walby's framework.
Week 4:	Session 1:	Theoretical understanding of patriarchy in S Asia - Kandiyoti's 'classic patriarchy'.
	Session 2:	Implications of patriarchal culture in S. Asia, examining son preference and daughter discrimination.
Week 5:	Session 1:	Implications of patriarchal culture on capabilities and opportunities in South Asia.
	Session 2:	Son preference and Sex ratio differentials in S Asia: Bangladesh, Pakistan, Sri Lanka
Week 6:	Session 1:	Son preference and Sex ratio differentials in S Asia: India, Nepal.
	Session 2:	Gender and Health as a development and cultural issue in S Asia.
Week 7:	Session 1:	Gender disparities in school enrolment, drop outs, female literacy: Bangladesh, Pakistan, Sri Lanka
	Session 2:	Gender disparities in school enrolment, drop outs, female literacy: India, Nepal.
Week 8:	Session 1:	Work force participation in rural and urban areas: Bangladesh, Pakistan, Sri Lanka
	Session 2:	Work force participation in rural and urban areas: India, Nepal.
Week 9:	Session 1:	Patterns of women's participation in household decision making and local and national politics- implications for change: Bangladesh, Sri Lanka and Nepal



- Session 2: Patterns of women’s participation in household decision making and local and national politics- implications for change: India and Pakistan.
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Concepts and patterns of Gender Empowerment Measure (GEM), Gender Development Index (GDI)  
Session 2: Global Patterns of Gender Empowerment Measure (GEM), Gender Development Index(GDI),
- Week 13: Session 1: Reading Trends and Patterns of GEM and GDI in S Asian region.  
Session 2: Understanding the differences between ‘position’, ‘condition’ and ‘status’ of women
- Week 14: Session 1: Concept of strategic gender interests and practical needs- case study  
Session 2: Comparison and critique of WID and WAD approaches.
- Week 15: Session 1: GAD – theoretical base, critiques  
Session 2: Understanding empowerment as a development goal, its relationship with, access and agency, nature of interventions and their implications for gender.
- Week 16: Session 1: Gender transformative intervention- selected case study from India.  
Session 2: Gender transformative intervention- selected case study from Pakistan and Nepal
- Week 17: Session 1: Gender transformative intervention- selected case study from Bangladesh and Sri Lanka.  
Session 2: Wrap up discussions and feedback

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Critical understanding of S Asia as a geographic region and understanding of particularities of patriarchy within this region.	Lectures and Tutorials; Discussion on S Asia as a socio-cultural region	Assignment on Patriarchy and reading Kandiyoti “ Bargaining with Patriarchy” and V. Geetha “ Patriarchy”
II	Appreciating culturally driven gender disparities in well-being, capabilities, opportunities and life chances within the region	Lectures and Tutorials; Discussion on son preference and daughter discrimination as well as gender disparities in key areas of well being	Assignment on women’s land ownership and property rights in S Asia. Reading “ A Field of One’s Own”
III	Knowledge of key approaches to Gender and Development, Concept of GEM and GDI and rankings of S. Asian countries in comparative perspective	Lectures and Tutorials; Discussion on measures of GEM and GDI	Assignment on GDI rankings for countries in S Asia
IV	Appreciating Access, Empowerment and Agency and gender transformative interventions for change.	Lectures and Tutorials; Discussion on gender sensitive interventions for change	Assignment on case studies showing gender transformative interventions.



**MASTER OF ARTS IN GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E04: GEOGRAPHY OF CRYOSPHERE**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objective:**

- 1) To make student understand glacial geomorphology and hydrology using earth observation and GIS.
- 2) Of specific interest are glacier variations and response to climate which includes consequences of the cryospheric change to society such as glacial hazards and its impact on livelihood of Himalayan mountain dwellers.

**Course Learning Outcome:**

- 1) The course will help in understanding cryosphere geography and its relevance in the present time.
- 2) Student will learn how to use Earth Observation and GIS for glacier and glacial lake inventory and impact assessment on society.

**Course Contents:**

- Unit I: Introduction to Cryosphere Geography: concept, nature and scope, global distribution and contemporary relevance.
- Unit II: Glacial Geomorphology and Hydrology: glacial system, permafrost/ground ice, runoff, glacial lake environment.
- Unit III: Mapping and Monitoring Glaciers and Glacial Lakes: remote sensing and GIS for glacier inventory, mass balance, glacial Lake parameter retrieval.
- Unit IV: Applied Glaciology: glacier variations-response to climate change, glacial hazards and mountain society, field trip follow up.

**Suggested Readings:**

1. Barry, Roger G and Gan, Thian Yew, 2011. *The Global Cryosphere Past, Present and Future*. Cambridge University Press.
2. Pelto, Mauri, 2017. *Recent Climate Change Impacts on Mountain Glaciers* (The Cryosphere Science Series), Wiley-Blackwell, UK
3. Benn, D. I., and Evans, D. J. A. 1998. *Glaciers and Glaciations*, New York, New York, Wiley
4. Andrews, J. T. 1970. *Glacial systems*, Belmont, California, Wadsworth
5. C.J. van der Veen. 2013. *Fundamentals of Glacier Dynamics*, Second Edition, CRC Press
6. Embleton, C., and King, C. A. M. 1975. *Glacial Geomorphology*, New York, New York, Wiley
7. ICIMOD, 2013, Glacial Lakes and Glacial Lake Outburst Floods in Nepal, <http://www.icimod.org/publications/index.php/search/publication/750>





8. Kulkarni, A. V. 1992. Mass balance of Himalayan glaciers using AAR and ELA methods. *Journal of Glaciology*, 38: 101-104
9. Pellikka, P and Rees, W.G. 2010. *Remote Sensing of Glaciers-Techniques for Topographic, Spatial and Thematic Mapping of Glaciers*, CRC Press/Taylor and Francis Group, London, U.K.
10. Sugden, D. E. and John, B. S. 1976. *Glaciers and Landscape*, New York, New York, Wiley
11. Slaymaker, Olav and Kelly, Richard, 2006. *The Cryosphere and Global Environmental Change*, Wiley-Blackwell
12. Richardson, Shaun D. and Reynolds, John M. 2000. An overview of glacial hazards in the Himalayas, *Quaternary International*, 65/66, 31-47

**Tentative Teaching Plan:**

- Week 1: Concept, Nature and Scope (Barry, Roger G and Gan, Thian Yew., 2011)
- Week 2: Global distribution (Barry, Roger G and Gan, Thian Yew., 2011)
- Week 3: Contemporary relevance (Barry, Roger G and Gan, Thian Yew., 2011)
- Week 4: Glaciers and snow cover in Himalaya (Pelto, 2017)(Benn, D. I., Evans, D. J. A., 1998)
- Week 5: Glacial system, glaciations and deglaciation (Andrews, J. T., 1970)
- Week 6: Paleo-glaciology (C.J. van der Veen., 2013)
- Week 7: Permafrost/ground ice (Embleton, C., and King, C. A. M., 1975)
- Week 8: Runoff (Pellikka, P. and Rees, W.G. 2010)
- Week 9: Glacial lake environment (Pellikka, P and Rees, W.G., 2010)
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Remote sensing and GIS for glacier inventory (ICIMOD, 2013)
- Week 13: Mass balance (Kulkarni, A. V., 1992)
- Week 14: Glacial Lake parameter retrieval (Slaymaker, Olav and Kelly, Richard, 2006)
- Week 15: Snowfall and mountain livelihood (Slaymaker, Olav and Kelly, Richard, 2006)
- Week 16: Glacier variations-response to climate change (Sugden, D. E. and John, B. S., 1976)
- Week 17: Glacial hazards and mountain society (Richardson, Shaun D. Reynolds, and John M., 2000)

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Deep understanding regarding cryosphere geography.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
II	Knowledge about glacial system, permafrost areas and glacial lake environment.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
III	Use of Remote Sensing and GIS for studying glaciers and glacial lakes.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
IV	Understanding impact of glacier and snow fall variation induced hazards on the livelihood of mountain dwellers.	Classroom Lectures, PPTs, documentaries, fieldworks and discussions.	Assignments, Presentations, discussions and debates.





**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E05: GEOGRAPHY OF GLOBAL CAPITALISM**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) Taking perspectives from Geography, Economics, History and Political science, the course tends to address key issues and developments that have gone into making of the present World Economic Landscape
- 2) To introduce the student to basic concepts of global economy

**Course Learning Outcomes:**

- 1) Basic concepts of the Global economy
- 2) The political economic forces that have shaped the world

**Course Contents:**

- Unit I: Economic systems: capitalist, socialist and mixed economies, the geography of world economy
- Unit II: Geospatial paradigms: Historical materialism, Productive forces, relations of production, types of economic systems.
- Unit III: Socio-economic spatial relations: Territorial division of labour, location of productive forces, economic-geographic links and flows.
- Unit IV: Changing geographies of capitalism: Colonial expansion, Development, Post-colonial states, Neo liberalism, Globalisation and Regionalism, Resistance movements and alternative imaginations.

**Suggested Readings:**

1. Beaud, M. 2004. *A history of capitalism, 1500-2000*, Aakar Books
2. Bery, B.J.L., Conkling, E.C. and Ray, D.M. 1993. *The Global Economy: Resource Use, Locational Choice and International Trade*, Englewood Cliffs, N.J.: Prentice Hall.
3. Cox, K. R. (eds.) 1997. *Spaces of Globalisation- reasserting the Power of the Local*, Guilford Press, New York and London.
4. D'Costa, A. P. 2004. The Indian software industry in the global division of labour. In *India in the global software industry* (pp. 1-26), Palgrave Macmillan, London.
5. Friedman, T. L. 2006. *The world is flat: The globalized world in the twenty-first century* (p. 593), London: Penguin.
6. Gilpin, R. 2011. *Global political economy: Understanding the international economic order*, Princeton University Press.
7. Gwynne, R., Shaw, D. and Klak, T. 2014. *Alternative capitalisms: Geographies of emerging regions*, Routledge.



8. Hardt, M. and Negri, A. 2001. *Empire*, Harvard University Press.
9. Harvey, D. 2006. *Spaces of Global capitalism*, Verso.
10. Knox, P., Agnew, J. A. and McCarthy, L. 2014. *The Geography of the World Economy*, Routledge.
11. Lechner, F. J. and Boli, J. (eds.). 2014. *The Globalization Reader*, John Wiley & Sons.
12. Murray, W. E. and Overton, J. 2014. *Geographies of Globalization*, Routledge.
13. Peet, R. and Hartwick, E. 2015. *Theories of Development: Contentions, Arguments, Alternatives*, Guilford Publications.
14. Porter, P. W. and Sheppard, E. 1998. *A World of Difference: Society, Nature, Development*, Guilford Press.
15. Power, M. 2004. *Rethinking Development Geographies*, Routledge.
16. Rosser, J. B. and Rosser, M. V. 2018. *Comparative Economics in a Transforming World Economy*, Mit Press.

### **Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course  
Session 2: Types of Economic systems and characteristics.
- Week 2: Session 1: Types of Economic systems and characteristics.  
Session 2: Nature of economies across the world
- Week 3: Session 1: Geospatial paradigms  
Session 2: Geospatial paradigms
- Week 4: Session 1: Geospatial paradigms  
Session 2: Geospatial paradigms
- Week 5: Session 1: Geospatial paradigms  
Session 2: Socio-economic spatial relations
- Week 6: Session 1: Socio-economic spatial relations: Division of Labour  
Session 2: Socio-economic spatial relations: Division of Labour
- Week 7: Session 1: Socio-economic spatial relations: Global production  
Session 2: Socio-economic spatial relations: Global production
- Week 8: Session 1: Socio-economic spatial relations: Trade  
Session 2: Socio-economic spatial relations: Trade
- Week 9: Session 1: Socio-economic spatial relations: Finance  
Session 2: Socio-economic spatial relations: Finance
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Changing geographies of capitalism: Colonial expansion  
Session 2: Changing geographies of capitalism: Post War Developments
- Week 13: Session 1: Changing geographies of capitalism: The Development Agenda  
Session 2: Changing geographies of capitalism: The Development Agenda
- Week 14: Session 1: Changing geographies of capitalism: Neo Liberalism and Globalisation  
Session 2: Changing geographies of capitalism: Neo Liberalism and Globalisation
- Week 15: Session 1: Changing geographies of capitalism: Regionalism  
Session 2: Changing geographies of capitalism: Regionalism
- Week 16: Session 1: Changing geographies of capitalism: Resistance Movements  
Session 2: Changing geographies of capitalism: Resistance Movements
- Week 17: Session 1: Student activity  
Session 2: Closing lecture: Summarising Global Capitalism



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Types of economic Systems: In theory and Practice	Class Lectures Tutorial discussion	Class Test
II	Understanding Development of economy	Class Lectures Tutorial discussion	Class Test
III	Key concepts and processes in global economy	Class Lectures Tutorial discussion	Class Test Long Essay
IV	Historical development of Global capitalist economies	Class Lectures Tutorial discussion	Long Essay



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E06: GEOGRAPHY OF MIGRATION**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course endeavours to encourage the understanding of issues and challenges of human migration from spatial perspectives.
- 2) Different forms of human migration, its characteristics and regional patterns shall be highlighted.
- 3) Place of migration issues in the 2030 SDG agenda shall be evaluated.

**Course Learning Outcomes:**

- 1) This course should allow the candidates to learn about the basic concepts related to human migration.
- 2) Furthermore, the student will become conversant with the different forms of human migration, its characteristics, types, regional patterns, major drivers and consequences across geographical context.
- 3) Students should be able to appreciate the various dimensions of global environmental change and human migration.

**Course Contents:**

- Unit I: Migration Overview: basic concepts, data source, measures, and historical perspectives  
Unit II: Internal Migration: concepts, characteristics, typologies, regional patterns, explanations, and implications  
Unit III: International Migration: concepts, characteristics, typologies, regional patterns, explanations, and consequences  
Unit IV: Migration Policies and Governance: regional models across global north-global south  
Unit V: Migration, Environment, and Climate Change linkages: floods, droughts, desertification, natural disasters; Migration, Development, and Sustainable Development Goals.

**Suggested Readings:**

1. Brettell, C. B., and Hollifield, J.F. (eds.) 2014. *Migration Theory: Talking across Disciplines*, 3d ed. New York: Routledge.
  2. Castles, S., de Haas, H. and Miller, M.J. 2014. *The Age of Migration: International Population Movements in the Modern World*, 5th ed. New York and London: Guilford.
  3. Hatton, T., and Williamson, J.G. 1998. *The age of mass migration: causes and economic impact*, New York: Oxford University Press.
  4. Kosinsk, L.A., Elahi, K.M. (eds.) 1985. *Population redistribution and development in South Asia*, Boston: Kluwer Academic Publishers Group.
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5. Li, W., Skop, E., Morken, A. 2017. *Geography of Migration*, London: Oxford University Press.
6. Mavroudi, E. and Nagel, C. 2016. *Global migration: patterns, processes, and politics*, New York, NY: Routledge.
7. Mishra, D.K. (eds.) 2016. *Internal migration in contemporary India*, New Delhi: Sage.
8. Naerssen, T.V., Spaan, E., and Zoomers, A. 2008. *Global migration and development*, New York: Routledge.
9. Piguet, E., and Laczko F. (eds.) 2014. *People on the move in a changing climate: the regional impact of environmental change on migration*, New York: Springer.
10. Rajan, S.I., and Bhagat R.B. (eds.) 2018. *Climate change, vulnerability and migration*, London: Routledge.
11. Rajan, S.I., and Percot, M. (eds.) 2012. *Dynamics of Indian migration: historical and current perspectives*, London: Routledge.
12. United Nations Development Programme (UNDP) 2009. *Human Development Report 2009: Overcoming barriers- human mobility and development*, New York: Palgrave MacMillan.

**Tentative Teaching Plan:**

- Week 1: Migration Overview: basic concept and issues
- Week 2: Migration Overview: Data Sources and measures
- Week 3: Migration Overview: historical perspectives
- Week 4: Internal Migration: concepts
- Week 5: Internal Migration: characteristics and typologies
- Week 6: Internal Migration: regional patterns, explanations, and consequences
- Week 7: International Migration: Concepts
- Week 8: International Migration: characteristics and typologies
- Week 9: International Migration: regional patterns, explanations, and consequences
- Week 10: Mid-Semester Examinations
- Week 11: Mid-Semester Break
- Week 12: Migration policies and governance: emerging issues
- Week 13: Migration policies and governance: regional models across global north-south
- Week 14: Migration, environment, and climate change linkages
- Week 15: Migration, environment, and climate change linkages: floods, droughts, and desertification
- Week 16: Migration, Development and Sustainable Development
- Week 17: Migration, Development and Sustainable Development



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Basic concepts and issues related to human migration	Classroom lectures and tutorials	Understanding definitions of migration, its measurement, and historical perspectives
II	Basic concepts and issues related to internal migration	Classroom lectures and tutorials	Understanding definition, characteristics, typologies, regional patterns, explanations and consequences of internal migration
III	Basic concepts and issues related to international migration	Classroom lectures and tutorials	Understanding definition, characteristics, typologies, regional patterns, explanations and consequences of international migration
IV	Issues related to migration policies and governance	Classroom lectures and tutorials	Understanding emerging policies issues and challenges related to human migration and governance
V	Issues related to migration, environment, climate change linkage; development, and sustainable development goals (SDG)	Classroom lectures and tutorials	Understanding emerging issues related to migration, environment, and climate change inter-relationships Understanding migration, development, and sustainable development goals inter-relationships (SDGs)



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E07: HERITAGE CONSERVATION**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To critically understand the meaning of heritage and the relevance of heritage conservation.
- 2) To understand how policies at the global level and at national levels shape conservation practices.
- 3) To appreciate the different meanings of heritage and particularly how diverse communities understand, practice and preserve heritage.

**Course Learning Outcomes:**

- 1) To understand the intersections between space, culture, history and heritage.
- 2) To develop an interdisciplinary approach towards heritage conservation and relate theory, every-day practices and policy.
- 3) To develop ideas and suggestions for new and innovative ways in which heritage can be identified and conserved effectively.

**Course Contents:**

- Unit I: Introduction: Concept of heritage, different perspectives on heritage culture and history, terms, definitions and trope.
- Unit II: The Content of Heritage: Global perspectives of heritage, the world heritage concept, Implementation of World Heritage Convention, Broadening the representation and meaning of heritage-Intangible and tangible heritage.
- Unit III: Conserving Heritage: Heritage complexities, tensions and ethical challenges, conservation and management of cultural and natural heritage, heritage and socio-economic development, community based heritage work.
- Unit IV: Heritage Conservation with Particular Reference to India: Managing and interpreting heritage in India, representing complicated and diverse heritages of India, government of India policies and programs on heritage conservation.

**Suggested Readings:**

1. Lowenthal, D. 2003. *The Past is a Foreign Country*, Cambridge University Press: UK
  2. UNESCO World Heritage Convention 1972.  
[whc.unesco.org/en/globalstrategy/#analysiswhc.unesco.org/en/criteria/](http://whc.unesco.org/en/globalstrategy/#analysiswhc.unesco.org/en/criteria/)
  3. UNESCO, 2003. *Intangible Heritage Convention*.
  4. Rodney Harrison, 2013. *Heritage: Critical Approaches*, Routledge, London.
  5. Harold, Kalman, 2014. *Heritage Planning: Principles and Process*, Routledge, New York.
  6. Laurajane Smith, 2006. *Uses of Heritage*, Routledge, London.
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7. Boym, S. 2002. *The Future of Nostalgia*, Basic Books, Case, New York.
8. Miles Glendinning, 2013. *The Conservation Movement: A History of Architectural Preservation*, Routledge, London and New York.
9. Chitty, G. 2017. *Heritage, Conservation and Communities. Engagement, Participation and Capacity Building*, Routledge, London and New York.
10. Silva, K.D., and Chapagain, N.K. (eds) 2013. *Asian Heritage Management. Contexts, Concerns , Prospects*, Routledge, London and New York.

**Tentative Teaching Plan:**

- Week 1: Session 1: Syllabus overview  
Session 2: Concept of heritage
- Week 2: Session 1: Perspectives on heritage culture and history  
Session 2: Perspectives on heritage culture and history
- Week 3: Session 1: Terms, definitions and trope  
Session 2: Terms, definitions and trope
- Week 4: Session 1: Global perspectives of heritage  
Session 2: World heritage concept
- Week 5: Session 1: World heritage concept  
Session 2: Implementation of World Heritage Convention
- Week 6: Session 1: Broadening the representation and meaning of heritage  
Session 2: Intangible and tangible heritage
- Week 7: Session 1: Intangible and tangible heritage  
Session 2: Heritage complexities; tensions and ethical challenges
- Week 8: Session 1: Heritage complexities; tensions and ethical challenges  
Session 2: Conservation and management of cultural and natural heritage
- Week 9: Session 1: Conservation and management of cultural and natural heritage  
Session 2: Heritage and socio-economic development
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Heritage and socio-economic development  
Session 2: Community based heritage work
- Week 13: Session 1: Community based heritage work  
Session 2: Managing and interpreting heritage in India
- Week 14: Session 1: Managing and interpreting heritage in India  
Session 2: Managing and interpreting heritage in India
- Week 15: Session 1: Representing complicated and diverse heritages of India  
Session 2: Representing complicated and diverse heritages of India
- Week 16: Session 1: Government of India policies and programs on heritage conservation  
Session 2: Government of India policies and programs on heritage conservation built environment and the imagination of urban landscapes – in global South
- Week 17: Session 1: Summing up and Wrap up discussions  
Session 2: Summing up and Wrap up discussions





**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the theoretical approaches in heritage conservation	<ul style="list-style-type: none"><li>• Classroom lectures</li><li>• Group discussions</li></ul>	Tutorial Assignments
II	Understanding international policies in shaping the concept and practice of heritage conservation.	<ul style="list-style-type: none"><li>• Classroom lectures</li><li>• Group presentations</li></ul>	Mid -term examinations
III	Develop an understanding of challenges in heritage management and the role of community in heritage protection, awareness and conservation.	<ul style="list-style-type: none"><li>• Classroom lectures</li><li>• Focus Case study discussions</li></ul>	Tutorial Assignments
IV	Understanding the context, tropes and challenges in heritage conservation in India.	<ul style="list-style-type: none"><li>• Classroom lectures</li><li>• Focus Case study presentations</li></ul>	End term examinations



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E08: HYDROLOGY AND WATER RESOURCES MANAGEMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course give a holistic view of the water environments i.e., hydrology seen as a water carrier in nature with human influence.
- 2) To know diverse methods of collecting the hydrological information, which is essential to understand surface and groundwater hydrology?
- 3) To develop an understanding of how this knowledge may be applied in practice in an economic and environmentally sustainable manner.

**Course Learning Outcome:**

- 1) Apply the water balance equation to various hydrological problems in time and space.
- 2) Describe how components of the water cycle are influenced by human activities.
- 3) Analyse hydrological data in order to evaluate water resource management in an area.

**Course Contents:**

- Unit-I. Introduction: The history of hydrology, System Concept in hydrology, hydrologic cycle, elements of hydrologic cycle, human impact on the hydrologic cycle, water balance.
- Unit-II. Surface Water Hydrology: River basin and problems of regional hydrology, sources of streamflow, streamflow hydrograph, streamflow measurement, rainfall-runoff relationships, flow duration curve, surface water resource of India, wetlands hydrology.
- Unit-III. Groundwater Hydrology: Divisions of subsurface water, formations according to their water-bearing properties, types of aquifer and aquifer properties, Darcy's law and elementary groundwater flow equation, geological formations as aquifers, groundwater monitoring, groundwater resource estimation.
- Unit-IV. Contemporary Issues and Challenges: Drought, flood, water use conflicts, water quality and major water pollutants (point and non-point source), water quality criteria for different uses.
- Unit-V. Water Resource Planning, Management and Policy: Water resources management (demand and supply side), watershed management, water harvesting, national water policy.

**Suggested Readings:**

1. Abbas, B.M. 1982. *The Ganges Water Dispute*, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Aggarwal, A. 1991. *Floods, Floodplains and Environmental Myths*, Centre for Science and Environment, New Delhi.



3. Andrew, D. W. and Trimble, S. 2004. *Environmental Hydrology*, 2<sup>nd</sup> Edition, Lewis Publishers, CRC Press.
4. Beek, E., Loucks, P.D. 2005. *Water Resource Systems Planning and Management: An Introduction to Methods, Models and Applications*, UNESCO, Paris.
5. Bhattacharya, S.K. 1988. *Urban Domestic Water Supply in Developing Countries*, CBS Publishers, CR Distributors, Delhi.
6. Chow, V.T., Maidment, D.R. and Mays, W.L. 1988. *Applied Hydrology*, McGraw-Hill International Editions, McGraw-Hill Book Company, New York.
7. Beach, Tim and Jonathan, M.F. 2017. *Wetland Hydrology: The International Encyclopaedia of Geography*, Wiley Online Library.
8. Jain, S.K., Aggarwal, P.K. and Singh, V.P. 2007. *Hydrology and Water Resources of India*, Springer, The Netherlands.
9. Karanth, K.R. 1988. *Groundwater: Exploration, Assessment and Development*, Tata-McGraw Hill, New Delhi.
10. Mahajan G. 1989. *Evaluation and Development of Groundwater*, Ashish Publishing House, New Delhi.
11. Micklin, Philip, P. 1996. Man and the water cycle: challenges for the 21<sup>st</sup> century, *Geojournal*, 39 (3): 285-298.
12. Rai, S.C. 2017. *Hydrology and Water Resources: A Geographical Perspective*, Ane Book Pvt. Ltd., New Delhi.
13. Singh, V.P. 1995. *Environmental Hydrology*, Kluwar Academic Publications, The Netherlands.
14. Subramanya, K. 2010. *Engineering Hydrology*, Tata McGraw Hill Education Pvt. Ltd. New Delhi.
15. Thornthwaite, C.W. and Mather, J.R. 1957. *Instructions and Tables for Computing Potential Evapotranspiration and the Water Balance*, Drexel Institute of Technology, Centerton, New Jersey.
16. Todd, D.K. 1980. *Groundwater Hydrology*, John Wiley, New York.

#### Tentative Teaching Plan:

Week 1	Introduction The history of hydrology  System Concept in hydrology	Subramanya, K. (2010); Rai, S.C. (2017) Chow, V.T., Maidment, D.R. and Mays, W.L. (1988); Rai, S.C. (2017) Chow, V.T., Maidment, D.R. and Mays, W.L. (1988); Rai, S.C. (2017)
Week 2 & 3	Hydrologic Cycle; Elements of Hydrologic Cycle: precipitation, interception, evaporation, evapo-transpiration, infiltration, subsurface water, surface water & runoff Human impact on the hydrologic cycle Water Balance	Chow, V.T., Maidment, D.R. and Mays, W.L. (1988); Rai, S.C. (2017); Subramanya, K. (2010) Micklin, Philip, P. (1996); Rai, S.C. (2017) Thornthwaite C.W. and Mather, J.R. (1957); Rai, S.C. (2017)
Week 4	River basin and problems of regional hydrology	Subramanya, K. (2010); Jain, S.K., Aggarwal, P.K. and Singh, V.P. (2007)
Week 5	Sources of streamflow; streamflow hydrograph; streamflow measurement	Chow, V.T., Maidment, D.R. and Mays, W.L. (1988); Rai, S.C. (2017)
Week 6	Rainfall-runoff relationships; flow duration curve; surface water resource of India	Subramanya, K. (2010); Rai, S.C. (2017); Todd, D.K. (1980)
Week 7	Wetlands hydrology	Tim Beach and Jonathan, M.F. (2017)



Week 8	Divisions of subsurface water Formations according to their water-bearing properties Types of aquifer and Aquifer properties Darcy's law and elementary groundwater flow equation	Subramanya, K. (2010); Rai, S.C. (2017); Todd, D.K. (1980)
Week 9	Geological formations as Aquifers Groundwater monitoring Groundwater resource estimation	Subramanya, K. (2010); Rai, S.C. (2017); Todd, D.K. (1980)
Week 10	<i>Mid-Semester Examinations</i>	
Week 11	<i>Mid-Semester Break</i>	
Week 12	Drought management	Aggarwal, A. (1991); Bhattacharya, S.K. (1988)
Week 13	Flood management	Abbas, B.M. (1982); Bhattacharya, S.K. (1988)
Week 14	Water use conflicts	Beek, E., Loucks, P.D. (2005); Abbas, B.M. (1982); Rai S.C. (2017)
Week 15	Water quality and major water pollutants (point and non-point source) Water quality criteria for different uses	Beek, E., Loucks, P.D. (2005); Rai S.C. (2017)
Week 16	Water resources management (demand and supply side) Watershed Management	Beek, E., Loucks, P.D. (2005); Rai S.C. (2017); Sharma et.al. (1992)
Week 17	Water harvesting National Water Policy	Beek, E., Loucks, P.D. (2005); Rai S.C. (2017)

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Knowledge of fundamental concepts in Hydrology	Lectures and Tutorials	Assignments
II	Knowledge of Surface water hydrology	Lectures, Tutorials and Field visits	Field diaries
III	Knowledge of ground water hydrology	Lectures, Tutorials and Field visits	Field diaries
IV	Knowledge of contemporary issues and challenges	Lectures and Tutorials	Assignments
V	Knowledge of Water Resource Planning, Management and Policy	Lectures and Tutorials	Assignments



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E09: MULTIVARIATE STATISTICAL ANALYSIS**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course shall equip the students to have a basic understanding of multivariate statistical analyses. It shall allow them to understand purpose and basic assumptions related to regression models.
- 2) They will also learn about different family of regression models, with data requirements, assumptions, and diagnostic tests.

**Course Learning Outcomes:**

- 1) This course must train the student about the need, purpose, and advantage of regression models over other crude methods.
- 2) Students should be well conversant with different families of regression models, its underlying assumptions, data requirements, interpretation of regression results, and able to apply the diagnostic test to check the model fit.

**Course Contents:**

Unit I: Introduction to regression models: assumptions, properties, and applications  
Unit II: Bivariate linear regression  
Unit III: Multiple regression  
Unit IV: Logit regression  
Unit V: Factor analysis; Principal component analysis

**Suggested Readings:**

1. Berry, W.D. 1993. *Understanding Regression Assumptions*, Sage Publications, London.
2. Dunteman, G.H. 1989. *Principal Component Analysis*, Sage Publications, London.
3. Kim, J., and Mueller, C.W. 1978. *Factor Analysis: Statistical Methods and Practical Issues*, Sage Publications, London.
4. Menard, S. 2002. *Applied Logistic Regression Analysis*. 2<sup>nd</sup> edition, Sage Publications, London.
5. Retherford, R.D., and Choe, M.K. 1993. *Statistical Models for Causal Analysis*, Wiley & Sons Inc, New York.
6. Schroeder, L.D., Sjoquist, D.L., and Stephan, P.E. 1986. *Understanding Regression Analysis: An Introductory Guide*, Sage Publications, London.
7. Goddard, J., Kirby, A. 1976. *An Introduction to Factor Analysis*. Concepts and Techniques in Modern Geography, Institute of British Geographers, London.
8. Daultrey, S. (1976) *Principal Component Analysis*. Concepts and Techniques in Modern Geography, Institute of British Geographers, London.



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### Tentative Teaching Plan

- Week 1: Introduction to regression models: basic concept  
Week 2: Introduction to regression models: assumptions and properties  
Week 3: Introduction to regression models: applications  
Week 4: Bivariate linear regression: basic concepts  
Week 5: Bivariate linear regression: assumptions and properties application  
Week 6: Bivariate linear regression: application  
Week 7: Multiple linear regression: basic concepts  
Week 8: Multiple linear regression: assumptions and properties and application  
Week 9: Multiple linear regression: application  
Week 10: *Mid-Semester Examinations*  
Week 11: *Mid-Semester Break*  
Week 12: Logit regression: basic concepts  
Week 13: Logit regression: assumptions and properties and application  
Week 14: Logit regression: application  
Week 15: Factor analysis: basic concept  
Week 16: Factor analysis: properties and application  
Week 17: Principal component analysis: concept, properties and application

### Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Basic concepts of regression models	Classroom lectures and tutorials	Understanding basic concept of regression model
II	Concepts and application of bivariate linear regression	Classroom lectures and tutorials	Doing bivariate regression model
III	Concepts and application of multiple regression	Classroom lectures and tutorials	Doing multiple regression model
IV	Concepts and application of logit regression	Classroom lectures and tutorials	Doing logit regression model
V	Concepts and application of factor analysis	Classroom lectures and tutorials	Doing factor analysis
VI	Concepts and application of principal component analysis	Classroom lectures and tutorials	Doing principal component analysis



**MASTER of ARTS in GEOGRAPHY**  
**Semester II – Elective Course**

**GEOG2E10: REGIONAL GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) The students will be exposed to 'regional' approach in studying geography.
- 2) The students will be conscious of the various facets of regional geography – foundations and dimensions, regional consciousness and identity, and forms and evolution.
- 3) The students will be aware of the hierarchy of regional divisions of India.

**Course Learning Outcomes:**

- 1) The students will be able to understand and analyse the principal issues confronting the regions today.
- 2) The students will get an insight into 'how regions work', through case-study from India.
- 3) The students will be able to understand and analyse the principal issues confronting the different regions of India.

**Course Contents:**

- Unit I: Introduction: origin and development of regional studies, regional approach, methods of regionalization.
- Unit II: Foundations and Dimensions of Regional Geography: ecological foundations, economic foundations, social and cultural dimensions.
- Unit III: Regional Organization of Space: regional consciousness and identity, region and political life.
- Unit IV: Forms and Evolution of Regional Organization: societies without space, regional organization of traditional and industrial societies, globalization and new territorial order.
- Unit V: Future of the Regional Approach: selected case-studies from India.

**Suggested Readings:**

1. Abler R., Adams J. S., and Gould P. R., 1971. *Spatial Organization: A Geographer's View of the World*, Englewood Cliffs, Prentice-Hall.
  2. Claval Paul, 1998. *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
  3. De Blij H. J. 1971. *Geography: Regions and Concepts*, John Wiley and Sons.
  4. Deshpande C. D. 1992. *India: A Regional Interpretation*, ICSSR, New Delhi.
  5. Johnson E. A. J. 1970. *The Organization of Space in Developing Countries*, MIT Press, Massachusetts.
  6. Johnston R. J. And Hauer J. 1990. *Regional Geography: Current Developments and Future Prospects*, Taylor and Francis.
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7. Johnston R. J. and Sidaway J. D. 2004. *Geography and Geographers: Anglo-American Human Geography since 1945*, Arnold, London.
8. Mandal R. B. (ed.), 1990. *Patterns of Regional Geography – An International Perspective. Vol. 1 – Conceptual Development*.
9. Minshull Roger, 2007. *Regional Geography: Theory and Practice*, Transaction Publishers.
10. Singh R. L. 1971. *India: A Regional Geography*, National Geographical Society of India.
11. Spate O. H. K. and Learmonth A. T. A. 1954. *India and Pakistan – A General and Regional Geography*, Methuen.
12. Whittlesey D. 1952. *The Regional Concept and the Regional Method* in P. James and C. F. Jones (eds.), *American Geography – Inventory and Prospect*, AAAG.

**Tentative Teaching Plan:**

Week 1:	Session 1:	Development of Regional Studies
	Session 2:	Development of Regional Studies
Week 2:	Session 1:	Regional Approach
	Session 2:	Regional Approach
Week 3:	Session 1:	Methods of Regionalization
	Session 2:	Methods of Regionalization
Week 4:	Session 1:	Ecological Foundations of Regional Geography
	Session 2:	Ecological Foundations of Regional Geography
Week 5:	Session 1:	Economic Foundations of Regional Geography
	Session 2:	Economic Foundations of Regional Geography
Week 6:	Session 1:	Social and Cultural Dimensions of Regional Geography
	Session 2:	Social and Cultural Dimensions of Regional Geography
Week 7:	Session 1:	Regional Consciousness and Identity
	Session 2:	Regional Consciousness and Identity
Week 8:	Session 1:	Region and Political Life
	Session 2:	Region and Political Life
Week 9:	Session 1:	Societies without Space
	Session 2:	Societies without Space
Week 10:	<i>Mid-Semester Examinations</i>	
Week 11:	<i>Mid-Semester Break</i>	
Week 12:	Session 1:	Regional Organization of Traditional Societies
	Session 2:	Regional Organization of Traditional Societies
Week 13:	Session 1:	Regional Organization of Industrial Societies
	Session 2:	Regional Organization of Industrial Societies
Week 14:	Session 1:	Globalization and the New Territorial Order
	Session 2:	Globalization and the New Territorial Order
Week 15:	Session 1:	Conclusions – Future of the Regional Approach
	Session 2:	Regionalization of India by O. H. K. Spate and R. L. Singh
Week 16:	Session 1:	Case Study – Regional Geography of India (Himalaya Mountain)
	Session 2:	Case Study – Regional Geography of India (Indus-Ganga Plain)
Week 17:	Session 1:	Case Study – Regional Geography of India (Peninsular Plateau)
	Session 2:	Case Study – Regional Geography of India (Coastal Plain and Islands)





**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Knowledge of the regional approach in geography	Classroom lectures and tutorials	Relevance of the regional approach
II	Knowledge of foundations and dimensions of regional geography	Classroom lectures and tutorials	Comparative study of ecological, economic and socio-cultural dimensions
III	Knowledge of regional organization of space	Classroom lectures and tutorials	Case-study of regional consciousness leading to regionalism
IV	Knowledge of forms and evolution of regional organization	Classroom lectures and tutorials	Comparative case-study of traditional and industrial societies
V	Future of the regional approach and regions of India	Classroom lectures and tutorials	Case-study of selected regions from India



**MASTER of ARTS in GEOGRAPHY**  
**Semester III**



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Core Course**

**GEOG3C01: MODERN GEOGRAPHICAL THOUGHT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course aims to provide knowledge of disciplinary developments post 1970.
- 2) It aims to enable students to contextualize the conceptual traditions within geography along with the major philosophical influences.
- 3) It promotes an understanding of the fluidity, expansion and inclusivity of Modern Geographical Thought as against imperial underpinnings and latent eurocentricity.

**Course Learning Outcomes:**

- 1) A thorough knowledge of the growth, development, philosophical influences and relevance of geography from 1970 to the present time.
- 2) Knowledge of emerging areas and new theorisations within the discipline
- 3) An appreciation of the discipline's dynamic and inclusive nature.

**Course Contents:**

- Unit I: Brief Disciplinary History: Early origins, imperial influences and multi paradigmic nature; towards professionalization and institutionalisation; a contested discipline.
- Unit II: Philosophical Influences in Modern Geographical Thought: Behaviouralism, Realism, Marxism, Structuralism, Post-structuralism and Postmodernism.
- Unit III: Emergence of Modern Geography: Key developments in the 1970's; post positivist Humanistic Geography; Behavioural Geography; Marxist Geography, Feminist Geography; Postmodern Geographies.
- Unit IV: Ontological turns and New Theories in Modern Geography: New ontologies of space and place; cultural turn, emotional turn, narrative turn; fieldwork and politics of representation; decolonizing geographical research; Grounded Theory, Minor Theory, Non-Representational Theory.
- Unit V: Future of Geography: Drivers of global relevance, emerging subfields, difference, diversity and greater inclusivity in a globalising world.

**Suggested Readings:**

1. Cresswell, Tim, 2013. *Geographic Thought: A Critical Introduction*, Wiley Blackwell.
  2. Nayak, Anoop & Jeffrey Alex, 2011. *Geographical Thought: An Introduction to Ideas in Human Geography*, Harlow: Prentice Hall.
  3. Gregory, Derek; Johnston, Ron; Pratt, Geraldine; Watts, Michael; Whatmore, Sarah, 2009. *The Dictionary of Human Geography*, Wiley-Blackwell.
  4. Bonnett, Alastair, 2008. *What is geography?* Sage Publications.
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5. Hubbard, Phil., Kitchin, Rob, and Gill Valentine, 2008. *Key Texts in Human Geography*, Sage Publications.
5. Castree, R, A. Rogers and D. Sherman, 2005. *Questioning Geography: Fundamental Debates*, Blackwell.
6. Hubbard, Phil., Kitchin, Rob., Bartley Brendan and Duncan Fuller, (eds) 2002. *Thinking Geographically: Space, Theory and Contemporary Human Geography*, Continuum
7. Crang, Mike and Nigel Thrift, 2000. *Thinking Space*, Routledge.
8. Holt Jensen Arid, 1999. *Geography: History and Concepts*, Sage Publications.
9. Peet, Richard, 1998. *Geographical Thought*, Blackwell.
10. Benko, Georges, Strohmayer, Ulf, 1997. *Space and Social Theory*, Blackwell Publishers.

### Tentative Teaching Plan:

- Week 1: Session 1: Introduction to the course, Bridging with CBCS undergraduate syllabus and overview; Early origins, imperial influences.  
Session 2: Multi paradigmic nature of the discipline, towards professionalization and institutionalisation.
- Week 2: Session 1: Towards professionalization and institutionalisation, a contested discipline.  
Session 2: Philosophical influences on Modern Geographical Thought-Behaviouralism.
- Week 3: Session 1: Philosophical influences on Modern Geographical Thought- Realism.  
Session 2: Philosophical influences on Modern Geographical Thought- Marxism.
- Week 4: Session 1: Philosophical influences on Modern Geographical Thought- Structuralism.  
Session 2: Philosophical influences on Modern Geographical Thought- Post Structuralism.
- Week 5: Session 1: Philosophical influences on Modern Geographical Thought – Postmodernism.  
Session 2: Key developments in the 1970's, Disciplinary androcentricity and racism Phenomenology and post positivist Humanistic Geography.
- Week 6: Session 1: Behavioural Geography- key themes, critiques  
Session 2: Marxist Geography-key themes, critiques
- Week 7: Session 1: Feminist Geography- key themes, intersectionality  
Session 2: Feminist Geography-intersectionalities, post-feminist geographies?
- Week 8: Session 1: Post Modern Geographies  
Session 2: Post Modern Geographies (contd.)
- Week 9: Session 1: New ontologies of space and place, heterotopias.  
Session 2: New ontologies of space and place, production of space, trialectics of space.
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Ontological turns- cultural turn  
Session 2: Ontological turns -emotional turn, narrative turn
- Week 13: Session 1: Fieldwork and politics of representation  
Session 2: Decolonizing geographical research, Purposing Minor Theory
- Week 14: Session 1: Minor Theory (contd.), Grounded Theory approach  
Session 2: Grounded Theory approach (contd.), Non Representational theory.
- Week 15: Session 1: Non Representational theory (contd.)  
Session 2: Future of Geography-drivers of global relevance
- Week 16: Session 1: Emerging areas and new subfields overview and examples  
Session 2: Difference, diversity and greater inclusivity in a globalising world
- Week 17: Session 1: Portrait of discipline relevant to contemporary global and local concerns-  
Session 2: Wrap up discussions and feedback



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Knowledge of disciplinary history and evolution	Lectures and Tutorials/seminars; Presentation and discussion on imperial underpinnings, multiple paradigms	Assignment on paradigms
II	Knowledge of important philosophical influences on the discipline	Lectures and Tutorials/seminars; Discussion and details of major philosophical influences	Assignment on any two major philosophical influences on the work of geographers
III	Knowledge of post positivist geographies	Lectures and Tutorials/seminars; Discussion on emergence of new geographies in the 1970's	Assignment on critique of positivism and responses within mainstream geography.
IV	Knowledge of Ontological turns and New Social Theories in Geography	Lectures and Tutorials/seminars; Discussion on ontological turns and newer social theories in the discipline	Assignment on Cultural turn; Assignment on decolonizing research/ purposing Minor theory/ Nonrepresentational Theory
V	Appreciating the relevance of Geography in assessing contemporary global and local concerns	Lectures and Tutorials/seminars; Discussions on difference, diversity and relevance of geography	Assignment on Future of Geography as an inclusive and integrative discipline.



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Core Course**

**GEOG3C02: RESEARCH METHODS AND TECHNIQUES IN GEOGRAPHY**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) This course attempts to introduce the students to the basic knowledge related to geographical field research design.
- 2) The course examines the questions related to data collection, methods and its analysis.
- 3) It also critically evaluates the dissertation based on field survey.

**Course Learning Outcomes:**

- 1) The students will be able to understand basic concepts of field research methods and research design in geography.
- 2) The students will be able to do field work through practical experience and get skills of data collection methods and processing and analysis of obtained data.
- 3) The students will be able to write dissertation based on field work on given topic.

**Course Contents:**

- Unit I: Introduction to Geographical Research: Concept, Significance, Types and Approaches to Research in Geography; Literature survey; Research Ethics; Limitations.
- Unit II: Research Design: Steps, Identification and formulation of Research Problem; Research questions; Aims and Objectives.
- Unit III: Data Sources and Methods of Data Collection: Nature of Data: qualitative and quantitative, Primary Data: Field survey, Selection of sample, Questionnaire, Interview, Observation, PRA; Secondary Data.
- Unit IV: Data Analysis: Processing of Data; tabulation, graphic presentation and analysis of Data; Referencing; Structure of dissertation.

**Suggested Readings:**

1. Black, James A. and Champion, D.J. 1976. *Methods and Issues in Social Research*, John Wiley and Sons, New York.
2. Bonnett, Alastair, R. 2008. *What Is Geography?* Sage, London.
3. Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Sage, California, USA
4. Gopal, Krishan and Singh, Nina, 2016. *Researching Geography: The Indian Context*. Routledge, Delhi.
5. Harris, C. 2001. Archival Fieldwork, *Geographical Review*, 91 (1-2), 328-334
6. Hart, C. 1999. *Doing Literature Review: Releasing the Social Science Research Imagination*, Sage, London.



7. Hay, I. 2010. *Qualitative Research Methods in Human Geography*, 3<sup>rd</sup> ed. Oxford University Press, South Melbourne, Australia,
8. Lunsbury J.F. and Aldrich, F.T. 1979. *Introduction to Geographic Field Methods and Techniques*, Charles E. Merrill Publishing Company, Columbus.
9. Misra, R. P. 2015. *Research Methodology: A Handbook*, Concept Publishing Company, New Delhi.
10. Montello, Daniel R. and Sutton, P.C. 2006. *An Introduction to Scientific Research in Geography*, Sage Publications, London.
11. Oliver, Paul, 2004. *Writing Your Thesis*, Vistaar Publications, New Delhi
12. Preece, R. 1994. *Starting Research: An Introduction to Academic Research and Dissertation Writing*, Continuum, London.
13. Sharma, P.R., R. S. Yadava and Sharma, V.N. 2011. *Research Methodology: Concepts and Studies*, R. K. Books, New Delhi.
14. Stoddard, Robert H. 1982. *Field Techniques and Research Methods in Geography*, Kendall/Hunt for National Council for Geographic Education.

**Tentative Teaching Plan:**

- Week 1 - Overview about research in geography
- Week 2 - Types and approaches of research
- Week 3 - Literature survey
- Week 4 - Research ethics
- Week 5 - Research design and process
- Week 6 - Identification of problem
- Week 7 - Research questions, objectives
- Week 8 - Nature and sources of data
- Week 9- Primary data sources: field survey
- Week 10- Mid-Semester Examinations
- Week 11- Mid-Semester Break
- Week 12 - Questionnaire & interview
- Week 13 - Observation & PRA
- Week 14 - Secondary data sources
- Week 15 - Processing and analysis of data
- Week 16 - References and Structure of dissertation
- Week: 17 -Dissertation writing

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Conceptual background of Research	Classroom lectures tutorials and PPTs	Assignments/ discussion on concepts of field research
II	Identify and formulate of Research Problem	Classroom lectures, tutorials and PPTs	Assignments/presentations/ debates on formulation and preparation of research problem
III	Methods of Data Collection and Field survey,	Classroom lectures, tutorials and PPTs	Assignments/discussions/presentations on using techniques for primary survey
IV	Processing and Analysis of Data and writing dissertation	Classroom lectures and tutorials	Presentations/discussions on detailed structure of dissertation



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E01: CITIES OF GLOBAL SOUTH**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To critically understand the complexities of urban cities in the global context and the experience of living in these cities.
- 2) To critically understand a broad range of issues that global cities face today.
- 3) To provide a social, cultural, political and economic understanding of global cities of the South.

**Course Learning Outcomes:**

- 1) To understand the linkages between global cities of the South and the particular context in which they emerge.
- 2) Critically analyse contemporary issues of Cities in the South from a geographical perspective.
- 3) Understand urban issues of specific contexts, in the case of global cities in the South in order to work for possible and effective planning and policy interventions.

**Course Contents:**

- Unit I: Understanding Global Cities: Definitions and approaches in understanding global cities - foundational Ideas, Marxist and post-modern views.
- Unit II: Cities in Global Economy: Globalization and cities; emergence of new economy-information communication technologies (ICTs) and informal sectors; Gentrification and social exclusion.
- Unit III: Politics, Governance in Global Cities: Local politics and governance in global era; Issues and politics of community development and empowerment; contemporary planning and its impact on everyday lives of citizens.
- Unit IV: Future of Global Cities: Sustaining new ways of living and ideas of green cities; Global terrorism, violence, loneliness and homelessness and public policy; Smart cities.

**Suggested Readings:**

1. Castells, Manuel, 2009. *The Information Age: Economy, Society and Culture* (v. 1-3) *The Rise of Network Society; The Power of Identity, End of Millennium*, (Second edition), Oxford: Blackwell Publishing.
2. Castells, Manuel, Gustavo Cardoso, 2006. *The Network Society: From Knowledge to Policy*, Washington, DC, Center for Transatlantic Relations.
3. Hall, P. 2001. *Cities in Civilization: Culture, Innovation and Urban Order*, Phoenix.
4. Hall, P. 2002. *Cities in Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century*, 3<sup>rd</sup> Edition, Oxford: Blackwell.





5. Misra, R.P. (ed.) 2013. *Urbanization in South Asia: Focus on Mega Cities*, Cambridge University Press, New Delhi.
6. Nandy, A, 2001. *An Ambiguous Journey to the City: The Village and other Odd Ruins of the Self in the Indian Imagination*, New Delhi: OUP.
7. Sassen, S (ed.) 2002. *Global Network, Linked Cities*, New York: Routledge.
8. Scott, A.J. 2002. *Global City-Regions: Trends, Theory, Policy*, Oxford: OUP.
9. Southall, A. 1998. *The City in Time and space*, Cambridge, Cambridge University Press.
10. Datta, A. and Shaban, A. (eds), 2017. *Mega-Urbanisation in Global South: Fast Cities and New Urban Utopias of the Post-colonial State*, Routledge: London and New York.
11. Parnell, S. and Oldfield, S. 2014. *The Routledge Handbook on Cities of Global*, Routledge, London and New York.

#### **Tentative Teaching Plan:**

- Week 1: Session 1: Syllabus overview  
Session 2: Understanding Global cities
- Week 2: Session 1: Foundational Ideas  
Session 2: Marxist Approaches
- Week 3: Session 1: Post-modern Approaches  
Session 2: Globalisation and cities
- Week 4: Session 1: Globalisation and cities  
Session 2: Emergence of new economy
- Week 5: Session 1: New economies of information communication technologies (ICTs)  
Session 2: New economies of information communication technologies (ICTs)
- Week 6: Session 1: Informal sectors  
Session 2: Informal sectors
- Week 7: Session 1: Gentrification and social exclusion  
Session 2: Gentrification and social exclusion
- Week 8: Session 1: Local politics and governance in global era  
Session 2: Local politics and governance in global era
- Week 9: Session 1: Issues and politics of community development and empowerment  
Session 2: Issues and politics of community development and empowerment
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Contemporary planning and its impact on everyday lives of citizens  
Session 2: Contemporary planning and its impact on everyday lives of citizens
- Week 13: Session 1: Sustaining new ways of living and ideas of green cities  
Session 2: Sustaining new ways of living and ideas of green cities
- Week 14: Session 1: Global terrorism, violence  
Session 2: Global terrorism and violence
- Week 15: Session 1: Loneliness and homelessness  
Session 2: Loneliness and homelessness
- Week 16: Session 1: Public policies in tackling the emerging issues in Cities of Global South  
Session 2: Smart cities
- Week 17: Session 1: Summing up and Wrap up discussions  
Session 2: Summing up and Wrap up discussions



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the complexities of Cities of Global South	Classroom lectures Group discussions	Tutorial Assignments
II	Understanding the economic processes of development of Cities of Global South	Classroom lectures Group presentations	Mid -term examinations
III	Develop a social, political and economic understanding of contemporary urban issues in Cities of Global South.	Classroom lectures Focus City discussions	Tutorial Assignments
IV	Understanding the future of Urbanism and urbanisation trends in Cities of Global South	Classroom lectures Focus City presentations	End term examinations



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E02: CLIMATE CHANGE AND ADAPTATIONS**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objective:**

- 1) Providing in depth knowledge of Climate Change.
- 2) Assessment of Climate Change impacts on fragile ecosystems.
- 3) Adaptation strategy and governance.

**Course Learning Outcome:**

- 1) Understanding of various dimensions of Climate Change.
- 2) Significance of adaptation strategies.
- 3) Evaluation of role of Local and global organisations.

**Course Content:**

- Unit I: Science of Climate Change: Meaning, Concept and Approaches.
- Unit II: Measuring Climate Change: Stress, exposure, risk and vulnerability related to climatic hazards and disasters.
- Unit III: Empirical Assessment of Climate Change Adaptation: Assessment in fragile ecosystems; Mountain, Desert and Coastal.
- Unit IV: Climate Change Adaptation: Role of Indigenous Traditional Knowledge (ITK) and Resilience for Future Sustainability
- Unit V: Policy Framework for Climate Change Adaptation: SDGs Approach, International Climate Change Agreements and Local Governance.

**Suggested Readings:**

1. Adger, W. N. 2006. Vulnerability, *Global Environmental Change*, 16 (3), 268-281
2. Agrawala, S. and Fankhauser, S. (Eds.), 2008. *Economic Aspects of Adaptation to Climate Change: Costs, Benefits and Policy Instruments*, OECD, Paris
3. Barros, Vicente R. (eds.), 2014. Climate Change 2014. Impacts, Adaptation and Vulnerability: Global and Sectoral Aspects. *Fifth Assessment Report of the Intergovernmental Panel on Climate Change (Part B; Regional Aspect)*, Cambridge University Press, New York.
4. Bergkamp, G., Orlando, B. and Burton, I. 2003. *Change: Adaptation of Water Resources Management to Climate Change*, IUCN, Gland.
5. Brewster, E. N. 2010. *Climate Change Adaptation: Steps for a Vulnerable Planet*, New York, Nova Science.
6. **IPCC**, 2012. *Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation*. A Special Report of Working Groups I and II of the Intergovernmental Panel on



- Climate Change [Field, C.B., V. Barros, T.F. Stocker, D. Qin, D.J. Dokken, K.L. Ebi, M.D. Mastrandrea, K.J. Mach, G.-K. Plattner, S.K. Allen, M. Tignor, and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, UK, and New York, NY, USA, 582 pp.
7. IPCC, 2013. Climate Change 2013: The Physical Science Basis, the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1535 pp.
  8. Mukherji Shormila, 2004. *Fragile Environment*, Manak Publication Pvt. Ltd.
  9. NDMA, 2009. National Disaster Management Guidelines-Management of Landslides and Snow Avalanches. Publication of National Disaster Management Authority, Government of India. New Delhi
  10. Pandey, R, Jha, S. 2011. Climate vulnerability index –measure of climate change vulnerability to communities: a case of rural Lower Himalayas, India, Mitigation and Adaptation Strategies Global Change, Published online December 2011
  11. Rai, S.C. 2009. *Land Use and Climate Change*, Nova Science Publishers, Inc., New York.
  12. Reid, Hannah. 2014. *Climate change and human development*, London, UK : Zed Books
  13. Singh, Savindra, 2015. *Paryavaran Bhoogol*, Prayag Pushtak Bhavan Allahabad (Hindi).

#### Tentative Teaching Plan

- Week 1: Introduction of Climate Change (Barros, Vicente R. (eds.), 2014).
- Week 2: Concepts of Climate Change (Reid, Hannah. 2014).
- Week 3: Approaches to Climate Change adaptation (Bergkamp, G., Orlando, B. and Burton, I. 2003).
- Week 4: Climatic Stress, exposure (Pandey, R, Jha S., 2011).
- Week 5: Vulnerability and Risk related to climate change
- Week 6: Climatic hazards and disasters (NDMA, 2009).
- Week 7: Climate Change: Assessment in fragile ecosystem (Mukherji Shormila, 2004).
- Week 8: Assessment of Mountain ecosystem (NDMA, 2009 and Pandey, B. W. 2002)
- Week 9: Assessment of Coastal and Desert ecosystems IPCC, 2013).
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break (Fieldwork)*
- Week 12: Role of Indigenous Traditional Knowledge (ITK) (Barros, Vicente R. (eds.), 2014).
- Week 13: Climate Change Resilience (Adger, W. N., 2006).
- Week 14: Future Sustainability (IPCC, 2012)
- Week 15: Climate Change Adaptation and role of SDGs (Brewster, E. N. 2010).
- Week 16: Climate Change Agreements (IPCC, 2012)
- Week 17: Regional Cooperation and Local Governance (NDMA, 2009)



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to climate change adaptations in different geographic conditions	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldwork.	Assignments, Presentations, discussions and debates.
II	Detailed study of vulnerability risk factors related to climate change	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldwork.	Assignments, Presentations, discussions and debates.
III	Empirical understanding of different bio-geographic regions	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldwork.	Assignments, Presentations, discussions and debates.
IV	Role of indigenous practices and adaptation methods to combat climate change	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldwork.	Assignments, Presentations, discussions and debates.
V	Role of different players from the formulation to implementation of policies	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldwork.	Assignments, Presentations, discussions and debates.



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E03: DEMOGRAPHY AND POPULATION GEOGRAPHY**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) This course intends to orient the students towards interdisciplinary perspectives on population issues at different geographical scales.
- 2) It will acquaint the candidate to appreciate the role of spatial perspectives towards showcasing population changes and its impact on the economy, society, environment and politics at diverse geographical spheres.

**Course Learning Outcomes:**

- 1) After taking this course, a candidate should be able to appreciate the active role of population geography as a distinct field of human geography.
- 2) S/he should be conversant with different sources of demographic data, and well versed with debates on population-development linkages.
- 3) Students should be able to examine the different components of population change, its drivers, and their consequences upon contemporary socio-economic, environmental, and political changes.

**Contents:**

- Unit I: Demography and Population Geography: nature, scope, development, sources of population data.
- Unit II: Population Composition: age, sex, literacy, rural- urban; theories of population: Malthus and critique; the demographic transition theory, population composition and theories.
- Unit III: Mortality: measurements, theories, regional patterns.
- Unit IV: Fertility and Nuptiality: measurements, theories, regional patterns.
- Unit V: Migration: theories, typologies, patterns and flows; causes and consequences.

**Suggested Readings**

1. Birdsell, N., Kelley, A.C., and Sinding, S.W. 2001. *Population Matters: Demographic Change, Economic Growth, and Poverty in Developing World*, Auckland: Oxford University Press.
2. Clarke, J.I. 1972. *Population Geography*. 2<sup>nd</sup> edition, Oxford: Pergamon Press.
3. Dyson, T. 2010. *Population and Development: The Demographic Transition*, London: Zed Books.
4. Jeffery, R., and Jeffery, P. 1997. *Population, Gender, and Politics: Demographic Change in Rural North India*, Cambridge, UK: Cambridge University Press.
5. May, J.F. 2012. *World Population Policies: Their Origin, Evolution, and Impact*, Washington DC: Springer.



6. Newbold, K.B. 2010. *Population Geography: Tools and Issues*, New York: Rowman and Littlefield Publishers Inc.
7. Poston, D.L., and Bouvier, L.F. 2010. *Population and Society: An Introduction to Demography*, New York: Cambridge University Press.
8. Poston, D.L., and Micklin, M. (eds.) 2005. *Handbook of Population*, New York: Kluwer Academic.
9. Preston, S., Heuveline, P., and Guillot, M. 2000. *Demography: Measuring and Modelling Population Processes*, Oxford: Wiley-Blackwell.
10. Seigal, J.S., and Swanson, D.A. (eds.) 2004. *The Methods and Materials of Demography*. 2<sup>nd</sup> edition, San Diego, CA: Elsevier Academic Press.
11. Srinivasan, K. 2017. *Population Concerns in India: Shifting Trends, Policies, and Programs*, New Delhi: Sage.
12. Weeks, J.R. 2008. *Population: An Introduction to Concepts and Issues*. 10<sup>th</sup> edition, Belmont, CA: Thomson Wadsworth.

**Tentative Teaching Plan:**

- Week 1: Understanding the definitions, concepts, and issues related to population geography
- Week 2: Scope and development of the sub-field; sources of population data
- Week 3: Population Composition: Age, Sex, Literacy, Rural-urban
- Week 4: Theories of Population: Malthus and his critique; the Demographic transition theory
- Week 5: Mortality: Basic concepts and measurements
- Week 6: Mortality: Theories, determinants, regional patterns
- Week 7: Fertility and nuptiality: Basic concepts and measurements
- Week 8: Determinants of fertility
- Week 9: Theories/explanations of fertility decline
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Migration: basic concepts
- Week 13: Migration: theories
- Week 14: Migration: typologies
- Week 15: Migration: patterns and flows
- Week 16: Migration: causes
- Week 17: Migration: consequences



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding of fundamental issues and concepts of population; inter-relationships with other social science disciplines including geography	Classroom lectures and tutorials	Developing basic concepts and issues related to population issues
II	Understanding of population composition: age and sex, education, marital status, rural-urban; population theories	Classroom lectures and tutorials	Examining population characteristics and composition
III	Basic concepts of mortality: determinants and consequences, regional patterns	Classroom lectures and tutorials	Understanding of mortality measures and determinants
IV	Basic concepts of fertility: determinants and consequences, regional patterns	Classroom lectures and tutorials	Understanding of fertility/nuptiality measures and determinants
V	Basic concepts of migration: determinants and consequences, regional patterns	Classroom lectures and tutorials	Understanding of migration measures, types, and models





**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E04: DEVELOPMENT THEORY AND REGIONAL POLICY**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) This course studies the conception of space in Anglo-American traditions of regional development theory.
- 2) It lays the theoretical foundation for the various development concepts and models, which originated post 1950s.
- 3) It also critically evaluates the numerous regional policies originating from the above theories.

**Course Learning Outcomes:**

- 1) The students will be aware of Anglo-American academic traditions, and overlapping disciplinary roots of the regional development theories.
- 2) The students will know how the development theories evolved over four very dissimilar phases, with substantial variation in emphasis and character:
  - a) Urban-Industrial Growth Pole Strategies (1950-70)
  - b) Neo-Populist Regional Development Strategies (1970-90)
  - c) Liberalization, Privatization and Globalization (1990-2010)
  - d) Sustainable Human Development (2010 onwards)
- 3) The students will learn about the regional policies emanating out of these development theories.

**Course Contents:**

- Unit I: Introduction: Origin and Context, Concept of Space and Region, Rationalization of Regional Planning and Spatial Policy.
- Unit II: Common Regional Policy Objectives: regional Imbalance as a policy problem; growth, income distribution and spatial inequality.
- Unit III: Rival Regional Planning Strategies: urban-industrial growth pole strategies; polarization and the development of underdevelopment; neo-populist regional development strategies.
- Unit IV: Globalization of Development Policy: liberalization, privatization and globalization; sustainable human development.
- Unit V: Conclusion: territorial regional planning; state, development and regional planning.

**Suggested Readings:**

1. Friedmann J. 1966. *Regional Development Policy: A Case Study of Venezuela*, Cambridge, Mass., MIT.
2. Friedmann J. 1973. *Urbanization, Planning and National Development*, Sage Pub., London.



3. Gore C. 1984. *Regions in Question: Space, Development Theory and Regional Policy*, London, Methuen.
4. Gore C., Köhler G., Reich U-P. and Ziesemer T. 1996. *Questioning Development: Essays on the Theory, Policies and Practice of Development Intervention*, Metropolis-Verlag, Marburg.
5. Gore C. 2000. 'The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries', *World Development*, 28 (5), 789-804, Elsevier Science Ltd.
6. Hirschman A. O. 1958. *The Strategy of Economic Development*, New Haven, Yale University Press.
7. Lo Fu-chen and Salih K. 1978. *Growth Pole Strategy and Regional Development Policy: Asian Experiences and Alternative Approaches*, Pergamon, Oxford.
8. Myrdal G. 1957. *Economic Theory and Underdeveloped Regions*, London, Duckworth.
9. Peet R. 1999. *Theories of Development*, Guilford Press, New York.
10. Stohr W. B. and Taylor D. R. F. 1981. *Development from Above or Below? The Dialectics of Regional Planning in Developing Countries*, John Wiley, Chichester.

**Tentative Teaching Plan:**

Week 1:	Session 1:	Introduction, Origin and Context
	Session 2:	Concept of Space and Region, Rationalization of Regional Planning and Spatial Policy
Week 2:	Session 1:	Bertil Ohlin (1933) – Inter-regional Income Equalization, August Losch (1938, 1954) – Hierarchical Order in an Ideal Economic Region
	Session 2:	Gunnar Myrdal (1957) – Circular and Cumulative Causation, John Friedmann (1966) – Spatial Integration of Space Economy
Week 3:	Session 1:	William Alonso (1968) – Aggregate Efficiency vs. Interregional Equity, William Alonso (1971) – Large City Problem: Optimum City Size Debate
	Session 2:	H. W. Richardson (1973) – Large City Problem – Urban Primacy from a National Perspective, Michael Lipton (1977) – Urban Bias
Week 4:	Session 1:	Francois Perroux (1955) – Growth Pole Concept
	Session 2:	Transformation of Growth Pole into Regional Theory
Week 5:	Session 1:	Albert O. Hirschman (1958) – Interregional Transmission of Growth, Jeffrey G. Williamson (1965) – Disparity vis-à-vis Development
	Session 2:	J.-R. Boudeville (1966) – Strategy of Polarized Development, John Friedmann (1966) – Regional Development Policy
Week 6:	Session 1:	Theodore W. Schultz (1950) – Urban-Industrial Growth and Agricultural Incomes, William A. Lewis (1954) – Dualistic Model of Development
	Session 2:	Douglass C. North (1955) – Regional Exports and Economic Growth, Harvey S. Perloff (1960) – Industrial Location, Natural Resources and Regional Growth
Week 7:	Session 1:	B. F. Hoselitz (1952) – Geography of Modernization, Peter Gould (1965) – Geography of Modernization
	Session 2:	Brian J. L. Berry (1971) – Hierarchical Diffusion
Week 8:	Session 1:	Failure of Urban-Industrial Growth Pole Strategies
	Session 2:	Dependent Development



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- Week 9:      Session 1:   Andre G. Frank (1967) – Spatial Image of World Capitalist System,  
                                Milton A. Santos (1969) – Shared Space  
                                Session 2:   J. Friedmann (1972) – Theory of Polarized Development,  
                                David Slater (1974) – Colonialism and Spatial Structure of  
                                Underdevelopment
- Week 10:     *Mid-Semester Examinations*
- Week 11:     *Mid-Semester Break*
- Week 12:     Session 1:   Question of National Development Strategy  
                                Session 2:   E. A. J. Johnson (1970) – Market Towns as Rural Growth Centres,  
                                W. Stohr and F. Todtling (1977) – Selective Spatial Closure
- Week 13:     Session 1:   D. A. Rondinelli and K. Ruddle (1978) – Strategy of Integrated Regional  
                                Development,  
                                J. Friedmann and Mike Douglass (1978) – Agropolitan Development  
                                Session 2:   J. Friedmann and C. Weaver (1979) – Territorial Regional Planning
- Week 14:     Session 1:   Developmental Planning,  
                                Globalization of Development Policy,  
                                Shift from Historicism to A historical Performance Assessment  
                                Session 2:   John Williamson (1989) – Washington Consensus,  
                                UNDP (1990) – Sustainable Human Development
- Week 15:     Session 1:   Charles G. Gore (1995) – Southern Consensus: Latin American,  
                                Neo-Structuralism and East Asian Developmentalism,  
                                Joseph E. Stiglitz (2004) – Post Washington Consensus  
                                Session 2:   Joshua C. Ramo (2004) – Beijing Consensus,  
                                Larry Summers (2010) – Mumbai Consensus
- Week 16:     Session 1:   Territorial Regional Planning as an Alternative,  
                                Territorial Interests,  
                                Organic Conception of Region  
                                Session 2:   Regional Planning,  
                                State, Territory and Power,  
                                Development and Regional Planning
- Week 17:     Session 1:   Characteristics and Policy Formation in Developmentalist States,  
                                Regional Planning Strategies,  
                                Regional Planning Practices  
                                Session 2:   Summing up and looking ahead  
                                Wrap up discussions and feedback



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Concept of space, as visualized in regional development theoretical structure	Classroom lectures and tutorials	How is the conceptualization of space in regional development different from other disciplines?
II	Causes of regional imbalances, spatial inequalities; and problems <u>of</u> large cities.	Classroom lectures and tutorials	Debate on efficiency and equity. Incidents of urban bias. Problem <u>in</u> large city vis-à-vis Problems <u>of</u> large city Explore possible contemporary issues and innovations.
III	Regional development discourse in 1950s and 1960s – emphasis on ‘urban’ and ‘industry’. Regional development discourse in 1970s and 1980s – neo-populist emphasis on ‘rural’ and ‘agriculture’.	Classroom lectures and tutorials	How the concept of growth pole transformed into a regional theory? Reasons for failure of growth-pole strategies. Essential ingredients of a national development strategy. Explore possible contemporary issues and innovations.
IV	Regional development discourse in 1990s and 2000s – globalization of development policy.	Classroom lectures and tutorials	How did the development policy globalize? Evaluation of normative vs. explanatory frameworks Explore possible contemporary issues and innovations.
V	Regional planning practices and strategies in developmentalist states.	Classroom lectures and tutorials	Critical evaluation of regional planning practices and strategies. Explore possible contemporary issues and innovations.



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E05: DIGITAL IMAGE PROCESSING (PRACTICAL)**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 2, Practical – 6)**

**Course Objectives:**

- 1) To make students acquainted with standard digital image processing techniques through hands-on practical exercises
- 2) To enable students to extract land-use/land-cover and other valuable information from the digital remote sensing images for different geographical applications

**Course Learning Outcomes:**

- 1) Overview of Digital Image processing and image enhancement techniques for better interpretation
- 2) Understanding of multi-resolution data fusion and visualization
- 3) Understanding of Image Classification and Change detection techniques

**Course Contents:**

- Unit I: Digital image, supply and storage of digital data, radiometric and geometric correction, image registration
- Unit II: Colour Composite, image enhancement, filtering, transformation, indices
- Unit III: Colour enhancement, image fusion, perspective visualization
- Unit IV: Digital image classification: supervised and unsupervised classification; accuracy assessment
- Unit V: Digital change detection

**Suggested Readings:**

1. Canty, M.J. 2014. *Image Analysis, Classification and Change Detection in Remote Sensing*, 3<sup>rd</sup> Edition, CRC Press.
  2. Gibson, P.J., Power, C.H., Rudahl, K.T. and Goldin, S.E. 2000. *Introductory Remote Sensing: Digital Image Processing and Applications*, Routledge.
  3. Gonzalez, R.C. and Woods, R.E. 2007. *Digital Image Processing*, 3rd Edition, Pearson.
  4. Jensen, J.R. 2015. *Introductory Digital Image Processing: A Remote Sensing Perspective*, 4th Edition, Pearson.
  5. Lavender, S. and Lavender, A. 2015. *Practical Handbook of Remote Sensing*, CRC Press.
  6. Liang, S. 2004. *Quantitative Remote Sensing of Land Surfaces*, Wiley.
  7. Mather, P. M. and Koch, M. 2011. *Computer Processing of Remotely Sensed Images: An Introduction*, 4th Edition, Wiley-Blackwell.
  8. Navulur, K. 2007. *Multispectral Image Analysis using the Object-Oriented Paradigm*, CRC Press.
  9. Richards, J.A. 2013. *Remote Sensing Digital Image Analysis: An Introduction*, Springer.
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10. Tso, B. and Mather, P.M. 2009. *Classification Methods for Remotely Sensed Data*, 2<sup>nd</sup> Edition, CRC Press.

**Tentative Teaching Plan:**

- Week 1: Theory: Digital Image Processing and spatial statistics  
Practical: Computation of spatial statistics on 2-D matrices
- Week 2: Theory: Digital image acquisition, storage, format conversion  
Practical: Import, format conversion and display of images
- Week 3: Theory: Image radiometric correction  
Practical: Dark-object subtraction technique and de-striping
- Week 4: Theory: Image geometric correction and co-registration  
Practical: Geometric correction and image to image registration
- Week 5: Theory: Colour Composites and interpretation  
Practical: Colour composites from multispectral images and interpretation
- Week 6: Theory: Image enhancement, contrast stretching, filtering  
Practical: Contrast stretching on RAW image, filtering operations
- Week 7: Theory: Image transformation, PCA, indices  
Practical: PCA and Indices (at least 3) computation on multi-spectral image
- Week 8: Theory: Image fusion  
Practical: Image fusion exercise
- Week 9: Theory: Perspective visualization  
Practical: Hands-on exercise on perspective visualization
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Theory: Digital Image classification methods  
Practical: Image space and feature space conversion, sampling concepts
- Week 13: Theory: Unsupervised classification  
Practical: Unsupervised classification on an image
- Week 14: Theory: Supervised classification  
Practical: Supervised classification on an image
- Week 15: Theory: Classification accuracy assessment  
Practical: Error Matrix Calculation
- Week 16: Theory: Digital Change Detection  
Practical: Change detection from temporal images, matrix computation and interpretation
- Week 17: Theory: Summing up  
Practical: Land-cover extraction from a downloaded image using DIP routine



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Overview of Digital Image processing and Pre-processing of images	Lecture, demonstration, and hands-on practical exercises	Image registration and radiometric correction on any Indian Remote Sensing satellite data.
II	Understanding of image enhancement techniques for better interpretation	Lecture, demonstration, and hands-on practical exercises	Enhancement of any raw satellite data. Segregation of Vegetative and other classes from multispectral image.
III	Understanding of multi-resolution data fusion and visualization	Lecture, demonstration, and hands-on practical exercises	Comparison of high spatial/spectral image with fused images. Comparison of various images after applying fusion techniques.
IV	Understanding of Image Classification	Lecture, demonstration, and hands-on practical exercises	Comparison of landcover map generated from same image using supervised and unsupervised classification techniques.
V	Understanding of Change detection techniques	Lecture, demonstration, and hands-on practical exercises	Assessment of urban sprawl, deforestation etc. using time-series satellite data.



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E06: GEOGRAPHICAL INFORMATION SYSTEM (PRACTICAL)**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 2, Practical – 6)

**Course Objectives:**

- 1) To make students acquainted with standard GIS techniques through hands-on practical exercises
- 2) To enable students to use GIS as a decision support system for different geographical applications
- 3) To enable students for preparation of thematic maps using GIS tools.

**Course Learning Outcomes:**

- 1) Understanding of geospatial data management and analysis functions
- 2) Understanding of analytical modelling with GIS
- 3) Understanding of thematic map designing using GIS

**Course Contents:**

Unit I: GIS data management and work flow: DBMS, Geo-database, Web-GIS  
Unit II: GIS analysis functions: Geo-processing, spatial Analysis, network analysis, overlay analysis  
Unit III: Analytical modelling in GIS, multi-criteria evaluation, analytical hierarchic process  
Unit IV: Cartographic Techniques of Mapping: Thematic map designing using GIS, Layout  
Unit V: Applications of GIS: environmental modelling, disaster management, social science etc.

**Suggested Readings:**

1. Chang, K-t. 2006. *Introduction to Geographic Information Systems*, Tata McGraw-Hill.
  2. DeMers, M. 2009. *Fundamentals of Geographic Information Systems*, 4th Edition, John Wiley & Sons.
  3. Fisher, P. and Unwin, D.J. 1995. *Re-presenting GIS*, John Wiley.
  4. Graser, A. 2016. *Learning QGIS*, 3<sup>rd</sup> Edition, Packt.
  5. Heywood, I., Cornelius, S., Carver, S. 2011. *An Introduction to Geographic Information Systems*, 4<sup>th</sup> Edition, Pearson Education.
  6. Kresse, W. and Danko, D.M. (eds.), 2012. *Springer Handbook of Geographic Information*, Springer.
  7. Law, M. and Collins, A. 2018. *Getting to Know ArcGIS Desktop*, 5<sup>th</sup> Edition, ESRI Press.
  8. Longley, P.A., Goodchild, M., Maguire, D.J. and Rhind, D.W. 2010. *Geographic Information Systems and Science*, 3<sup>rd</sup> Edition, Wiley.
  9. Okabe, A. (ed.), 2005. *GIS-Based Studies in the Humanities and Social Sciences*, Taylor and Francis.
  10. Peterson, G.N. 2009. *GIS Cartography, A Guide to effective map designing*, CRC Press.
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11. Shekar, S. and Xiong, H. (eds.), 2008. *Encyclopaedia of GIS*, Springer.

**Tentative Teaching Plan:**

Week 1:	Theory:	GIS data management and work flow: DBMS
	Practical:	Data joining, query analysis
Week 2:	Theory:	Geo-database
	Practical:	Geo-database creation: point, line, area
Week 3:	Theory:	Web-GIS
	Practical:	Web-GIS applications
Week 4:	Theory:	Geoprocessing vector data
	Practical:	Geoprocessing tools
Week 5:	Theory:	Spatial Analysis
	Practical:	Spatial analysis tools
Week 6:	Theory:	Network analysis
	Practical:	Network analysis, shortest path, location-allocation
Week 7:	Theory:	Overlay analysis
	Practical:	Overlay analysis exercise
Week 8:	Theory:	Analytical modelling in GIS
	Practical:	Overlay analysis exercise
Week 9:	Theory:	Multi-criteria evaluation, analytical hierarchic process
	Practical:	AHP exercise with sample data
Week 10:	<i>Mid-Semester Examinations</i>	
Week 11:	<i>Mid-Semester Break</i>	
Week 12:	Theory:	Cartographic Techniques of Mapping
	Practical:	Usage of cartographic tools
Week 13:	Theory:	Thematic map designing using GIS / Layout
	Practical:	Designing a thematic map using GIS
Week 14:	Theory:	Applications of GIS, Social science applications
	Practical:	Case study with sample GIS database
Week 15:	Theory:	Environmental modelling with GIS
	Practical:	Case study with sample GIS database
Week 16:	Theory:	Disaster Management with GIS
	Practical:	Case study with sample GIS database
Week 17:	Theory:	Summing up
	Practical:	Summing up



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding of geospatial data, storage and management	Lecture, demonstration, and hands-on practical exercises	Creation of geodatabase for any GIS application. Preparation of census thematic map from Census of India WebGIS database.
II	Understanding of various GIS analysis functions	Lecture, demonstration, and hands-on practical exercises	Perform overlay analysis on sample data set for any decision support problem.
III	Understanding of analytical modelling with GIS	Lecture, demonstration, and hands-on practical exercises	Use AHP for any spatial decision support problem.
IV	Understanding of thematic map designing using GIS	Lecture, demonstration, and hands-on practical exercises	Prepare thematic maps (with minimum two plates) using various techniques.
V	Overview and hands-on experience on applications of GIS in geography	Lecture, demonstration, and hands-on practical exercises	Usage of GIS analysis for any two application areas using sample dataset.



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E07: GEOGRAPHY IN INDIA**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) As a discipline geography has nearly 100 years of existence within the formal system of university education in India.
- 2) Although students are made aware of geographical ideas and concepts that emerged from USA, Canada, Europe and other parts of the world, what is India's contribution to the knowledge of geography is rarely brought to light.
- 3) This course has been designed so that post graduate students are well acquainted with "their discipline in their country".

**Course Learning Outcomes:**

- 1) The students would engage with a critical understanding of the evolution, growth and characteristics of geography as a science in India.
- 2) How Higher Education, Policies have impacted the status of Geography in India would be an important component to add depth to the analysis.
- 3) Students would be introduced to geographers of India (their life and works) with an aim to gather the purpose and works of key contributors to geography in India.

**Course Contents:**

- Unit I: Origin of Geography in India: Ancient, Medieval, Colonial and Post-Colonial  
Unit II: Characteristics of Geography in India: Diversity and Disparity  
Unit III: Geography in India: Contribution and School  
Unit IV: Practice of Geography in India: Theoretical and Applied  
Unit V: Status of Geography in India: Comparisons and Concerns  
Unit VI: Geography in India within a Globalizing world

**Suggested Readings:**

1. Deshpande, C.D. 1974. Geography in India, in Roland J. Fuchs and John M. Street (eds.) *Geography in Asian Universities*, Honolulu: Oriental Publications, pp. 86-133.
2. Dikshit, K.R. 2006. The changing Western perspective on geography and the Indian context, *Transactions, Institute of Indian Geographers*, 28 (2): 123–155.
3. Dikshit, R.D. 2001. Indian Geography: An encounter with reality, *Transactions, Institute of Indian Geographers*, 17 (2): 145–163.
4. Kapur, Anu. 1998. *Indian Geography: A Future with a Difference*, Allied Publishers.
5. Kapur, Anu. 2002. *Indian Geography: Voice of Concern*, Concept Publishing Co.



6. Kapur, Anu. 2004. Geography in India: A Languishing Social Science'. *Economic and Political Weekly*, 39 (37 – Sep. 11-17): 4187-4195.
7. Misra, R.P. (Ed.) 1983. *Contributions to Indian Geography; Volume 1: Concepts and Methods*, New Delhi: Heritage Publishers.
8. Mukherjee, A.B. 1991. What ails Indian geography? in Jayamala Diddee (ed.) *Emerging Trends in Indian Geography*, Jaipur: Rawat Publications, pp. 135-155.
9. Sharma, H.S. (Ed.). 2004. *Progress in Indian Geography 2000-2004: A Country Report*, New Delhi: Indian National Science Academy

**Tentative Teaching Plan:**

Week 1 – 2	:	Origin of Geography in India: Ancient and Medieval
Week 3 – 4	:	Development of Geography in India: Colonial and Post-Colonial
Week 5 – 6	:	Characteristics of Geography in India: Diversity and Disparity
Week 7 – 9	:	Geography in India: Contribution and Schools
Week 10	:	Mid-Semester Examinations
Week 11	:	Mid-Semester Break
Week 12 – 13	:	Practice of Geography in India: Theoretical and Applied
Week 14 – 15	:	Status of Geography in India: Comparisons and Concerns
Week 16 – 17	:	Geography in India within a Globalizing World

**Facilitating the achievement of Course Learning Outcomes:**

(Each Student should expect one individual assignment which may involve a case of studying in depth the life and works of a geographer of India or an institution which engages with geographical works in India like Census of India, Planning Institutions, Mapping Organisations, etc.)

Unit No.	Course learning outcomes	Teaching and learning activity	Assessment task
I	Understanding of the evolution and growth of geography as a science in India	Lecture; audio-visual; interaction; discussion	Q&A
II	Understanding the characteristics of geography in India	Lecture; audio-visual; interaction; discussion	Q&A
III	Disparities and differences in the production of geographical knowledge	Lecture; audio-visual; interaction; discussion	Q&A
IV	Professionalization of geography in the country; Higher Education Policies impact on the Geography in India	Lecture; audio-visual; interaction; discussion	Term paper
V	Type of knowledge that is being produced	Lecture; audio-visual; interaction; discussion	Q&A
VI	Relevance of Geographical knowledge produced in India at the global level	Lecture; audio-visual; interaction; discussion	Q&A



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E08: GEOGRAPHY OF SOUTH ASIA**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) Explore South Asia as a region and a concept
- 2) Examine its geostrategic significance
- 3) Understand it in global context

**Course Learning Outcomes:**

- 1) Dimensions of South Asia as a region
- 2) Distinct location in International Politics
- 3) Representations of South Asia as an identity

**Contents:**

- Unit I: South Asia as a region: geography, polity, history and economy; South Asia as a concept  
Unit II: Social formations in South Asia: Caste, religion, gender and sexuality, kinship and marriage  
Unit III: South Asian Urbanisms and Urbanization: Origins and post-colonial development and urbanization, Neo liberal globalization/urbanisation.  
Unit IV: South Asia: Geo Strategic space, Indian Ocean Region and evolving role of the Indo-Pacific, Expanding Geography  
Unit V: South Asia in global context: migration and Diaspora, security and regional cooperation.

**Suggested Readings:**

1. Ahmed, A. 2009. *Geography of the south Asian subcontinent: A critical approach*, Concept Publishing Company.
  2. Anjaria, J. S., and McFarlane, C. (eds.), 2011. *Urban navigations: Politics, space and the city in South Asia*, Routledge.
  3. Batra, A. 2012. *Regional Economic Integration in South Asia: Trapped in Conflict?* (Vol. 64), Routledge.
  4. Chattopadhyaya, H., and Sarkar, S. K. (eds.), 2003. *Ethnic Composition and Crisis in South Asia: India* (Vol. 1), Global Vision Publishing House.
  5. Hagerty, D. T. 2005. *South Asia in world politics*, Rowman & Littlefield Publishers.
  6. Hirst, J. G. S., and Zavos, J. 2013. *Religious traditions in modern South Asia*, Routledge.
  7. Jain, B. M. 2010. *India in the new South Asia: strategic, military and economic concerns in the age of nuclear diplomacy* (Vol. 45), IB Tauris.
  8. Mathur, S. K. 2007. *Global Economic Trends and South Asia*, ICFAI Books.
  9. Mitra, A. P., and Sharma, C. (eds.), 2012. *Global environmental changes in South Asia: a regional perspective*, Springer Science & Business Media.
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10. Schug, G. R., and Walimbe, S. R. 2016. *A companion to South Asia in the past* (Vol. 31), John Wiley & Sons.
11. Sharma, S. L., and Oommen, T. K. (eds.), 2000. *Nation and National Identity in South Asia*, Orient Blackswan.
12. Sundaram, C., Sugata Bose and Ayesha Jalal, 2005. Modern South Asia: History, Culture, Political Economy, *Contemporary South Asia - Abingdon*, 14(2), 234
13. Tewari, S., and Khanijo, R. (eds.), 2016. *The Indo Pacific Region: Security Dynamics and Challenges*. Vij Books India Pvt Ltd.
14. Warikoo, K. (ed.), 2009. *Himalayan frontiers of India: historical, geo-political and strategic perspectives*, Routledge.

#### **Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course  
Session 2: South Asia as a region: geography, polity, history and economy
- Week 2: Session 1: South Asia as a region: geography, polity, history and economy  
Session 2: South Asia as a region: geography, polity, history and economy
- Week 3: Session 1: South Asia as a region: geography, polity, history and economy  
Session 2: South Asia as a region: geography, polity, history and economy
- Week 4: Session 1: South Asia as a concept  
Session 2: South Asia as a concept
- Week 5: Session 1: Social formations in South Asia: Family, Kinship and Marriage  
Session 2: Social formations in South Asia: Family, Kinship and Marriage
- Week 6: Session 1: Social formations in South Asia: Gender  
Session 2: Social formations in South Asia: Caste
- Week 7: Session 1: Social formations in South Asia: Sexuality  
Session 2: Social formations in South Asia: Religion
- Week 8: Session 1: South Asian Urbanisms: Origin  
Session 2: South Asian Urbanisms: Post-colonial development
- Week 9: Session 1: South Asian Urbanisms: Urbanisation  
Session 2: South Asian Urbanisms: Neo liberal globalisation/urbanisation
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: South Asia: Geo Strategic space  
Session 2: South Asia: Geo Strategic space
- Week 13: Session 1: South Asia in global context: security  
Session 2: South Asia in global context: Security
- Week 14: Session 1: South Asia in global context: Regional cooperation  
Session 2: South Asia in global context: Regional cooperation
- Week 15: Session 1: South Asia in global context: Migration  
Session 2: South Asia in global context: Diaspora
- Week 16: Session 1: Movie Screening and Discussion  
Session 2: Student Activity
- Week 17: Session 1: Student activity  
Session 2: Closing lecture: Summarising South Asia



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**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	South Asia as Region and Concept	Lecture presentation	Reading and class discussion
II	Social formations in South Asia that make it distinct region	Lecture presentation and movie screenings	Class discussion based on readings
III	Distinct development and urbanisation experiences	Lecture presentation, Video screenings and Class readings	Class discussion based on readings
IV	Geo political significance of South Asia	Lecture presentation	Class discussion based on readings
V	South Asia as seen in global context	Lecture presentation and movie screening	Movie review



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E09: LAND, OCEAN AND ATMOSPHERE INTERACTION**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course will lay the foundation of the understanding of coupled dynamics between land and ocean, ocean and atmosphere, land and atmosphere.
- 2) It will enhance the understanding of relationship and linkages between land, ocean and atmosphere.

**Course Learning Outcomes:**

- 1) The students will understand the earth system sciences and impacts of climate variability.
- 2) The student shall be able to use different models for climate forecasting and understanding.

**Course Contents:**

- Unit I: Introduction to earth system science: Definition and scope of earth system science, Geographic perspective to earth system science, interaction between five spheres.
- Unit II: Land-Ocean Interaction: shelf-sea-ocean linkages, coupling Phenomenon, land ocean interactions, processes and issues.
- Unit III: Ocean-Atmosphere Interaction: significance of ocean atmosphere interaction, coupling phenomenon, concept of boundary layers, ocean –atmosphere interaction near the tropics.
- Unit IV: Sea surface warming and Climate variability: Inter-annual variability and decadal variability, Tele-connections of India summer monsoon with southern oscillation, Indian Ocean Dipole and ENSO Modoki. Global impact of ENSO, IOD and ENSO Modoki, New faces of climate variability; Ningaloo Nino, California Nino, Sub tropical dipoles.

**Suggested Readings:**

1. Brian, J. S., Barbara, W.M. 2010. *The Blue Planet: An Introduction to Earth System Science*, 3rd Edition, Wiley.
2. Ernst, W.G. 2000. *Earth Systems: Processes and Issues*, Cambridge University Press.
3. Garatt, J.R. 1992. *The Atmospheric Boundary Layer*, Cambridge University Press.
4. André Monaco, Patrick Prouzet (edt) 2014. *The land- sea interactions*, Willey Press.
5. Eric B Kraus, 2010. *Atmosphere Ocean interactions*, Oxford University Press
6. Sahu N., Behera SK, Yamashiki Y, Takara K and Yamagata T. 2012. IOD and ENSO impacts on the extreme stream-flows of Citarum river in Indonesia, *Climate Dynamics*, doi:10.1007/s00382-011-1158-2. Volume 39, Issue 7-8, pp 1673-1680.
7. Sahu N., Behera SK, Ratnam JV, Silva RV, Parhi P, Duan W, Takara K, Singh RB and Yamagata T. 2014. El Nino Modoki connection to extremely-low streamflow of the Paranaiba River in Brazil,





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*Climate Dynamics*, March, 42,1509-1516, DOI 10.1007/s00382-013-2006-3.

8. Swadhin K. Behera and Toshio Yamagata, 2015. *Indo-Pacific Climate variability and Predictability*, World Scientific Press, Singapore.
9. Swadhin Behera and Toshio Yamagata, 2011. Dynamics of the Indian and Pacific Oceans, Chapter 4, (eds) Moffatt H.K., and Shuckburgh E., *Environmental Hazards: The Fluid Dynamics and Geophysics of Extreme Events*, vol.21, Lecture note series, IMS, NUS, Singapore.
10. Toshio, Y., Morioka, Y., & Behera, S., 2015. Old and New Faces of Climate Variations. In *Indo-Pacific Climate Variability and Predictability* (Vol. 7).World Scientific Co., Singapore.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction, Origin and Context  
Session 2: Introduction to earth system science.
- Week 2: Session 1: Scope of earth system science  
Session 2: Geographic perspective to earth system science
- Week 3: Session 1: interaction between five spheres  
Session 2: interaction between five spheres
- Week 4: Session 1: Land-Ocean Interaction  
Session 2: shelf-sea-ocean linkages
- Week 5: Session 1: Coupling Phenomenon  
Session 2: land ocean interactions
- Week 6: Session 1: Processes and issues of land-ocean interaction  
Session 2: Ocean-Atmosphere Interaction
- Week 7: Session 1: significance of ocean atmosphere interaction  
Session 2: coupling phenomenon
- Week 8: Session 1: concept of boundary layers  
Session 2: Ocean –atmosphere interaction near the tropics.
- Week 9: Session 1: Sea surface warming and Climate variability  
Session 2: Inter-annual variability
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Decadal variability  
Session 2: Teleconnections of India summer monsoon with southern oscillation
- Week 13: Session 1: Teleconnections of India summer monsoon with southern oscillation  
Session 2: Indian Ocean Dipole
- Week 14: Session 1: ENSO Modoki  
Session 2: Global impact of ENSO
- Week 15: Session 1: Global impact of IOD  
Session 2: Global impact of ENSO Modoki
- Week 16: Session 1: New faces of climate variability  
Session 2: Ningaloo Nino
- Week 17: Session 1: California Nino  
Session 2: Sub tropical dipoles



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to earth system science: Definition and scope of earth system science, Geographic perspective to earth system science, interaction between five spheres.	Classroom lectures, PPTs and tutorials, debate and discussions	How is the conceptualization of PDF and its types applied in statistical analysis?
II	Land-Ocean Interaction: shelf-sea-ocean linkages, coupling Phenomenon, land ocean interactions, processes and issues.	Classroom lectures and tutorials, PPTs, debate and discussions	Sampling theory and its uses in social science research
III	Ocean-Atmosphere Interaction: significance of ocean atmosphere interaction, coupling phenomenon, concept of boundary layers, ocean-atmosphere interaction near the tropics.	Classroom lectures and tutorials, PPTs, debate and discussions	How to conceptualise the ANOVA with one-way and two-way classification?
IV	Sea surface warming and Climate variability: Tele-connections of India summer monsoon with southern oscillation, Indian Ocean Dipole and ENSO Modoki. Global impact of ENSO,IOD and ENSO Modoki, New faces of climate variability	Classroom lectures,PPTs and tutorials, debate and discussions	Uses of non-parametric tests in scientific discourse



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E10: LANDSLIDE RISK ANALYSIS**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To provide a holistic understanding of landslide risk analysis
- 2) To enable students to efficiently address the issues related to landslide management

**Course Learning Outcomes:**

- 1) Understanding of landslide hazard and risk assessment methods
- 2) Understanding and usage of geospatial technologies in landslide studies
- 3) Overview of landslide risk reduction program and policies

**Course Contents:**

- Unit I: Landslide: definition, types, causes, historical events  
Unit II: Landslide hazard assessment, tools and techniques: geomorphologic, statistical, non-parametric and advanced techniques  
Unit III: Landslide risk assessment, tools and techniques: vulnerability, risk, geotechnical analysis, preparedness and coping capacity  
Unit IV: Geo-spatial technologies for Landslide hazard and risk assessment; prediction and early warning  
Unit V: National and international programs on landslide risk reduction, role of NGOs and local communities, gender role and agencies

**Suggested Readings:**

1. Anderson, M.G. and Holcombe, E. 2013. *Community-based Landslide Risk Reduction: Managing Disasters in Small Steps*, The World Bank.
2. Dikau, R., Brunsten, D., Schrott, L. and Ibsen, M-L. (eds.), 1996. *Landslide Recognition: Identification, Movement and Causes*, Wiley.
3. Glade, T., Anderson, M. and Crozier, M.J. (eds.), 2005. *Landslide Hazard and Risk*, John Wiley.
4. Lee, E.M. and Jones, D.K.C., 2004. *Landslide Risk Assessment*, Thomas Telford.
5. Margottini, C., Canuti, P. and Sassa, K. (eds.), 2013. *Landslide Science and Practice*, Volume 1 to 7, Springer.
6. Ramaswamy, S.M. and Singh, B. (eds.), 2017. *Landslide Research: The DST's Initiatives*, New India Publishing Agency.
7. Sassa, K. and Canuti, P. (eds.), 2009. *Landslides: Disaster Risk Reduction*, Springer.
8. Sassa, K., Fukuoka, H., Wang, F. and Wang, G. (eds.), 2005. *Landslides: Risk Analysis and Sustainable Disaster Management*, Proceedings of the First General Assembly of the International Consortium on Landslides, Springer.



9. van Westen, C.J. et al., 2012. Landslide Inventory, Hazard and Risk Assessment in India, in: B. Pradhan and M. Buchroithner (eds.), *Terrigenous Mass Movements*, Springer.
10. Yamagishi, H. and Bhandary, N.P. (eds.), 2017. *GIS Landslides*, Springer.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction, concepts, definitions  
Session 2: Overview of Landslides, historical events
- Week 2: Session 1: Landslide types  
Session 2: Causes and consequences
- Week 3: Session 1: Need for landslide hazard and risk assessment  
Session 2: Geomorphologic techniques for landslide hazard assessment
- Week 4: Session 1: Statistical and non-parametric techniques for landslide hazard zonation  
Session 2: Statistical and non-parametric techniques for landslide hazard zonation
- Week 5: Session 1: Advanced techniques for landslide hazard zonation Part-I  
Session 2: Advanced techniques for landslide hazard zonation Part-II
- Week 6: Session 1: Landslide risk assessment, tools and techniques Part-I  
Session 2: Landslide risk assessment, tools and techniques Part-II
- Week 7: Session 1: Landslide vulnerability, risk  
Session 2: Geotechnical analysis
- Week 8: Session 1: Landslide preparedness  
Session 2: Coping Capacity
- Week 9: Session 1: Overview of GIS tools used in landslide studies  
Session 2: Geo-spatial technologies for landslide hazard assessment
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Geo-spatial technologies for landslide risk assessment  
Session 2: Geo-spatial technologies for landslide risk assessment (Cond.)
- Week 13: Session 1: Landslide prediction  
Session 2: Early warning systems
- Week 14: Session 1: National programs on landslide risk reduction  
Session 2: International programs on landslide risk reduction
- Week 15: Session 1: Role of NGOs  
Session 2: Role of local communities
- Week 16: Session 1: Gender role and agencies  
Session 2: Community based landslide risk reduction
- Week 17: Session 1: Summing up  
Session 2: Summing up

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**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding of causes and severity of landslides	Lecture and Tutorial	Case study of two important landslide events from Himalayas and critical analysis
II	Understanding of landslide hazard assessment methods	Lecture and Tutorial	Comparison of landslide hazard assessment tools and techniques
III	Understanding of landslide risk assessment methods	Lecture and tutorial exercises	Comparison of landslide risk assessment tools and techniques
IV	Understanding and usage of geospatial technologies in landslide studies	Lecture, demonstration, and hands-on tutorial exercises	Preparation of landslide hazard and risk map from sample data sets
V	Overview of landslide risk reduction program / policies	Lecture and tutorial exercises	Critical review of landslide risk reduction policies



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E11: MEDIA GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To critically understand the intersection between geography and media.
- 2) To understand how mediascapes take shape and influence spatial thinking
- 3) To understand the role of media in bringing rapid transformations in society.

**Course Learning Outcomes:**

- 1) To understand the role media is playing in expanding the horizons of geographical knowledges.
- 2) To critically engage with changing constructs of space and place as an outcome of media related branding, representation and regeneration.
- 3) To be able to understand the intersection between the physical realm and the digital realm and the continuous making of space and place that goes beyond conventional episteme.

**Course Contents:**

- Unit I: Introduction: Concept of media and the production of space and place; understanding the different approaches in mediascapes; understanding different forms of media and geographical knowledge.
- Unit II: The Media Industry: Political economy of media industries, production of consumptive cultures, advertising and global markets; creation of global capital and markets.
- Unit III: Mediascapes: Mediated spaces of affect; everyday representations of space and place in different forms of media; politics of representations and reproduction in mediascapes.
- Unit IV: Moral economy of Media: Media and the public sphere; free speech and democratisation; value of engagement and participation of audiences and producers.

**Suggested Readings:**

1. Aitken, Stuart C., and Leo E. Zonn. 1994. *Place, Power, Situation, and Spectacle: A Geography of Film*, Lanham, MD: Rowman & Littlefield.
  2. Boym, S. 2002. *The Future of Nostalgia*, New York: Basic Books. Casey.
  3. Burgess, J. and John R. Gold, eds. 1985. *Geography, the Media, and Popular Culture*, New York: St. Martin's.
  4. Jenkins, H. 2006. *Convergence Culture: Where Old and New Media Collide*, New York: New York University Press.
  5. Adams, P. C. 2009. *Geographies of Media and Communication: A Critical Introduction*, London: Wiley-Blackwell.
  6. Adams, PC, Craine, J, Dittmer, J (eds) 2014. *The Ashgate Research Companion to Media Geography*, Aldershot: Ashgate Press.
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7. Travis, C. And von Lunen. A. (eds), 2016. *The Digital Arts and Humanities, Neogeography, Social Media, Big Data Integrations and applications*, Springer: Switzerland.
8. Gokulsing, K.M., and Dissanayake, W. 2009. *Popular Culture in a Globalised India*, Routledge: London and New York.
9. Rajagopal, A. and Rao, A. 2016. *Media and Utopia: History Imagination and Technology*, Routledge: London and New York.
10. Chung, W.H.K. and Keenan, T. (eds), 2006. *New Media, Old Media: A History and Theory Reader*, Routledge: London and New York.

**Tentative Teaching Plan:**

- Week 1: Session 1: Syllabus overview  
Session 2: Concept of media
- Week 2: Session 1: Mediated production of space and place  
Session 2: Approaches to studying mediascapes
- Week 3: Session 1: Approaches to studying mediascapes  
Session 2: Forms of media and production of geographical knowledges
- Week 4: Session 1: Political economy of media industries  
Session 2: Political economy of media industries
- Week 5: Session 1: Production of consumptive cultures, advertising and global markets  
Session 2: Production of consumptive cultures, advertising and global markets
- Week 6: Session 1: Creation of global capital and markets  
Session 2: Creation of global capital and markets
- Week 7: Session 1: Mediated spaces of affect  
Session 2: Mediated spaces of affect
- Week 8: Session 1: Everyday representations of space and place in media (Print Media)  
Session 2: Everyday representations of space and place in media (Television)
- Week 9: Session 1: Everyday representations of space and place in media (Films)  
Session 2: Everyday representations of space and place in media (Social media)
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Everyday representations of space and place in media (Social media)  
Session 2: Everyday representations of space and place in media (Video games)
- Week 13: Session 1: Politics of representations and reproduction in mediascapes  
Session 2: Politics of representations and reproduction in mediascapes
- Week 14: Session 1: Media and the public sphere  
Session 2: Media and the public sphere
- Week 15: Session 1: Free speech and democratisation  
Session 2: Free speech and democratisation; free speech and democratisation;
- Week 16: Session 1: Value of engagement and participation of audiences and producers  
Session 2: Value of engagement and participation of audiences and producers
- Week 17: Session 1: Summing up and Wrap up discussions  
Session 2: Summing up and Wrap up discussions



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the theoretical approaches in reading mediascapes	Classroom lectures Group discussions	Tutorial Assignments
II	Understanding the mediascape and the drivers of the media industry	Classroom lectures Group presentations	Mid -term examinations
III	Develop a social and political understanding of contemporary mediascapes	Classroom lectures Case study discussions	Tutorial Assignments
IV	Understanding the linkages between media and transformation of society	Classroom lectures Case study presentations	End term examinations





**MASTER OF ARTS IN GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E12: NATURAL RESOURCES MANAGEMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objective:**

- 1) Awareness about resource availability, accessibility, utilization, its use and misuse.
- 2) Spatial distribution of natural resources.
- 3) Resource management and governance.

**Course Learning Outcome:**

- 1) At the end the course student should learn importance of natural resources.
- 2) Conservation methods and awareness about community participation.
- 3) Assessment of role of national and international efforts to mitigate resource problems.

**Course Contents:**

- Unit I: Introduction: Concept, approaches and appraisal to natural resource management.
- Unit II: Natural Resources: Land, Water, Forest.
- Unit III: Problems in Resource Management: Issues and constraints in resource management, Environmental, Political and Socio-Economic challenges.
- Unit IV: Integrated Resource Management: Case Studies (any one) from Himalayan, coastal and desert regions, use of techniques of RS and GIS.
- Unit V: Governance: Policy, Planning and Institutional advancement in natural resource management.

**Suggested Readings:**

1. Berkes, F. (ed.), 1989. *Common Property Resources: Ecology and Community Based Sustainable Development*, Belhaven Press London.
2. Mather, A.S. and Chapman, K. 1995. *Environmental Resources*, Longman, Harlow, England.
3. McClay, K.R. 1995. *Resource Management Information System: Process & Practice*, Taylor Francis, London.
4. Mitchell B. 1988. *Geography and Resources Analysis*, 2<sup>nd</sup> edition, Longman, London.
5. Mitchell, B. 1997. *Resource and Environmental Management*, Longman, Harlow, England.
6. Newson, M.D. 1991. *Land, Water and Development: River Basin Systems and Management*, Routledge, London.
7. Owen, S. and Owens, P.L. 1991. *Environment, Resources and Conservation*, Cambridge University Press, New York.
8. Pandey, B. W. (ed.) 2000. *Natural Resource Management*, Mittal Publication, New Delhi.
9. Rees, J. 1990. *Natural Resources: Allocation, Economics and Policy*, Routledge, London.
10. Singh, Jagdish, 2006. *Sansadhan Bhoogol*, Radha Publications, New Delhi (Hindi).



11. Taylor, Russel D., and Torquebiau, Emmanuel (Eds.). 2011. *Natural Resource Management and Local Development*, Springer, Netherland.
12. Thakur, B. 2003-2018. *Perspectives in Resource Management in Developing Countries*, Vol.1-13, Concept Publishing Company, New Delhi.

**Tentative Teaching Plan:**

- Week 1: Introduction to NRM
- Week 2: Concept and approaches
- Week 3: Appraisal to natural resource management
- Week 4: Types of Natural Resources
- Week 5: Land, Water and Forest resources
- Week 6: Utilization and monitoring of resources
- Week 7: Issues and constraints in resource management
- Week 8: Environmental challenges
- Week 9: Socio-Economic challenges
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Integrated Resource Management
- Week 13: Case Studies from Himalayan region
- Week 14: Case Studies from coastal and desert regions,
- Week 15: Governance
- Week 16: Policy and Planning for Himalaya
- Week 17: Institutional advancement in natural resource management.

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Deep understanding of concept and approaches of Natural Resources Management	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
II	Knowledge of availability and spatial distributions of natural resources,	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
III	Overview of issues and constraints in natural resources management	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
IV	Socio-economic, political and technological inputs in resource management	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
V	In-depth perception and value of planning and policies of natural resource management	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.



**MASTER OF ARTS IN GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E13: REGIONAL DEVELOPMENT IN INDIA**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objective:**

- 1) Our main focus is to teach a changing paradigm of regional development and why at present there is a need of a sustainable regional development strategy.
- 2) Apart from these of specific interest is to cover the role of NITI Aayog and planning commission and its various regional development strategies shaping present and future regional development patterns in India.

**Course Learning Outcome:**

- 1) The course will help in understanding the concept and need of sustainable regional development along with a changing paradigm of regional development in India.
- 2) It will improve understanding about the role of various development ideas shaping regional development strategies.
- 3) Understanding spatial and temporal patterns of area development, poverty and HDI indicators.

**Course Content:**

- Unit I: Concept of Regional Development: changing paradigm, need for sustainable regional development
- Unit II: Indian Development Thought: development ideas of Gandhi, Census of India, Planning commission, and NITI Aayog.
- Unit III: Identification of Regional Disparities: spatial patterns and temporal trends, Human Development Index
- Unit IV: Regionalisation for Sustainable Development: area development programmes, agro climatic regions, metropolitan regions.
- Unit V: Regional development strategies: Growth Center, Special Economic Zones, watershed approach, micro level planning.

**Suggested Readings:**

1. Bardhan, P. 1984. *The Political Economy of Development in India*, Oxford, Blackwell.
2. Bhalla, A.S. 1992. *Uneven Development in the Third World: A Study of India and China*, London, Macmillan.
3. Dreze, J. and Sen, A. 1996. *Indian Development: Select Regional Perspectives*, Oxford University Press.
4. Ganguli B.N. 1997. *Indian Economic Thought: A 19th Century, Perspective*, Tata McGraw Hill, New Delhi



5. Misra, R.P. (ed.) 1992. *Regional Planning Concepts, Techniques, Policies and Case Studies*, Concept Publishing Pvt. Ltd, Delhi.
6. Mitra, Ashok. 1961. *Levels of Regional Development in India*, Census of India 1, no. 04 Part 1, 4.
7. Nath, V. 2009. *Regional Development and Planning in India*, Concept Publishing Company.
8. Sharma, H.S and Chattopadhyaya, S. 1998. *Sustainable Development: Issues and Case Studies*, Concept Publishing, Delhi.

### **Tentative Teaching Plan**

- Week 1: Changing paradigm (Misra, R.P., Nath, V.,)
- Week 2: Need for sustainable regional development (Misra, R.P., Nath, V.,)
- Week 3: Regional development and planning in India (Misra, R.P., Nath, V.,)
- Week 4: Early development ideas; Kautilya (Dreze, J. and Sen, Bardhan, P.,)
- Week 5: Modern ideas; Naroji, Ranade, development ideas of Gandhi (Dreze, J. and Sen, Bardhan, P.,)
- Week 6: Planning commission, NITI Aayog (Dreze, J. and Sen, Bardhan, P.,)
- Week 7: Spatial patterns and temporal trends (Mitra, Ashok, Nath, V., Sharma, H.S and Chattopadhyaya, S.,)
- Week 8: Human Development Index, poverty by region (Mitra, Ashok, Nath, V., Sharma, H.S and Chattopadhyaya, S.,)
- Week 9: Agro climatic regions, metropolitan regions (Mitra, Ashok, Nath, V., Sharma, H.S and Chattopadhyaya, S.,)
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Ecological regions (Bardhan, P., Sharma, H.S and Chattopadhyaya, S., Ganguli B.N.,)
- Week 13: Area development programmes (Bardhan, P., Sharma, H.S and Chattopadhyaya, S., Ganguli B.N.,)
- Week 14: Growth center approach (Bardhan, P., Sharma, H.S and Chattopadhyaya, S., Ganguli B.N.,)
- Week 15: Special Economic Zones (Bardhan, P., Sharma, H.S and Chattopadhyaya, S., Ganguli B.N.,)
- Week 16: Watershed approach (Misra, R.P., Bhalla, A.S., Nath, V.,)
- Week 17: Micro level planning (Misra, R.P., Bhalla, A.S., Nath, V.,)



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Deep understanding of concept of regional development and planning in India.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, discussions and debates.
II	Knowledge about early and modern ideas of Indian development thought.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
III	Assessment of spatial and temporal Regional Disparities in India based on HDI.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
IV	How area development programmes are contributing in shaping regional development.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
V	In-depth study of regional development strategies.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.



**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E14: SEXUALITY AND SPACE**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) To understand geographers' contributions to sexuality studies
- 2) To know the ways in which sexuality mediates the production of space and place

**Course Learning Outcomes:**

- 1) Concepts and terminologies of diverse sexualities
- 2) Reflect on sexuality as a key player in production of space

**Course Contents:**

- Unit I: Critical Beginnings: sexualising/ queering geography  
Unit II: Concepts and terminologies  
Unit III: Hegemonic sexuality and resistance: heteronormativity and its others  
Unit IV: Sexualising space: Home, public space, cyber space, nation and globe  
Unit V: Methodologies in sexuality and space research

**Suggested Readings:**

1. Bell, D., & Valentine, G. (Eds.), 1995. *Mapping Desire: Geographies of Sexualities*, Psychology Press
2. Binnie, J., & Valentine, G. 1999. Geographies of sexuality-a review of progress, *Progress in human geography*, 23(2), 175-187.
3. Boellstorff, T. 2012. Some notes on new frontiers of sexuality and globalisation. *Understanding Global Sexualities: New Frontiers*, London: Routledge, hal, 171-185.
4. Brown, G. 2008. Ceramics, clothing and other bodies: affective geographies of homoerotic cruising encounters, *Social & Cultural Geography*, 9(8), 915-932.
5. Brown, M. P. 2005. *Closet space: Geographies of Metaphor from the Body to the Globe*, Routledge.
6. Browne, K. 2005. Snowball sampling: using social networks to research non-heterosexual women, *International journal of social research methodology*, 8(1), 47-60.
7. Browne, K. 2006. Challenging queer geographies, *Antipode*, 38(5), 885-893.
8. Browne, K., Lim, J., & Brown, G. (Eds.), 2009. *Geographies of Sexualities: Theory, Practices and Politics*, Ashgate Publishing, Ltd.
9. Boyce, P. 2006. Moral ambivalence and irregular practices: contextualizing male-to-male sexualities in Calcutta/India, *Feminist review*, 83(1), 79-98.



10. Gorman-Murray, A. 2006. Homeboys: uses of home by gay Australian men, *Social & Cultural Geography*, 7(1), 53-69.
11. Hubbard, P. 2013. *Cities and sexualities*, Routledge.
12. Kole, S. K. 2007. Globalizing queer? AIDS, homophobia and the politics of sexual identity in India, *Globalization and health*, 3(1), 8.
13. Oswin, N. 2008. Critical geographies and the uses of sexuality: Deconstructing queer space, *Progress in Human Geography*, 32(1), 89-103.
14. Shahani, P. 2008. *Gay Bombay: Globalization, love and (be) longing in contemporary India*, SAGE Publications, Delhi.
15. Tellis, A. 2007. Cyberpatriarchy: Chat rooms and the construction of 'man to man' relations in urban India. In *East-West Identities* (pp. 361-372). Brill.

#### **Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course  
Session 2: Critical Beginnings: Sexuality
- Week 2: Session 1: Critical Beginnings: Sexualising/ queering Geography  
Session 2: Critical Beginnings: Sexualising/ queering Geography
- Week 3: Session 1: Critical Beginnings: Sexualising/ queering Geography  
Session 2: Critical Beginnings: Sexualising/ queering Geography
- Week 4: Session 1: Concepts and terminologies  
Session 2: Concepts and terminologies
- Week 5: Session 1: Concepts and terminologies  
Session 2: Concepts and terminologies
- Week 6: Session 1: Hegemonic sexuality and resistance: heteronormativity  
Session 2: Hegemonic sexuality and resistance: heteronormativity
- Week 7: Session 1: Hegemonic sexuality and resistance: LGBTQ resistances  
Session 2: Hegemonic sexuality and resistance: LGBTQ resistances
- Week 8: Session 1: Sexualising space: Home  
Session 2: Sexualising space: Home
- Week 9: Session 1: Sexualising space: Public space  
Session 2: Sexualising space: Public space
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Sexualising space: Cyber space  
Session 2: Sexualising space: Cyber space
- Week 13: Session 1: Sexualising space: Nation  
Session 2: Sexualising space: Nation
- Week 14: Session 1: Sexualising space: Globalisation  
Session 2: Sexualising space: Globalisation
- Week 15: Session 1: Methodologies in sexuality and space research  
Session 2: Methodologies in sexuality and space research
- Week 16: Session 1: Methodologies in sexuality and space research  
Session 2: Student Activity
- Week 17: Session 1: Student activity  
Session 2: Closing lecture: Summarising geographies of sexualities



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**Facilitating the achievement of Course Learning Outcomes:**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
I	Geographer's engagement with sexuality	Class lecture	Paper review
II	Introduction to concepts and terms	Class lecture and discussion	Class test
III	Social and spatial production of sexuality	Class lecture, group discussion, Movie screening	Short essay
IV	Nuanced understanding of sexual spaces	Class lecture, Group discussion and Field visit	Field report
V	Undertaking sexual research projects	Lecture and Field visit	Field report





**MASTER of ARTS in GEOGRAPHY**  
**Semester III – Elective Course**

**GEOG3E15: TERRITORIAL BASES OF POLITICS IN INDIA**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) To provide students with an understanding of the territorial bases of the state and role of geographic factors in shaping political history.
- 2) To provide an overview of constituencies and their evolution as well as politico electoral regions of India
- 3) To provide an understanding of India's role and position in regional blocs and among Indian Ocean and SAARC countries.

**Course Learning Outcomes:**

- 1) To appreciate the role of terrain and other geographical factors in India's political history.
- 2) To understand the process of evolution of constituencies and politico electoral regions of India
- 3) An understanding of India's position in regional power blocs, bilateral relations with SAARC countries and the geopolitics of the Indian Ocean region.

**Course Contents:**

- Unit I: Geographical Bases of the Indian State: India as a federal state-Territoriality, Location and size; Population: Distribution, ethnic and religious composition, quality; Implications in the current geopolitical context.
- Unit II: Territorial Factors in India's Political History: Role of terrain, rivers and sea coasts in shaping India's political history, forces of integration and separation; role of geographical factors on the continuity of political and social boundaries, coexistence of regional diversities within pan Indian unity.
- Unit III: Internal Conflicts and Problems of Nation Building: Religious conflicts: Linguistic conflicts, insurgency and separatist movements as failure to federalize, environmental movements and issues of rehabilitation and livelihoods, river water disputes, politics of exclusion and inclusion in nation building.
- Unit IV: Electoral support and Territorial Representation: Constituencies and their evolution, Redistricting: Issues and concerns; Regional and National parties, the politics of coalition, Patterns of electoral support and representation; reading the emerging politico electoral regions of India.
- Unit V: Geography of International Relations: ASEAN and SAARC as regional power blocs and India's position within them, India's bilateral relations with SAARC nations; Geopolitics of the Indian Ocean and India's position in the region; Between two worlds India's position in world politics.



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**Suggested Readings:**

1. Adhikari, S. 1997. *Political Geography*, Rawat publications, Jaipur and Delhi.
2. Bandhopadhyaya, J. 1991. *The Making of India's Foreign Policy*, Allied Pub, Delhi.
3. Bhambri, C.P. 1991. *Political Process in India*, Vikas, New Delhi.
4. Brass, P.R. 1990. *The Political Economy of India since Independence*, Cambridge University Press, New Delhi.
5. Brass, P.R. 1983. *Caste, Faction and Party in Indian Politics*, Vol I and II, Chankya Pub, Delhi.
6. Brass, P. R. 2003. *The production of Hindu Muslim Violence in Contemporary India*, Oxford University Press, Delhi.
7. Varshney, A. 2002. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, Yale Univ Press, New Haven.
8. Weiner M and J Osgoodfield (eds.), 1975. *Electoral Politics in the Indian States*, Centre for International Studies, MIT.
9. Pannikar, K.N. 1955. *Geographical Factors in India's History*, Bharatiya Vidya Bhavan, Bombay.
10. Harrisson, S. et al (eds.) 1999. *India and Pakistan: The First Fifty Years*, Woodrow Wilson Centre and Cambridge University Press.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction and overview, relevance of the course  
Session 2: Understanding India as a federal political unit: Territoriality, Location and size
- Week 2: Session 1: Political implications of population distribution, ethnic and religious composition, quality.  
Session 2: India as a federal political unit- the forces of integration and separation; coexistence of regional diversities within pan Indian unity.
- Week 3: Session 1: Appreciating territorial factors in India's political history- Role of terrain.  
Session 2: Appreciating territorial factors in India's political history- rivers and sea coasts in fostering integration and isolation
- Week 4: Session 1: Role of geographical factors in continuity and change in the political and social boundaries.  
Session 2: Conflicts and Disputes, Conflicts and disputes as problems of nation making
- Week 5: Session 1: India's border disputes.  
Session 2: River water disputes (International and state)
- Week 6: Session 1: Linguistic conflicts in India  
Session 2: Caste conflicts in contemporary India
- Week 7: Session 1: Religious conflicts in contemporary India  
Session 2: Environmental movements and issues of rehabilitation and livelihoods.
- Week 8: Session 1: Environmental movements and issues of rehabilitation and livelihoods: case study from NBA  
Session 2: Insurgency and separatist movements as issues related to failure to federalize.
- Week 9: Session 1: Evolution of political constituencies in India  
Session 2: Redistricting- issues and concerns
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Regional Parties, and National parties  
Session 2: Politics of coalition- balancing the regional and national issues
- Week 13: Session 1: Patterns of electoral support and representation  
Session 2: Patterns of electoral support and representation
- Week 14: Session 1: Emerging politico electoral regions of India
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- Session 2: Reading emerging politico electoral regions of India
- Week 15: Session 1: ASEAN and SAARC as regional blocs and India's position within these blocs  
Session 2: Geo politics of the Indian Ocean region and India's position in this region.
- Week 16: Session 1: SAARC as a regional bloc. India's position within SAARC  
Session 2: Bilateral relations with SAARC countries: Bangladesh, Nepal and Sri Lanka
- Week 17: Session 1: Bilateral relations with SAARC countries: Pakistan  
Session 2: Wrap up discussions and feedback

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	To understand India as a political unit in terms of geographic bases of the state	Lectures and Tutorials; Discussion on India as a federal state.	Reading OHK Spate " India and Pakistan"
II	To appreciate the role of terrain and other geographical factors in India's political history.	Lectures and Tutorials; Discussion on nature of terrain and role of sea coast in India's political history	Assignment based on reading Pannikar KN, (1955), <i>Geographical Factors in India's History</i> , Bharatiya Vidya Bhavan, Bombay
III	To understand internal conflicts and problems of Nation building in India	Lectures and Tutorials; Discussion on conflicts and disputes between states, inclusive nation building.	Assignment on case studies of river water disputes /rehabilitation and livelihood issues
IV	To understand the process of evolution of constituencies and politico electoral regions of India	Lectures and Tutorials; Discussion on evolution of constituencies and politico electoral regions of India	Assignment on mapping politico electoral regions of India based on last three Lok sabha elections.
V	An understanding of (i) Regional blocs , bilateral relations with SAARC countries (ii) The geopolitics of the Indian Ocean region and India's position in this region.	Lectures and Tutorials; Discussion on ASEAN and SAARC as regional power blocs, the geopolitics of Indian Ocean region.	Assignment on mapping India's position in ASEAN and Indian Ocean region



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV**



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Core Course**

**GEOG4C01: VULNERABILITY AND DISASTER**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) The course begins with a discussion on alternative concepts of disasters, calamity, risk and hazard.
- 2) The course then proceeds to aggregate the models used to benchmark disasters
- 3) In the final it de-myths that disasters are natural and lays bare the role of vulnerability in creating disasters and what needs to be managed.

**Course Learning Outcomes:**

- 1) The student gains a perspective of disasters different than the Nature as Cause of Disaster.
- 2) The student keen to pursue a profession in Disasters can do so by addressing real life issues of vulnerability of people.
- 3) Students could become champions to spread the 'real' reason for disasters and thus become the torchbearers of change needed to mitigate disasters especially in India.

**Course Contents:**

- Unit I: Idea of a Disaster vs. Hazards vs Risk  
Unit II: Classification of Disasters (Focus on why these classifications evolved)  
Unit III: Disasterscape: Concept and Characteristics (World and India examples)  
Unit IV: Response to Disaster, Traditional and Colonial  
Unit V: Post Independence Response to Disasters (Tri-forces, NGOs, Disaster Management Act)  
Unit VI: Vulnerability: Concept, Measurement, Models; Vulnerability and Disaster: Myth of the Natural Disaster

**Suggested Readings:**

1. Bankoff, G., G. Frerks and D. Hilhorst (eds.) 2003. *Mapping Vulnerability: Disasters, Development and People*, Earthscan.
2. Beck, Ulrich, 1992. *Risk Society: Towards a New Modernity*, Sage.
3. Cutter, Susan (ed). 1993. *Environmental Risks and Hazards*, Pearson.
4. Drabek, Thomas, 2010. *The Human Side of Disaster*, Taylor and Francis
5. Government of India, 2005. *Disaster Management Act, 2005*, The Gazette of India, New Delhi.
6. Kapur, Anu. et al. 2005. *Disasters in India: Studies of Grim Reality*, Rawat Publications, Jaipur and Delhi.
7. Kapur, Anu, 2008. *On Disasters in India*, Cambridge University Press.
8. Kapur, Anu, 2010. *Vulnerable India: A Geographical Study of Disaster*, Sage.



9. Parasuraman, S. 2004. *India Disasters Report: Towards a Policy Initiatives*, Oxford University Press.
10. National Centre for Disaster Management, 2001. *Report of the High Powered Committee (HPC) on Disaster management*, New Delhi, [http://nidm.gov.in/PDF/pubs/HPC\\_Report.pdf](http://nidm.gov.in/PDF/pubs/HPC_Report.pdf).
11. Tripathi, Punam, 2018. *Vulnerable Andaman and Nicobar Islands: A Study of Disasters and Response*, Routledge.
12. United Nations, 2004. *Living With Risk: A Global Review of Disaster Reduction Initiatives*.
13. Wisner, B., P. Blaikie, T. Cannon and I. Davis, 2004. *At Risk: Natural Hazards, Peoples' Vulnerability and Disasters*, Routledge (Second Edition).
14. World Disasters Report, <http://www.ifrc.org/en/publications-and-reports/world-disasters-report/>

**Tentative Teaching Plan:**

Week 1-2	:	Idea of a disaster
Week 3	:	Classification of Disasters
Week 4	:	Disasterscape: Concept and Characteristics
Week 5	:	Disasterscape: India and Global Case studies
Week 6 – 7	:	Traditional Response to Disaster
Week 8	:	Colonial Response to Disasters
Week 9	:	Post Independence Response to Disasters
Week 10	:	<i>Mid-Semester Examinations</i>
Week 11	:	<i>Mid-Semester Break</i>
Week 12	:	Post Independence Response to Disasters
Week 13	:	Vulnerability: Concept and intersection with Disaster
Week 14 – 15	:	Vulnerability and Disaster: Models
Week 16 – 17	:	Vulnerability and Disasters: Myth of the Natural Disaster

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course learning outcomes	Teaching and learning activity	Assessment task
I	Familiarize students with alternative concepts of disasters, calamity, risk and hazard	Lecture; audio-visual; interaction; discussion	Q&A
II	Assessing why these classifications evolved	Lecture; audio-visual; interaction; discussion	Q&A
III	Understanding the landscape of disasters	Lecture; audio-visual; interaction; discussion	Q&A
IV	Assessing the various responses in case of disaster with special reference to India	Lecture; audio-visual; interaction; discussion	Term paper
V	A shift in the focus from “nature” as a cause of disaster to “vulnerability” as cause of disaster	Lecture; audio-visual; interaction; discussion	Q&A
VI	A perspective of disasters different than the Nature as Cause of Disaster	Lecture; audio-visual; interaction; discussion	Q&A



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Core Course**

**GEOG4C02: NEW ECONOMIC GEOGRAPHY**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) The students will appreciate the significance of social, cultural and political factors as central to the functioning of economies; and that the economic processes needs to be analysed in social, cultural and political contexts.
- 2) The students will be exposed to contemporary themes in economic geography, which emerged in post 1970s; and be conscious of the numerous economic issues confronting the world economic system.
- 3) The students will realise the relevance of economic geography for analysing contemporary societies and economies.

**Course Learning Outcomes:**

- 1) The students will be able to appreciate that geography and space matter in economy.
- 2) The students will be able to identify some key issues that economic geography engages with.
- 3) The students will be able to comprehend and analyse the principal questions confronting the contemporary space-economy:
  - a) What are 'economic' reasons for variations in spatial distribution of population and resources?
  - b) How to solve the 'mystery' of economic growth?
  - c) Has the role of 'distance' and 'proximity' declined?
  - d) Has the World become 'flat'?

**Course Contents:**

- Unit I: Introduction to Spatial Economics: the re-discovery; issues in spatial economic systems; economic-geographic links.
- Unit II: Stages of Growth; Evolution of Economic Systems and Sectors: stages of economic growth; evolution of economic systems; three-sector hypothesis and post-industrial society; informal economy.
- Unit III: Information and Knowledge Economies in Spatial Systems: information revolution, economies of human attention; knowledge economies and imagination age; creative industries and cultural economies.
- Unit IV: Economies of Urban Systems: FIRE & ICE economies and global cities; city re-imagining, city branding and place marketing.
- Unit V: Space-Economy of International Systems: economic groupings; economic gravitations; economic cooperation and integration, sustainable development goals (Goal 17: global partnership for sustainable development).
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**Suggested Readings:**

1. Anderson William P. 2012. *Economic Geography*, Routledge, London.
2. Coe N. M., Kelly P. F. and Yeung H. W. C. 2007. *Economic Geography: A Contemporary Introduction*, Blackwell, Oxford.
3. Dicken P. 1990. *Global Shift: Mapping the Changing Contours of the World Economy*, Harper Collins Publishers, New York.
4. Fujita Masahisa, Krugman Paul and Venables Anthony, 2001. *The Spatial Economy: Cities, Regions and International Trade*, The MIT Press.
5. Grossman G. 1984. *Economic Systems*, Prentice Hall, New Jersey.
6. Hanink D. M. 1997. *Principles and Applications of Economic Geography*, John Wiley, New York.
7. Jovanovich M. 1998. *International Economic Integration: Limits and Prospects*, Routledge.
8. Knox Paul, Agnew John, McCarthy Linda, 2008. *The Geography of the World Economy*, OUP, USA.
9. Lee R. and Wills J. (eds.), 1997. *Geography of Economics*, Arnold, New York.
10. Machlup Fritz, 1977. *A History of Thought on Economic Integration*, Columbia University Press, New York.
11. MacKinnon D. and Cumbers A. 2007. *An Introduction to Economic Geography: Globalization, Uneven Development and Place*, Pearson/Prentice Hall, Harlow.
12. Murray Warwick E. 2006. *Geographies of Globalization*. Routledge.
13. Prager Jean-Claus and Thisse Jacques-Francois, 2012. *Economic Geography and the Unequal Development of Regions*, Routledge, London.
14. Sachar A. and Oberg S. (eds.) 1990. *The World Economy and the Spatial Organisation of Power*, E.S.F. Publication, Strasbourg.
15. Sassen Saskia, 2012. *Cities in a World Economy*, Sage.
16. Sheppard E. and Barnes T. J. 1984. *The Capitalist Space Economy: Geographical Analysis after Ricardo Marx and Strafa*, Unwin Hyman, London.

**Tentative Teaching Plan:**

Week 1:	Session 1:	The Re-discovery, Issues, Factors, Hierarchies, and Models and Assumptions in Spatial Economic Systems
	Session 2:	Economic-Geographic Links
Week 2:	Session 1:	Concept of Growth Survey of Stages of Economic Growth
	Session 2:	Marxian Stages of Development of Productive Forces, Rostovian Stages of Economic Growth
Week 3:	Session 1:	Evolution of Economic Systems and its Implications
	Session 2:	Three-sector Hypothesis Post-Industrial society and emergence of Quaternary and Quinary sectors
Week 4:	Session 1:	Social Accounting of Informal Economy
	Session 2:	Social Accounting of Informal Economy (case studies)
Week 5:	Session 1:	Political Economy of Resource Extraction
	Session 2:	Political Economy of Resource Extraction (case studies)
Week 6:	Session 1:	Social Marketing of Green Products
	Session 2:	Social Marketing of Green Products (case studies)
Week 7:	Session 1:	Urban Agriculture
	Session 2:	Inland Waterways
Week 8:	Session 1:	Information Revolution
	Session 2:	Information Super-highways and Netocracy
Week 9:	Session 1:	Information Overload and Economies of Human Attention





- Session 2: Knowledge Economies and Creative Industries,  
Imagination Age and Economies
- Week 10: Mid-Semester Examinations
- Week 11: Mid-Semester Break
- Week 12: Session 1: Economy of World Heritage Sites, and Intangible Cultural Heritage  
Session 2: Cultural Economies of Geographical Indications
- Week 13: Session 1: FIRE and ICE Economies, Global and Smart Cities  
Session 2: Recreation of Creative Spaces (Historic City Centres, Urban Villages, etc.)
- Week 14: Session 1: Place-making and City Re-imaging  
Session 2: City Branding and Place Marketing
- Week 15: Session 1: Evolution of Economic Groupings  
Session 2: Survey of contemporary Economic Groupings
- Week 16: Session 1: Economic Gravitations  
Session 2: Progressions in Economic Cooperation and Integration
- Week 17: Session 1: Sustainable Development Goals  
Session 2: Summing up and looking ahead  
Wrap up discussions and feedback

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Significance of space in economy	Classroom lectures Practical work based on secondary data	Case-Study of events/items displaying links between geography and economy
II	Trajectory of growth Evolution of sectors	Classroom lectures Practical work based on secondary data Field-visits	Determine stages of growth of spatial units (state/district) Case-Study of social accounting of informal workers Case-Study of political economy of resource extraction Case-Study of social marketing of green products
III	Role of information in economic activities Dominance of knowledge in economic activities	Classroom lectures Field-visits	Case-Study of information overload Case-Study of products with GI and associated cultural economy Case-Study of world heritage sites and intangible heritage
IV	Economy and economic framework of modern urban systems	Classroom lectures Practical work based on secondary data Field-visits	Calculate composite index of smart cities Case-Study of historic city centres and urban villages Case-Study of city-reimaging and place marketing
V	Globalization of economic systems	Classroom lectures Practical work based on secondary data	Calculate centre of economic gravity of selected spatial units



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E01: PROJECT REPORT (DISSERTATION)**

**Credits: Total – 4**

**Marks: Total - 100**      Internal Assessment – 30  
Project Report (Dissertation) – 70

**Duration (Hours per week): Total – 5**      (Lecture – 1<sup>3</sup>, Practical – 8<sup>4</sup>)

**Course Objectives:**

- 1) The students will be taught how to write a project report / dissertation

**Course Learning Outcomes:**

- 1) The students will learn to write a project report / dissertation, after duly following all the steps in research methodology, which are taught in the course entitled Research Methods and Techniques in Geography (Course No. GEOG3C02).

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<sup>3</sup> *Lecture is 1-hour per week consultation with the Supervisor.*

<sup>4</sup> *Practical is 8-hours per week on tasks associated with the project report (dissertation) – review of literature, collection and analysis of data, preparation of tables and maps, report writing, etc. in consultation with the Supervisor.*

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**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E02: APPLIED CLIMATOLOGY (PRACTICAL)**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 2, Practical – 6)

**Course Objectives:**

- 1) To disseminate the first hand experiences of the climate prediction processes.

**Course Learning Outcomes:**

- 1) The students will learn the tools and techniques of climate prediction methods.

**Course Contents:**

- Unit I: Introduction to Climatology: climate components and its impact, climate and society, weather and health.
- Unit II: Climate data and its use, methods and techniques of data analysis, downscaling methods, bioclimatology.
- Unit III: Weather Predictability: Numerical weather prediction, processes and limitations.
- Unit IV: Empirical Orthogonal Function, Exceedance probability and relative operating characteristics (ROC), regression methods, use of general circulation models for weather prediction.

**Suggested Readings**

1. Antonio Navarra, Valeria Simoncini, 2010. *A Guide to Empirical Orthogonal Functions for Climate Data Analysis*, Springer, Dordrecht, The Netherlands.
2. Antonio Navarra Eugenia Kalney, 2003, *Atmospheric Modeling, Data Assimilation and Predictability*, Cambridge University Press, London.
3. John E Hobbs, 2016. *Applied climatology: A study of Atmospheric Resources*, Elsevier, London
4. Russell D. Thompson and Allen Perry (eds.), 1997. *Applied Climatology: Principles and Practice*, Routledge, London.
5. Swadhin Behera and Toshio Yamagata 2016. *Indo-Pacific Climate Variability and Predictability*, World Scientific, Singapore.
6. Sahu N. Robertson A. Boer R. Behera S. DeWitt D.G. Kaoru T. Kumar M. Singh R.B. 2016. Probabilistic Seasonal Streamflow Forecasts of the Citarum River, Indonesia, Based on General Circulation Models, *Journal of Stochastic Environmental Research and Risk Assessment*, doi 10.1007/s00477-016-1297-4.
7. Tim Palmer and Renate Hagedorn (eds.), 2006. *Predictability of Weather and Climate*, Cambridge University Press, London.



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**Teaching Plan:**

This is Practical paper so weekly teaching plan will be announced in the class.

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction	Lectures/Tutorials	Assignments
II	Analysis of climate data	Lectures/Tutorials and laboratory based Practical	Lab work and assignments
III	Weather Prediction	Lectures/Tutorials and laboratory based Practical	Lab work and assignments
IV	Empirical Orthogonal Function	Lectures/Tutorials and laboratory based Practical	Lab work and assignments



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E03: CULTURE, HISTORY AND LANDSCAPE**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To critically understand the inter-relations between human society and landscapes.
- 2) To understand how landscapes take shape in a larger historical and socio-political contexts.
- 3) To understand how landscapes are products of both local issues contextualised within broader socio-political contexts.

**Course Learning Outcomes:**

- 1) To understand the intersections between geographical space, society and history.
- 2) Critically analyse and understand the evolution of contemporary landscapes from a geographical perspective.
- 3) To understand the continuous making of landscapes and how they reflect human struggles, contestations, conflicts and ambiguities.

**Course Contents:**

- Unit I: Introduction: Concept of landscape; understanding the different approaches to studying landscape; re-evaluation of landscape and new cultural geography
- Unit II: The Content of Landscape: Finding the colonial and tropicity; local and the vernacular landscape; memories and memorialisation of landscapes;
- Unit III: Reproduction of Landscape: everyday representations of landscape in literature, popular media and new media; politics of representations and reproduction of landscapes;
- Unit IV: Metropolitan Landscapes: Modernity and the spectacles of urban landscapes; built environment and the imagination of landscapes – in global North and South;

**Suggested Readings:**

1. Cosgrove, D.E. 1984. *Social Formation and Symbolic Landscape*, University of Wisconsin: USA.
  2. Bender, B. 1993. *Landscape: Politics and Perspectives*, London: Berg.
  3. Boym, S. 2002. *The Future of Nostalgia*, New York: Basic Books. Casey.
  4. Edward S. 2002. *Representing Place: Landscape Painting and Maps, Minneapolis and*, London: University of Minnesota Press.
  5. Corner, James, 1999. *Recovering Landscape: Essays in Contemporary Landscape Theory*, Princeton, NJ: Princeton University Press.
  6. Daniels, Stephen, 1993. *Fields of Vision: Landscape Imagery and National Identity in England and the United States*, Cambridge: Polity Press.
  7. Hirsch, Eric and O'Hanlon, Michael, 1995. *The Anthropology of Landscape: Perspectives on Place and Space*, Clarendon Press, Oxford.
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8. Mitchell, W.J.T. 2002. *Landscape and Power*, 2<sup>nd</sup> ed., The University of Chicago Press, Chicago and London.
9. Doherty, G. and Waldheim, C. (eds), 2016. *Is Landscape...? Essays on the Identity of Landscape*, Routledge: London and New York.
10. Terkenli, T.S and 'd Hauteserre, A. (eds), 2006. *Landscapes of a new Cultural Economy of Space*, Springer: Netherlands.

**Tentative Teaching Plan:**

- Week 1: Session 1: Syllabus overview  
Session 2: Concept of landscape
- Week 2: Session 1: Concept of landscape  
Session 2: Approaches to studying landscape
- Week 3: Session 1: Approaches to studying landscape  
Session 2: Re-evaluation of landscape and new cultural geography
- Week 4: Session 1: Re-evaluation of landscape and new cultural geography  
Session 2: Colonial landscapes
- Week 5: Session 1: Colonial landscapes  
Session 2: Construction of tropicality in colonial landscapes
- Week 6: Session 1: Local and the vernacular landscape  
Session 2: Local and the vernacular landscape
- Week 7: Session 1: Memories and memorialisation of landscapes  
Session 2: Memories and memorialisation of landscapes
- Week 8: Session 1: Affect and landscapes  
Session 2: Affect and landscapes
- Week 9: Session 1: Everyday representations of landscape in literature  
Session 2: Everyday representations of landscape in literature
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Everyday representations of landscape in popular media  
Session 2: Everyday representations of landscape in popular media
- Week 13: Session 1: Everyday representations of landscape in new media  
Session 2: Everyday representations of landscape in new media
- Week 14: Session 1: Politics of representations and reproduction of landscapes  
Session 2: Politics of representations and reproduction of landscapes
- Week 15: Session 1: Modernity and the spectacles of urban landscapes  
Session 2: Built environment and imagination of urban landscapes – in global North
- Week 16: Session 1: Built environment and imagination of urban landscapes – in global North  
Session 2: Built environment and imagination of urban landscapes – in global South
- Week 17: Session 1: Built environment and imagination of urban landscapes – in global South  
Session 2: Summing up and Wrap up discussions



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the theoretical approaches in reading landscapes	Classroom lectures Group discussions	Tutorial Assignments
II	Understanding the development of and transformation of landscapes over time	Classroom lectures Group presentations	Mid -term examinations
III	Develop a social and political understanding of contemporary landscapes	Classroom lectures Focus Case study discussions	Tutorial Assignments
IV	Understanding the linkages between modernity and landscape production	Classroom lectures Focus Case study presentations	End term examinations



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E04: DEMOGRAPHIC TECHNIQUES**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course shall equip the students with a basic understanding of demographic concepts and issues.
- 2) It shall enable them to understand different sources of demographic data and related data limitations.
- 3) The students will learn about estimates of different measures related to fertility, nuptiality, mortality, and population projections.

**Course Learning Outcomes:**

- 1) This course must train the student about the concepts and issues of demography.
- 2) Students should have good knowledge of various sources of demographic data and related limitations.
- 3) They must be conversant with different estimations methods related to fertility, nuptiality, mortality, migration, urbanization, and population projections.

**Course Contents:**

- Unit I: Introduction to Basic Concepts and Measures: rate, ratios, proportions, person-years of life  
Unit II: Sources of Demographic Data: census, vital statistics, surveys, UN/ other government publications  
Unit III: Population Age-structures: quality of data and adjustments  
Unit IV: Basic Measures of Mortality and Life Table; Fertility and Nuptiality; Migration and Urbanization  
Unit V: Population Projections

**Suggested Readings**

1. Carmichael, G.A. 2016. *Fundamentals of Demographic Analysis: Concepts, Measures, and Methods*, Springer, London.
  2. Hinde, A. 2009. *Demographic Methods*, Routledge, London.
  3. Moultrie, T.A., Dorrington, R.E., Hill, A.G., Hill, K., Timaeus, I., and Zaba, B. (eds.) 2013. *Tools of Demographic Estimation*, Paris: International Union for the Scientific Study of Population.
  4. Office of the Registrar General of India, and United Nations Population Fund, 2014. *Training Manual on Demographic Techniques*. New Delhi: ORGI, UNFPA-India. <http://india.unfpa.org/en/publications/training-manual-demographic-techniques>
  5. Preston, S., Heuveline, P., and Guillot, M. 2000. *Demography: Measuring and Modelling Population Processes*, Wiley-Blackwell, Oxford.
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6. Seigal, J.S., and Swanson, D.A. (eds.) 2004. *The Methods and Materials of Demography*. 2<sup>nd</sup> edition, San Diego, CA: Elsevier Academic Press.
7. Watcher, K.W. 2014. *Essential Demographic Methods*, Cambridge, MA: Harvard University Press.
8. Yusuf, F., Martins, J.M., Swanson, D.A. 2014. *Methods of Demographic Analysis*, Springer, London.

**Tentative Teaching Plan:**

- Week 1: Understanding basic population concepts and measures
- Week 2: Understanding basic population concepts and measures
- Week 3: Sources of demographic data
- Week 4: Sources of demographic data
- Week 5: Population age-structure
- Week 6: Quality of population data and adjustments
- Week 7: Basic measures of mortality and life tables
- Week 8: Basic measures of mortality and life tables
- Week 9: Basic measures of mortality and life tables
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Basic measures of fertility and nuptiality
- Week 13: Basic measures of fertility and nuptiality
- Week 14: Basic measures of migration and urbanization
- Week 15: Basic measures of migration and urbanization
- Week 16: Population projections
- Week 17: Population projections

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding of basic concepts and measures in demography	Classroom lectures and tutorials	Conceptualising basic concepts and measures in demography
II	Learning various sources of demographic data	Classroom lectures and tutorials	Understanding different sources of demographic data
III	Age-sex composition of population, data quality issues	Classroom lectures and tutorials	Understanding population age-sex structure, data quality and adjustment methods
IVA	Measures of mortality	Classroom lectures and tutorials	Understanding measures of mortality
IVB	Measures of fertility and nuptiality	Classroom lectures and tutorials	Examining measures of fertility/nuptiality
IVC	Measures of migration and urbanization	Classroom lectures and tutorials	Examining measures of migration
V	Doing Population projections	Teaching and Learning Activity	Undertaking population projection



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E05: ENERGY GEOGRAPHIES**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) To understand the geographical perspectives on Energy
- 2) To understand the centrality of energy to human civilization
- 3) To engage with key debates on major energy systems

**Course Learning Outcomes:**

- 1) Geographical study of Energy
- 2) Knowledge of current debates in field of energy geographies

**Course Contents:**

Unit I: Geographical perspectives on energy

Unit II: Historical development of energy; the global trends and patterns in energy

Unit III: Energy resources of the World: Coal, Oil, Natural Gas, Nuclear, and Renewable energy

Unit IV: Contemporary Issues: Energy security, Geo-Politics of energy, Energy, environment and sustainable development

**Suggested Readings:**

1. Bridge, G. 2008. Global production networks and the extractive sector: governing resource-based development. *Journal of Economic Geography*, 8(3), 389-419.
  2. Calvert, K. 2016. From 'energy geography' to 'energy geographies': Perspectives on a fertile academic borderland. *Progress in Human Geography*, 40(1), 105-125.
  3. Cherp, A. and Jewell, J. 2011. The three perspectives on energy security: intellectual history, disciplinary roots and the potential for integration. *Current Opinion in Environmental Sustainability*, 3(4), 202-212.
  4. Colgan, J. D. 2013. *Petro-aggression: When Oil Causes War*, Cambridge University Press, Cambridge.
  5. Freese, B. 2016. *Coal: A Human History*, Basic Books.
  6. Gordon, R. T. 1982. *Inventions that changed the World*, READER'S DIGEST (selected entries).
  7. Huber, M. 2015. Theorizing energy geographies. *Geography Compass*, 9(6), 327-338.
  8. Lahiri-Dutt, K. (ed.) 2014. *The Coal Nation: Histories, Ecologies and Politics of Coal in India*, Surrey, Ashgate, U.K.
  9. Nakićenović, N., Grübler, A., & McDonald, A. (Eds.). 1998. *Global Energy Perspectives*, Cambridge University Press, Cambridge.
  10. Nel, W. P., & van Zyl, G. 2010. Defining limits: Energy constrained economic growth. *Applied Energy*, 87(1), 168-177.
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11. Simeon, D. 1996. Coal and colonialism: production relations in an Indian coalfield, c. 1895–1947. *International Review of Social History*, 41(S4), 83-108.
12. Tyfield, D. 2014. King Coal is Dead! Long Live the King: The Paradoxes of Coal's Resurgence in the Emergence of Global Low-Carbon Societies. *Theory, Culture & Society*, 31(5), 59-81.
13. Verrastro, F. A., Ladislaw, S. O., Frank, M., and Hyland, L. 2010. The geopolitics of energy: emerging trends, changing landscapes, uncertain times. *A Report of the CSIS Energy and National Security Program October*.
14. Victor, D. G., Jaffe, A. M., & Hayes, M. H. (Eds.), 2006. *Natural gas and geopolitics: From 1970 to 2040*. Cambridge University Press.
15. Watts, M. 2009. Crude politics: Life and death on the Nigerian oil fields. *Niger delta economies of violence working papers*, 25.

#### **Tentative Teaching Plan:**

- Week 1:    Session 1: Introduction to Class  
              Session 2: Importance of Energy, Key innovations
- Week 2:    Session 1: Geographical perspectives on Energy: Energy geographies  
              Session 2: Geographical perspectives on Energy: Theorising Energy in Geography
- Week 3:    Session 1: Historical development of Energy  
              Session 2: Global trends and patterns in Energy
- Week 4:    Session 1: Coal: Shaping Britain  
              Session 2: Coal: Shaping China
- Week 5:    Session 1: Coal: India  
              Session 2: Coal: Low Carbon Societies
- Week 6:    Session 1: Oil: Global Production Network  
              Session 2: Oil: Petro State and Resource Curse
- Week 7:    Session 1: Oil: Assemblages  
              Session 2: Oil: Movie Show
- Week 8:    Session 1: Oil Geographies and Chokepoints  
              Session 2: Natural Gas: Origins and Global Trends
- Week 9:    Session 1: Natural Gas: Fuel of the future  
              Session 2: Natural Gas: Geo Politics
- Week 10:   *Mid-Semester Examinations*
- Week 11:   *Mid-Semester Break*
- Week 12:    Session 1: Nuclear Energy  
              Session 2: Nuclear Energy
- Week 13:    Session 1: Renewable Energy  
              Session 2: Renewable Energy
- Week 14:    Session 1: Renewable Energy  
              Session 2: Energy Security
- Week 15:    Session 1: Energy Security  
              Session 2: Geo Politics of Energy
- Week 16:    Session 1: Geo Politics of Energy  
              Session 2: Energy and Environment
- Week 17:    Session 1: Energy and Environment  
              Session 2: Closing Lecture



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	To understand geography's contribution to Energy studies.	Lecture presentation and class Interaction.	Readings and discussion.
II	To know the historical trajectories in development of Energy and its implications. Understanding Global Trends and patterns in Energy.	Lecture presentation and class Interaction.	Readings and class discussion.
III	Locating the trajectories of different Energy Sources and their social. Spatial and political implications.	Lecture presentation and class Interaction.	Bi-weekly readings and class discussion. Argumentation and writing.
IV	To make sense of contemporary issues concerning energy and the debates around them.	Lecture presentation and class Interaction.	Readings and class Discussion. Class presentation.



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E06: ENVIRONMENTAL IMPACT ASSESSMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) It lays the foundation of environmental issues and its impact on society.

**Course Learning Outcomes:**

- 1) The students will learn various issues related to environmental impact assessment and its importance.

**Course Contents:**

- Unit I: EIA: Principles of EIA, Concepts and approaches, methods and procedure and current issues in EIA, POSCO imbroglio.
- Unit II: EIA: evaluation and mitigation, cost-benefit analysis of DMRC and Golden Quadrilateral projects and valuation of environmental impacts, public participation, presentation and review.
- Unit III: Selected National and International Procedures of EIA: Developed and Developing countries EIA Procedures, National Green Tribunal.
- Unit IV: Case Studies of environmental impact assessment: Water Impact Assessment; Hydro-electric power Impact Assessment; Ecological Impact assessment; Social Impact Assessment; Mining Impact Assessment.
- Unit V: Environmental Impact Assessment Regulations and Policies in India.

**Suggested Readings**

1. Betty Bowers Marriott, 1997. *Environmental Impact Assessment*, Mc Graw Hill Professional Bookstore.
2. Goel ,R.S. 2000. *Environmental Impacts Assessment of water Resources Projects -concerns, Policy Issues Perceptions and Scientific Analysis*, Oxford Publishing Co. Pvt. Ltd.
3. Goel R.S., and R.N. Srivastava, 1999. *Hydropower and River Valley Development Environment Management, Case Studies and Policy Issues*, Oxford & IBH Publishing Co. Pvt., New Delhi.
4. Goudie, A. 2000. *The Human Impact on the Natural Environment*, Blackwell, Publishers, Oxford.
5. J. Glasson, R. Therivel and A. Chadwick, 1994. *Introduction to Environmental Impact Assessment: Principles and Procedures, Process, Practice and Prospects*, Research Press, Delhi.
6. Judith, Petts (eds.) 1999. *Handbook of Environmental Impact Assessment*, Blackwell Science Publication.
7. Prasad, K. and Goel, R. S. 2000. *Environmental Management in Hydro Electric Projects*,



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- Concept Pub., New Delhi.
8. Richard, K. Morgan, 1999. *Environmental Impact Assessment: A Methodological Perspective*, Springer.
  9. Sinclair, J., 2000. *Canadian Environmental Assessment in Transition*, University of Waterloo Press, Waterloo.
  10. Smith, L.G., 1993. *Impact Assessment and Sustainable Resource Management*, Longman, Harlow.
  11. Subramanian, V., 2001. *Text Book on Environmental Sciences*, Narosa Publishing House, N. Delhi.
  12. Eccleston, C. H., 2017. *Environmental Impact Assessment: A Guide to Best Professional Practices*, CRC Press, New York.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction, Principles of EIA  
Session 2: Concepts and approaches of EIA
- Week 2: Session 1: Methods and procedure in EIA  
Session 2: Currents issues in EIA, POSCO imbroglio-I
- Week 3: Session 1: Currents issues in EIA, POSCO imbroglio-II  
Session 2: EIA: evaluation and mitigation
- Week 4: Session 1: Cost-benefit analysis of DMRC  
Session 2: Golden Quadrilateral projects
- Week 5: Session 1: Selected national procedures  
Session 2: Selected national procedures
- Week 6: Session 1: Selected international procedures  
Session 2: Selected international procedures
- Week 7: Session 1: Examples from developing countries  
Session 2: Examples from Developed countries
- Week 8: Session 1: National green Tribunal I  
Session 2: National Green Tribunal II
- Week 9: Session 1: Valuation of environmental impacts -I  
Session 2: Valuation of environmental impacts -II
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Public participation, presentation and review-I  
Session 2: Public participation, presentation and review-II
- Week 13: Session 1: Case Studies of environmental impact assessment-I  
Session 2: Case Studies of environmental impact assessment-II
- Week 14: Session 1: Water Impact Assessment-I  
Session 2: Water Impact Assessment-II
- Week 15: Session 1: Hydro-electric power Impact Assessment-I  
Session 2: Hydro-electric power Impact Assessment-II
- Week 16: Session 1: Social Impact Assessment-I  
Session 2: Social Impact Assessment-II
- Week 17: Session 1: Mining Impact-I  
Session 2: Mining Impact-II



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Principles of EIA, Concepts and approaches, methods and procedure and current issues in EIA	Classroom lectures, PPTs and tutorials, debate and discussions	How is the conceptualization of PDF and its types applied in statistical analysis?
II	EIA: evaluation and mitigation, Golden Quadrilateral projects and valuation of environmental impacts	Classroom lectures and tutorials, PPTs, debate and discussions	Sampling theory and its uses in social science research
III	National and International Procedures of EIA, National Green Tribunal.	Classroom lectures and tutorials, PPTs, debate and discussions	How to conceptualise the ANOVA with one-way and two-way classification?
IV and V	Case Studies of environmental impact assessment	Classroom lectures, PPTs and tutorials, debate and discussions	Uses of non-parametric tests in scientific discourse



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E07: GENDER, SPACE AND SOCIETY IN INDIA**

**Credits:** Total – 5

**Marks:** Total - 100  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week):** Total – 5 (Lecture – 4, Tutorial – 1)

**Course Objectives:**

- 1) To enable students to understand the relevance of and developments in the subfield of geography of gender in India.
- 2) To equip students with an understanding of regional variations in construction of gender through the frame of genderscapes.
- 3) To provide an understanding of spaces of indigenous feminisms in the Indian context.

**Course Learning Outcomes:**

- 1) Understanding the emergence of the subfield of geography of gender as well its trajectory of growth in India.
- 2) Understanding gendered implications of public and private spaces and spatial variations in construction of gender in India.
- 3) Understanding the concept of a genderscape and appreciating regional genderscapes in India.

**Course Contents:**

- Unit I: Geography of Gender: Development of and theoretical approaches to the study of gender in geography; contextualising growth and development of the sub field in India.
- Unit II: Gender and Space: Division of space into private and public spaces, Gendered spaces; Spatial variations in the construction of gender in India.
- Unit III: Spatial Patterns and Bases of Gender inequalities: Patriarchy, son preference, social value; new reproductive technology, skewed sex ratios, gendered patterns of crime and violence, gender disparities in selected indicators of social wellbeing.
- Unit IV: Towards Genderscapes: Concept of Genderscape, Regional Genderscapes in India, Genderscapes of violence and well-being in India.
- Unit V: Indigenous Feminisms and Spaces of Resistance: Theorizing indigenous feminisms, indigenous feminisms, power and agency in patriarchy; indigenous feminisms and spaces of resistance.

**Suggested Readings:**

1. Phadke Shilpa, Ranade Shilpa and Sameera Khan, 2011. *Why Loiter: Women and Risk on Mumbai Streets*, Penguin
  2. Gregory Derek et al., 2009. *Dictionary of Human Geography*, 5th Edition, Wiley
  3. Geetha V. 2007. *Patriarchy*, Stree publications
  4. Mazumdar Vina and N Krishnaji (eds), 2001. *Enduring Conundrum: India's Sex Ratio*, Centre for Women's Development Studies, Rainbow Publishers, Delhi.
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5. Spain Daphne, 1992. *Gendered Spaces*, University of North Carolina Press.
6. Agarwal Bina, 1994. *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press.
7. Mc Dowell Linda, 1999. *Gender, Identity and Place: Understanding Feminist Geographies*, Blackwell Publishers, Oxford.
8. McDowell, Linda and Sharp, Joanne, eds. 1997. *Space/Gender/Knowledge: Feminist Readings*. London: Arnold.
9. Massey Doreen, 1994. *Space, Place and Gender*, University of Minnesota Press, Minneapolis.
10. Walby Sylvia, 1990. *Theorizing Patriarchy*, Wiley Blackwell publishers.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course, overview and relevance.  
Session 2: Understanding Sex and Gender as contested terms.
- Week 2: Session 1: Gender roles and gender relations  
Session 2: Questioning initial invisibility of women as subjects and practioners in geography, responses to visibilize women in geographical research.
- Week 3: Session 1: Examining theoretical approaches to the study of gender in geography.  
Session 2: Examining theoretical approaches to the study of gender in geography (contd.) - growth trajectory in the Anglo Saxon world
- Week 4: Session 1: Contextualising growth and development of the sub field in India- early origins.  
Session 2: Contextualising growth and development of the sub field in India-from the margins to critical mass.
- Week 5: Session 1: Contextualising growth and development of the sub field in India- concerns and opportunities.  
Session 2: Gender as performance, spatiality of gender.
- Week 6: Session 1: Gendered division of space into public and private- theoretical issues relating to access in India.  
Session 2: Gendered spaces in the everyday
- Week 7: Session 1: Socio cultural regions and spatial variations in the construction of gender in India- Northern and Western India  
Session 2: Socio cultural regions and spatial variations in the construction of gender in India- Southern and Eastern India.
- Week 8: Session 1: Productive and punitive aspects of patriarchy, kinship contracts.  
Session 2: Culturally driven son preference, social value and new reproductive technology
- Week 9: Session 1: India's declining sex ratio from 1901-2011.  
Session 2: Gendered patterns of crime and violence
- Week 10: Mid-Semester Examinations
- Week 11: Mid-Semester Break
- Week 12: Session 1: Inter Gender disparities in selected indicators of social wellbeing- access to health care.  
Session 2: Inter Gender disparities in selected indicators of social wellbeing- literacy
- Week 13: Session 1: Inter Gender disparities in selected indicators of social wellbeing- work participation rates  
Session 2: Concept of Genderscape- realm of Nature, meaning, social relations and agency within genderscapes.
- Week 14: Session 1: Mapping regional genderscapes in India  
Session 2: Genderscapes of violence and well-being in India
- Week 15: Session 1: Genderscapes of violence and well-being in India- way forward.



- Session 2: Theorizing indigenous feminisms in the Indian context - patriarchal power and agency in classic patriarchy
- Week 16: Session 1: Indigenous feminisms, patriarchal power and agency through productive aspects of patriarchy.
- Session 2: Indigenous feminisms and creation of spaces of resistance- liminality
- Week 17: Session 1: Indigenous feminisms and spaces of resistance- adaptability
- Session 2: Wrap up discussions and feedback

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the emergence of the subfield of geography of gender as well its trajectory of growth in India	Lectures and Tutorials; Discussion on emergence of the subfield of geography of gender as well its trajectory of growth in India	Assignment on reading Monk and Hanson 1992.
II	Understanding gendered implications of public and private spaces and the spatial variations in construction of gender in India.	Lectures and Tutorials; Discussion on differential access to public spaces, terrain, women’s labour and construction of gender roles and relations.	Assignment on reading Phadke et al 2010 and mapping gendered access to public spaces
III	Understanding spatial patterns of sex ratio and gender disparities in key areas of well being	Lectures and Tutorials; Discussion on gender differences in literacy, work force participation and regional patterns of Crimes against Women	Assignment on mapping and explaining declining sex ratio, in conjunction with change in key indicators of well-being in selected meso-regions of India
IV	Understanding the concept of a genderscape and appreciating regional genderscapes in India	Lectures and Tutorials; Discussion	Assignment on explaining realm of meaning within selected regional genderscapes
V	Theorizing Indigenous Feminisms	Lectures and Tutorials; Discussion	Essay based on lectures and reading Kandiyoti “Bargaining with Patriarchy”



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E08: GEOGRAPHIES OF SOCIAL JUSTICE IN INDIA**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) The course examines the questions related to social problems and social justice to marginalised sections of society.
- 2) It also critically evaluates the policies and interventions aimed at providing social justice to marginalized sections in India.

**Course Learning Outcomes:**

- 1) The students will be able to understand the idea of social justice in Geography and its relevance in Indian context.
- 2) Understanding Historical context of marginalisation and Injustice, Appreciating socio-economic problems in India.
- 3) Assessment of Programmes and Policies and legal framework for Social Justice and empowerment.

**Course Contents:**

- Unit I: Introduction to Geography of Social Justice: Concept and components of social justice, Overview of theories of social justice, Ethics.
- Unit II: Historical Context of Marginalisation and Injustice: Stratification of Indian society; caste system; Caste discrimination and violence; Spatial distribution of SC & ST population, and Minorities; Resource distribution,
- Unit III: Social (in) Justice in India: Urban and Rural dimensions; Urbanisation and the question of Caste; globalisation and capitalism; migration; Poverty, Inequality, land rights and security: Case Studies.
- Unit IV: Programmes, Policies and safe guards for Social Justice and Empowerment: Role of civil society and media; contemporary movements; Social and economic and political empowerment, SDG-16, Policies and interventions.
- Unit V: Legal Framework and Social Justice in India: Human rights, Constitutional Provisions, Laws, Acts

**Suggested Readings:**

1. Arneson, Richard, 1989. Equality and Equal Opportunity for Welfare, *Philosophical Studies*, 56, pp. 77-93
2. Atkinson, A. B. 1983. *Social Justice and Public Policy*, Wheatsheaf Books Ltd., Sussex.
3. Balagopal, K. 1988. *Probing in the Political Economy of Agrarian Classes and Conflicts, Perspectives*, Hyderabad.



4. Bhattacharjea, A. 1997. *Social Justice and the Constitution*, Indian Institute of Advanced Study, Shimla.
5. Channa Subhadra Mitra and Pencher P. Joan, 2013. *Life as a Dalit: Views from the Bottom on Caste in India*, Sage Publication India Pvt. Ltd, New Delhi
6. Clayton, Matthew and Williams Andrew, 2004. *Social Justice*, Blackwell Publishing, USA.
7. Govt of India, 2005, *Social, Economic and Educational Status of the Muslim Community in India*, Report of the Sachar Committee.
8. Govt. of India, 1985. Ministry of Agriculture, Department of Rural Development, Government of India, New Delhi, *Report of the committee to review the existing Administrative Arrangement for Rural Development and Poverty Alleviation Programmes*, December.
9. Harvey, David, 2010. *Social Justice and the City*, revised edition, University of Georgia Press, London.
10. Mukharji, Partha N. 1992. *Class and Ethnic Movements in India*, Rudebeck, 13:30
11. Omvedt, Gail, 1994. *Dalit and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, Sage, New Delhi.
12. Oommen, T. K. 1990. *State and Society in India*, Sage, New Delhi.
13. Rawls, John, 1982. Social Units and Primary Goods, in Amartya Sen and Bernard Willians, eds., *Utilitarianism and Beyond*, Cambridge University Press, Cambridge, UK.
14. Smith David Marshall, 1997. *Geography and Social Justice: Social Justice in a Changing World*, Basil, Blackwell.
15. Throat, S.K., 1999. *Ambedkar's Role in Economic Planning and Water Policy*, Shipra Publication, New Delhi.

#### **Tentative Teaching Plan:**

- Week 1: Introduction to Geography of Social Justice
- Week 2: Ethics, Social Justice in Geography
- Week 3: Concept and components, Theories of social justice
- Week 4: Stratification of Indian society; Caste system in India,
- Week 5: Spatial distribution of SC & ST population, and Minorities
- Week 6: Caste discrimination and violence
- Week 7: Resource distribution
- Week 8: Urban and Rural dimensions; globalisation and capitalism;
- Week 9: Migration; Poverty, Inequality
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Land rights and security;
- Week 13: Civil society and media; contemporary movements
- Week 14: Social, economic and political empowerment, SDG-16
- Week 15: Policies and interventions.
- Week 16: Human rights, Constitutional Provisions,
- Week 17: Laws, Acts and Summing up and looking ahead & Wrap up discussions and feedback



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the idea of social justice in Geography	Classroom lectures and tutorials	Assignments/ Discussions on concepts, components and theories of social Justice
II	Understanding Historical Context of Marginalisation and Injustice spatial distribution of SC, ST and minorities	Classroom lectures and tutorials	Assignments/ Presentations on social and educational profiles of SC/ST, Minority reading Census data on marginalized groups and
III	Appreciating specific socio-economic problems	Classroom lectures and tutorials	Presentation/debates Case studies assignments
IV	Knowledge of Programmes and Policies for Social Justice and Empowerment.	Classroom lectures and tutorials	Assignment/ Presentations based on critical evaluation of selected policies and programmes
V	Examining Legal Framework for Social Justice in India	Classroom lectures and tutorials	Discussions/Presentations on adequacy of existing legal framework in addressing issues of social justice.



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E09: GEOGRAPHY OF HEALTH**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course intends to reorient the students towards interdisciplinary perspectives on population health issues at different geographical scales.
- 2) It will acquaint the candidate to appreciate the role of spatial perspectives towards showcasing drivers of population health transition and major approaches used to explain it.
- 3) Students shall be able to understand the interplay of social environment, global environmental changes and its association with population health.

**Course Learning Outcomes:**

- 1) Students would be acquainted with the basic concepts of population health from geographical perspectives.
- 2) Students would get clear understanding about the process of population health transition and its major drivers. In addition, students should recognize the mechanism of how social and economic environment shapes population health.
- 3) Further, the linkages between global environmental changes and population health should be well understood.

**Contents:**

Unit I: Introducing Geography of Health: fundamental concepts; Approaches explaining Geography of Health: ecological, social, and spatial perspectives.

Unit II: Global Health Transition: the epidemiological transition, its drivers, and regional patterns.

Unit III: Social Environment and Health: health inequalities across global, regional, and neighbourhood scales; health care systems and inequalities in health care services.

Unit IV: Global Environmental Change and Health: air quality; contamination of food, and water; climate change, temperature extremes, natural hazards.

Unit V: Emerging Health Challenges: Urban health and well-being; Gender equity in health; migration and health; unhealthy lifestyle and chronic diseases; ageing and health; adolescent/youth and health.

**Suggested Readings**

1. Anthamatten, P. and Hazen, H. 2011. *An introduction to the Geography of Health*, Routledge, New York.
2. Braveman, P., Egerter, S., Williams, D.R. 2011. The Social determinants of health: coming of age, *Annual Review of Public Health*, 32:381-398.



3. Brown, T., McLafferty, S., and Moon, G. (eds.) 2010. *A Companion to Health and Medical Geography*, Wiley-Blackwell, Oxford.
4. Burton, L.M., Kemp, S.P., Leung, M., Matthews, S.A., and Takeuchi, T.A. 2011. *Communities, Neighbourhoods, and Health: Expanding the Boundaries of Place*, Springer, New York.
5. Curtis, S. 2004. *Health and Inequality: Geographical Perspectives*, Sage Publications, London.
6. Freudenberg, N., Klitzman, S., and Saegert, S. (eds.) 2009. *Urban Health and Society: Interdisciplinary Approaches to Health and Practice*, San Francisco, CA: Jossey-Bass.
7. Gaimard, M. 2014. *Population and Health in Developing Countries*, Springer, New York.
8. Gatrell, A.C. and Elliott, S.J. 2015. *Geographies of Health: An Introduction*. 3<sup>rd</sup> edition, Wiley-Blackwell, Oxford.
9. Kawachi, I., and Berkman, L.F. (eds.) 2003. *Neighborhoods and Health*, Oxford University Press, Oxford.
10. Luginaah, I., and Kerr, R.B. (eds.) 2015. *Geographies of Health and Development*, Burlington, VT: Ashgate.
11. Misra, R.P. 2007. *Geography of Health: A Treatise on Geography of Life and Health in India*, Concept Publishing Company, New Delhi.
12. Meade, M.S. and Emch, M. 2010. *Medical Geography*. 3<sup>rd</sup> edition, Guilford Press, New York.
13. Sen, G., and Ostlin, P. (eds.) 2010. *Gender Equity in Health: The Shifting Frontiers of Evidence and Action*, Routledge, New York.

#### **Tentative Teaching Plan:**

- Week 1: Introducing geography of health: basic concepts and issues
- Week 2: Introducing geography of health: basic concepts and issues
- Week 3: Approaches to explaining geography of health: ecological, social
- Week 4: Approaches to explaining geography of health: spatial
- Week 5: Global health transition: concept and issues
- Week 6: Global health transition: its drivers and regional patterns
- Week 7: Social environment and health: health inequalities I (global and regional patterns)
- Week 8: Social environment and health: health inequalities I (local patterns)
- Week 9: Social environment and health: health care systems and inequalities in health care services
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Global environmental change and health: air quality and health
- Week 13: Global environmental change and health: contamination of water, food, and health
- Week 14: Global environmental change and health: climate change, extreme weather, and health
- Week 15: Emerging health challenges: urban health and well-being
- Week 16: Emerging health challenges: gender equity in health
- Week 17: Emerging health challenges: migration and health; lifestyle and chronic disease; ageing and health; adolescent and youth



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
IA	Understanding basis concepts and issues of health geography	Classroom lectures and tutorials	Examining basic concepts and issues of geography of health
IB	Conceptualising approaches of doing health geography	Classroom lectures and tutorials	Understanding approaches of doing geography of health
II	Examining health transition	Classroom lectures and tutorials	Conceptualising the health transition and its drivers
III	Understanding health inequalities	Classroom lectures and tutorials	Examining the concept of health inequalities and its implications
IV	Linkages between health and global environmental changes	Classroom lectures and tutorials	Understanding linkages between global environmental changes and health
V	Emerging health issues and challenges	Classroom lectures and tutorials	Understanding emerging health issues





**MASTER OF ARTS IN GEOGRAPHY**  
**Semester IV– Elective Course**

**GEOG4E10: GEOGRAPHY OF HIMALAYA**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) Understanding physiological characteristics, ecology of river basins of Himalaya.
- 2) Mapping vulnerability, hazards and Disaster Risk Reduction (DRR) in Himalaya.
- 3) Evaluation of livelihood and Sustainability in Himalaya.

**Course Learning Outcomes:**

- 1) In depth understanding of Third Pole and regional entity of Himalaya.
- 2) Spatial distribution of hazards and risks and mitigation in Himalaya.
- 3) Conservation strategies, good practices and success stories.

**Course Content:**

- Unit I: Himalayan Physiology: Structures; Folds and faults and Vertical divisions.  
Unit II: Regional Entity: Regional characteristics, river basin based divisions (Sir Sydney Burard)  
Unit III: Hazard Risk and Vulnerability: Floods, Cloudburst and Landslides (Case Study).  
Unit IV: Fragile Ecosystem Syndromes: Developmental Implications (Case Studies).  
Unit V: Management of Himalayan Fragility: Integrated Resource Management, Movements and Institutions for Himalayan Conservation (Case studies).

**Suggested Readings:**

1. Ahmad, E. 1992. *Geography of the Himalaya*, Kalyani Publication, Ludhiana.
2. Bose, S.C. 1976. *Geography of the Himalaya*, National Book Trust, New Delhi.
3. Burrard, S. G., Hubert, S. and Hayden, H. 1908. *A Sketch of the Geography and Geology of the Himalaya Mountains and Tibet: The high peaks of Asia*, Superintendent Government Printing.
4. Gupta. K.M. (ed.), 1990. *Himalaya: Man, and Nature*, Lancer Books, New Delhi.
5. Kapur, A. 1995. *Paradise in Peril: An Ecological Profile of the Kashmir valley*, Allied publishers, Delhi.
6. Lall, J.S. (ed.), 1981. *The Himalaya: Aspects of Change*, Oxford University Press, Delhi.
7. M.J. Crozier, 1986. *Landslides: Causes, Consequences and Environment*, Croom Helm, London.
8. Mohammad, Noor and Rai, S.C. 2014. *Agricultural Diversity and Food Security in the Mountain Ecosystem*, Concept Publishing Company, New delhi.
9. Pandey, B.W. 2002. *Geo-environmental Hazards in Himalaya, Assessment and Mapping*, Mittal Publication, New Delhi.
10. Pandey, B. W, Negi, V. S. and Kumria, Poonam, 2018. *Environmental Concerns and Sustainable Development in Himalaya*, Research India Press, New Delhi.



11. Sah, N.K., Bhatt, S.D., and Pande, R.K. (eds.), 1990. *Himalaya: Environment, Resources and Development*, Shree Almora Book Depot, Almora.
12. Sen Roy, S. and Singh, R.B. 2002. Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions, Oxford & IBH Pub., New Delhi, pages 232.
13. Singh, R. B. Schickhoff, Udo and Mal Suraj (eds) 2016. *Climate Change, Glacier Response and Vegetation Dynamics in the Himalaya*, Springer, Switzerland.
14. Singh, R.B. 1998. *Sustainable Development of Mountain Environment of India and Canada*, New Delhi, Oxford & IBH Pub., 1998, Pages 345.

**Tentative Teaching Plan:**

- Week 1: Introduction of Himalaya (Bose, S.C., 1976; Ahmad, E. 1992).
- Week 2: Physical characteristics, folds and faults (Bose, S.C., 1976)
- Week 3: Vertical divisions of Himalaya (Bose, S.C., (1976)
- Week 4: Regional characteristics of Himalaya (Burrard, S. G., & Hubert, S. H., Hayden. 1908.)
- Week 5: Division of Himalaya by Sir Sydney Burrard (Burrard, S. G., & Hubert, S. H., Hayden. 1908.)
- Week 6: Hazard Risk and Vulnerability in Himalaya (Singh, R.B. 2005.)
- Week 7: Floods, Cloudburst (Pandey, B.W. 2002)
- Week 8: Landslides, (Case Study) (M.J. Crozier 1986)
- Week 9: Agricultural (cropping, horticulture and animal husbandry) development in Himalaya (Sen Roy, S. and Singh, R.B. 2002)
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break (Fieldwork)*
- Week 12: Forestry in Himalayan region (MOEFCC Report 2017)
- Week 13: Tourism in Himalaya (Tourism Development Corporation Report 2017)
- Week 14: (Case Study)
- Week 15: Management of Himalayan Fragility (Singh, R.B. 1998)
- Week 16: Environmental Movements in Himalaya (Sah, N.K., Bhatt, S.D., Pande, R.K. (eds.), 1990)
- Week 17: Biodiversity Conservation and Management (Case studies) (Singh, R. B. Schickhoff, Udo and Mal Suraj (eds) (2016).



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the significance of Himalaya for the Indian Sub-continent	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldworks.	Assignments, presentations, discussions and debates.
II	Detailed discussion on the livelihood opportunities in the natural extremes	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldworks.	Assignments, presentations, discussions and debates.
III	Thorough explanations on the disasters in Himalayas and their management strategies	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldworks.	Assignments, presentations, discussions and debates.
IV	Overview of the recent developmental programs for Himalayan region	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldworks.	Assignments, presentations, discussions and debates.
V	In-depth observation on the sustainable management strategies for mountains in general and Himalayas in particular	Classroom Lectures, PPTs, documentaries, discussions, tutorials and fieldworks.	Assignments, presentations, discussions and debates.



**MASTER OF ARTS IN GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E11: INTEGRATED WATERSHED MANAGEMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) A comprehensive approach to integrated watershed management
- 2) To identify threats to watershed health and learn sustainable and integrated ways to ameliorate those threats.
- 3) Intended for students interested in the sustainable management of watershed applying earth observation and GIS.

**Course Learning Outcomes:**

- 1) Conceptual understanding of Integrated Watershed Management.
- 2) Understanding the factors affecting the quantity and quality of water within a watershed.
- 3) How to use Earth Observation and GIS for watershed analysis and management.

**Course Contents:**

Unit I: Introduction of Watershed: Definition, Principles and objectives.  
Unit II: Characteristics of Watershed: Physical and hydrological characteristics.  
Unit III: Soil and Water Quality: Soil erosion, estimation of soil erosion, Water quality and land use.  
Unit IV: Flood and Drought Assessment: Flood and drought assessment, analysis and mitigation.  
Unit V: Integrated Watershed Management and Modelling: integrated approach and watershed models.

**Suggested Readings:**

1. Debarry Paul A. 2004. *Watershed: Processes, Assessment and Management*, John Wiley & Sons, New Jersey.
  2. Dhruva N.V.V., Sastry G. and Patnaik U.S. 1990. *Watershed Management*, Indian Council of Agricultural Research, New Delhi.
  3. Tideman E.M. 1999. *Watershed Management–Guidelines for Indian Conditions*, Omega Scientific Publishers, New Delhi.
  4. Iyer K. G. and Roy U.N., (ed.), 2005. *Watershed Management and Sustainable Development*, Kanishka Publishers, New Delhi.
  5. Gregersen H.M, Folliott P.F and Brooks K.N. 1983. *Integrated Watershed Management: Connecting People to their Land and Water*, CAB International, London.
  6. Randhir O. Timothy, 2007. *Watershed Management-Issues and Approaches*, IWA Publishing.
  7. Singh V.P and Frevert D.K. (ed.), 2005. *Watershed Models*, CRC Press, Taylor and Francis.
  8. Rahaman, M.M. and Varis, O. 2005. Integrated water resources management: evolution, prospects and future challenges, sustainability, *Sci. Pract. Policy*, 1, 15–21.
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9. Morgan R.P. 2009. *Soil Erosion and Conservation*, John Wiley and Sons.

**Tentative Teaching Plan:**

- Week 1: Introduction to Watershed (Dhruva N.V.V., Sastry G. and Patnaik U.S., 1990).
- Week 2: Principles and Objectives of watershed (Randhir O. Timothy, 2007)
- Week 3: Watershed health and sustainability (Randhir O. Timothy, 2007)
- Week 4: Watershed management policies and decision making (Debarry Paul A., 2004).
- Week 5: Physical and hydrological characteristics (Debarry Paul A., 2004).
- Week 6: Delineation of watershed, field trip follow up (Tideman E.M., 1999).
- Week 7: Soil erosion, estimation of soil erosion (Morgan R.P., 2009).
- Week 8: Water quality and pollution (Morgan R.P., 2009).
- Week 9: Types and sources of pollution, land use and water quality (Gregersen H.M, Folliott P.F and Brooks K.N. 1983).
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Flood and drought assessment and classification (Gregersen H.M, Folliott P.F and Brooks K.N. 1983).
- Week 13: Analysis techniques, mitigation planning (Debarry Paul A., 2004).
- Week 14: Introduction to integrated approach (Debarry Paul A., 2004).
- Week 15: Watershed assessment models (Rahaman, M.M.; Varis 2005).
- Week 16: Earth Observation and GIS (Singh V.P and Frevert D.K., 2005).
- Week 17: Integrated watershed management case studies (Iyer K. G. and Roy U.N., 2005).

**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Deep understanding of watershed along with its principles and objectives.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.
II	Knowledge about characteristics of watershed.	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
III	Understanding of issues regarding soil and water focussing mainly on soil erosion and water pollution.	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
IV	Assessing flood and drought problems and their mitigation strategies.	Classroom Lectures, PPTs, documentaries, fieldworks, discussions and tutorials.	Assignments, Presentations, discussions and debates.
V	In-depth understanding of integrated watershed management and watershed models.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Presentations, discussions and debates.



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E12: TERRAIN MODELLING**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To develop an understanding of terrain extraction principles, modelling and potential applications.
- 2) To enable students to efficiently deal problems in physical geography and environmental issues.

**Course Learning Outcomes:**

- 1) Board understanding of Digital Terrain Modelling
- 2) Understanding of digital terrain and surface model generation tools
- 3) Understanding of Primary and Secondary topographic Attributes and applications

**Course Contents:**

- Unit I: Digital Terrain Modelling: principles and applications, data sources, scale and quality assessment.
- Unit II: Principles of Photogrammetry, Radargrammetry, LiDAR and GPS-based altitude determination.
- Unit III: DTM vs. DSM, Contour/Point interpolation: IDW, Spline, Krigging etc.; 3D Visualization
- Unit IV: Terrain Analysis on Gridded DEM: slope, aspect, curvature, flow direction, watershed delineation etc.
- Unit V: Terrain Classification; Secondary topography Attributes – wetness indices, stream-power indices, radiation indices, temperature indices etc.

**Suggested Readings:**

1. De Mers, M.N. 2008. *Fundamentals of Geographic Information Systems*, 4th Edition, John Wiley & Sons, NewYork.
2. El-Sheimy, N., Valeo, C. and Habib, A. 2005. *Digital Terrain Modeling: Acquisition, Manipulation and Applications*, Artech House.
3. Florinsky, I.V. 2012. *Digital Terrain Analysis in Soil Science and Geology*, Academic Press, Elsevier.
3. Jensen, J.R. 2007. *Remote Sensing of the Environment: An Earth Resource Perspective*, 2nd Edition, Pearson.
4. Jensen, J.R. 2015. *Introductory Digital Image Processing: A Remote Sensing Perspective*, 4th Edition, Pearson.
5. Li, Z., Zhu, C. and Gold, C. 2004. *Digital Terrain Modeling: Principles and Methodology*, CRC Press.



6. Peckham, R.J. and Jordan, G. (eds.), 2007. *Digital Terrain Modelling: Development and Applications in a Policy Support Environment*, Springer.
7. Wilson, J.P. and Gallant, J.C. (eds.), 2000. *Terrain Analysis: Principles and Applications*, John Wiley & Sons.
8. Wilson, J.P. 2018. *Environmental Applications of Digital Terrain Modeling*, Wiley-Blackwell.
9. Zhou, Q., Lee, B. and Tang, G. (eds.), 2008. *Advances in Digital Terrain Analysis*, Springer.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the Digital Terrain Modelling  
Session 2: Digital Terrain Modelling: principles and applications
- Week 2: Session 1: DEM data sources and scale  
Session 2: DEM quality assessment
- Week 3: Session 1: Photogrammetry Principles  
Session 2: Photogrammetric computations
- Week 4: Session 1: Radar Principles  
Session 2: Radargrammetry
- Week 5: Session 1: LiDAR principles  
Session 2: LiDAR computation
- Week 6: Session 1: GPS Principles  
Session 2: GPS-based altitude determination
- Week 7: Session 1: Concepts of DTM and DSM, Interpolation  
Session 2: IDW, Spline, Trend Surface
- Week 8: Session 1: Krigging  
Session 2: Krigging
- Week 9: Session 1: 3D visualization principles  
Session 2: 3D visualization techniques
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Gridded DEM concepts, applications  
Session 2: Slope, aspect, curvature computation
- Week 13: Session 1: Flow Direction  
Session 2: Watershed delineation
- Week 14: Session 1: Terrain Classification  
Session 2: Terrain Classification
- Week 15: Session 1: Wetness indices  
Session 2: Stream-power indices
- Week 16: Session 1: Radiation indices  
Session 2: Temperature indices
- Week 17: Session 1: Summing up  
Session 2: Summing up



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Board understanding of Digital Terrain Modelling	Lecture and Tutorial	Evaluation of DEM from different sources in GIS.
II	Understanding of DTM/DSM extraction techniques	Lecture and Tutorial	Numerical exercises to compute elevation from source data
III	Understanding of digital surface model generation tools	Lecture, demonstration, and hands-on tutorial exercises	Hands-on exercises to compute various interpolation models from point data sources. 3-D visualization of the terrain in software and interpretation.
IV	Understanding of Primary topographic Attributes and applications	Lecture, demonstration, and hands-on tutorial exercises	Computation of various parameter in a GIS software.
V	Understanding of Secondary topographic Attributes and applications	Lecture, demonstration, and hands-on tutorial exercises	Computation of various indices in a GIS software.





**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E13: TRANS GEOGRAPHIES**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) To apply key concepts of geography to understand Trans lives and life worlds.
- 2) To bring awareness about Trans identities and issues.

**Course Learning Outcomes:**

- 1) Understanding of concepts and terminologies of Trans identities and communities.
- 2) Application of geographical knowledge to Trans issues and life worlds.
- 3) Awareness of Trans persons' needs for policy interventions at different levels and scales.

**Contents:**

- Unit I: Concepts and Terminologies, Trans Identities; Geographical concepts  
Unit II: Trans bodies: Key Theorisations  
Unit III: Trans persons and the Home space; Trans persons and Urban space  
Unit IV: Trans persons and the nation-state: laws, recognitions and Policies  
Unit V: Globalisation: Activism & Rights, Trans-local/ National- connections

**Suggested Readings:**

1. Bradford, N. J. 1983. Transgenderism and the cult of Yellamma: Heat, sex, and sickness in South Indian ritual, *Journal of Anthropological Research*, 39(3), 307-322.
  2. Browne, K., Nash, C. J., & Hines, S. 2010. Introduction: towards trans geographies, *Gender, Place & Culture*, 17(5), 573-57.
  3. Choi, Y. 2013. The Meaning of Home for Transgendered People. In *Queer Presences and Absences* (pp. 118-140), Palgrave Macmillan, London.
  4. Dhall, P., & Boyce, P. 2015. *Livelihood, exclusion and opportunity: socioeconomic welfare among gender and sexuality non-normative people in India* (No. IDS Evidence Report; 106). IDS.
  5. Doan, P. L. 2010. The tyranny of gendered spaces—reflections from beyond the gender dichotomy, *Gender, Place & Culture*, 17(5), 635-654.
  6. Dutta, Aniruddha, and Raina Roy, 2014. Decolonizing transgender in India: Some reflections, *Transgender Studies Quarterly* 1, no. 3: 320-337.
  7. Ekins, R., & King, D. 2006. *The transgender phenomenon*, Sage.
  8. Halberstam, J. 2005. *In a Queer Time and Place: Transgender Bodies, Sub cultural Lives*, NYU Press.
  9. Hines, S. 2010. Queerly situated? Exploring negotiations of trans queer subjectivities at work and within community spaces in the UK, *Gender, Place & Culture*, 17(5), 597-613
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10. Knopp, L. 2001. A queer journey to queer geography, *Placing autobiography in geography*, 78-98.
11. Knopp, L. 2004. Ontologies of place, placelessness, and movement: Queer quests for identity and their impacts on contemporary geographic thought, *Gender, Place & Culture*, 11(1), 121-134.
12. Nash, C. J. 2010. Trans geographies, embodiment and experience, *Gender, Place & Culture*, 17(5), 579-595.
13. Johnston, L. 2016. Gender and sexuality I: Genderqueer geographies? *Progress in Human Geography*, 40(5), 668-678.
14. Reddy, G. 2006. *With Respect to Sex: Negotiating Hijra Identity in South India*, Yoda Press.
15. Whittle, S., and Stryker, S. 2006. *The Transgender Studies Reader*, EEUU: Routledge.

**Tentative Teaching Plan:**

- Week 1: Session 1: Introduction to the course  
Session 2: Concepts in Geography
- Week 2: Session 1: Concepts in Geography  
Session 2: Concepts & terminologies: Trans Identities and Subjectivities
- Week 3: Session 1: Concepts, terminologies: Communities  
Session 2: Concepts, terminologies: Communities
- Week 4: Session 1: Body: Theorisations  
Session 2: Body: Theorisations
- Week 5: Session 1: Body: Theorisations  
Session 2: Body: Theorisations
- Week 6: Session 1: Trans-persons and the Home  
Session 2: Trans-persons and the Home
- Week 7: Session 1: Trans-persons and the Home  
Session 2: Interactions with Trans Persons
- Week 8: Session 1: Trans-genders and Urban space  
Session 2: Trans-genders and Urban space
- Week 9: Session 1: Trans-genders and Urban space  
Session 2: Trans-genders and Urban space
- Week 10: *Mid-Semester Examinations*
- Week 11: *Mid-Semester Break*
- Week 12: Session 1: Trans-genders and the nation-state: Rights Intervention  
Session 2: Trans-genders and the nation-state: laws and recognitions
- Week 13: Session 1: Trans-genders and the nation-state: laws and recognitions  
Session 2: Trans-genders and the nation-state: Policies
- Week 14: Session 1: Trans-genders and the nation-state: Policies  
Session 2: Visit to Trans gender CBOs
- Week 15: Session 1: Globalisation: Activism, Rights. Trans-local/ National- connections  
Session 2: Globalisation: Activism, Rights. Trans-local/ National- connections
- Week 16: Session 1: Globalisation: Activism, Rights. Trans-local/ National- connections  
Session 2: Globalisation: Activism, Rights. Trans-local/ National- connections
- Week 17: Session 1: Student activity  
Session 2: Closing lecture: Summarising Trans Geographies



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Terminologies and concepts	Lecture presentation	Class test
II	Understanding gender and sex beyond binaries	Lecture presentation and class interaction	Class test, readings and discussions
IIIA	Home as an ideological construct, exclusionary	Lecture presentation, class interaction with trans identified persons	Short essay based on lecture, readings and interaction with guest
IIIB	Urban Experiences	Lecture presentation with Film screening; Field visit	Film content analysis Discussion
IV	Limits of citizenship, ideology of the nation	Lecture presentation, Visit to community based organisation	Short Report
V	Trans national processes and networks of activism and empowerment	Lecture presentations and interactions with trans activists	Short essay



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E14: URBAN AND REGIONAL PLANNING**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) The students will be exposed to basic concepts of urban and regional planning.
- 2) The students will be conscious of pioneering thinkers in urban planning.
- 3) The students will be aware of the background theory of regional planning and its processes.

**Course Learning Outcomes:**

- 1) The students will learn about basic principles of urban and regional planning.
- 2) The students will know about pioneering thinkers in the field of urban planning.
- 3) The students will study about the different theoretical background and structure of the regional planning process

**Course Contents:**

- Unit I: Introduction: application to urban and regional planning; ‘planning’ as an activity; objectives in planning – simple and complex.
- Unit II: Pioneer Thinkers in Urban Planning: Anglo-American tradition; European tradition.
- Unit III: Theorizing Regional Planning: introduction, approaches, controls, policy cycle and planning process, planning professionals, power relations, regional growth and development, regional spatial structure, sustainable regional development.
- Unit IV: The Planning Process: systems planning versus master planning; new planning paradigms; spatial strategic coordination.
- Unit V: Urban and Regional Planning Practices in India: public sector (national, inter-state, state, district, metropolitan and local), private and joint sector.

**Suggested Readings:**

1. Glasson John and Marshall Tim, 2007. *Regional Planning*, Taylor and Francis, London and New York.
  2. Hall Peter and Tewdwr-Jones Mark, 2010. *Urban and Regional Planning*, Routledge, London and New York.
  3. Kulshreshta S. K. 2012. *Urban and Regional Planning in India: A Handbook for Professional Practice*, Sage, New Delhi.
  4. Lichfield N., Kettle P. and Whitbread M. 2016. *Evaluation in the Planning Process: The Urban and Regional Planning Series (Volume 10)*, Elsevier.
  5. RahmaanA. U. 2011. *The Imperatives of Urban and Regional Planning: Concepts and Case Studies from the Developing World*, Xlibris Corporation.
  6. Stiftel B. and Watson V. 2005. *Dialogues in Urban and Regional Planning*, Psychology Press.
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7. Wang X. and Hofe R. 2008. *Research Methods in Urban and Regional Planning*, Springer.
8. Wong C. 2006. *Indicators for Urban and Regional Planning: The Interplay of Policy and Methods*, Routledge.

**Tentative Teaching Plan:**

Week 1:	Session 1:	The Application to Urban and Regional Planning, 'Planning' as an Activity
	Session 2:	Objectives in Planning – Simple and Complex
Week 2:	Session 1:	Howard, Wright
	Session 2:	Unwin and Parker
Week 3:	Session 1:	Perry, Stein and Tripp
	Session 2:	Geddes and Abercrombie
Week 4:	Session 1:	Soria Y Mata, Le Corbusier
	Session 2:	Garnier and May
Week 5:	Session 1:	Approaches (Rationality vs. Interpretative)
	Session 2:	Controls (Elite vs. Participatory)
Week 6:	Session 1:	Policy Cycle
	Session 2:	Regional Planning Process (Vertical vs. Horizontal)
Week 7:	Session 1:	Planning Professionals
	Session 2:	Power in Planning; Planning and Democracy
Week 8:	Session 1:	'Traditional' Theories of Regional Growth
	Session 2:	'Traditional' Theories of Regional Growth
Week 9:	Session 1:	Competitive Regions – A Contemporary Approach
	Session 2:	Competitive Regions – A Contemporary Approach
Week 10:	<i>Mid-Semester Examinations</i>	
Week 11:	<i>Mid-Semester Break</i>	
Week 12:	Session 1:	Hierarchies of Activities and Settlements
	Session 2:	Growth Poles, Clusters and Agglomeration Economies
Week 13:	Session 1:	Transport and Connectivity
	Session 2:	Polycentric Development
Week 14:	Session 1:	Conflict and Opportunity
	Session 2:	Dimensions of Sustainability and Sustainable Regional Development
Week 15:	Session 1:	Goals, Objectives and Targets
	Session 2:	Forecasting, Modelling and Plan Design, Plan Design and Plan Evaluation;
Week 16:	Session 1:	Implementing the Plan
	Session 2:	New Planning Paradigms
Week 17:	Session 1:	Spatial Strategic Coordination
	Session 2:	Planning Practices in India



**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Basic and introductory knowledge of regional planning	Classroom lectures and tutorials	Relevance of regional planning
II	Knowledge of pioneering thinkers of urban planning	Classroom lectures and tutorials	Selected study of thinkers and their contributions
III	Knowledge of theoretical background of regional planning	Classroom lectures and tutorials	Assignment on selected theories
IV	Knowledge of the planning process today	Classroom lectures and tutorials	Evaluate working of planning process
V	Knowledge of regional planning practices in India	Classroom lectures and tutorials	Evaluate planning practices in India



**MASTER of ARTS in GEOGRAPHY**  
**Semester IV – Elective Course**

**GEOG4E15: URBAN DEVELOPMENT AND MANAGEMENT**

**Credits: Total – 5**

**Marks: Total - 100**  
Attendance – 5  
Assignments – 15  
Mid-Semester Examinations – 10  
End-Semester Examinations – 70

**Duration (Hours per week): Total – 5 (Lecture – 4, Tutorial – 1)**

**Course Objectives:**

- 1) This course attempts to acquaint the students with urban issues and components.
- 2) The course examines the questions related to urban poverty and slums in India.
- 3) It also critically evaluates the infrastructure development and programmes & policies aimed at sustainable urban development and management strategies.

**Course Learning Outcomes:**

- 1) The students will be able to understand the concepts and components of urban development and management.
- 2) The students will be able to analyse the urban poverty and slums at different scales.
- 3) The students will be able to get updated knowledge of urban infrastructure development management and urban governance.

**Course Content:**

- Unit I: Urban Issues and Components: Concept of urban development and management; urbanization: trends, patterns; challenges in developing world.
- Unit II: Urban Poverty Alleviation: Concept of urban poverty, poverty and informal sector; urban basic services for the poor; employment opportunities; Case studies
- Unit III: Slum Improvement and Upgradation in India: Nature of slum; evaluation of slum improvement programmes and schemes; resettlement and rehabilitation actions; infrastructure development in slums; Case Studies.
- Unit V: Infrastructure Development Management: Urban land use planning; water supply and sanitation; housing; traffic; disaster management.
- Unit V: Sustainable Urban Development and Management: Integrated infrastructure development planning; Management towards sustainable cities; Government programmes and policies.

**Suggested Readings:**

1. Atkinson, A. et. al., 1999. *The Challenges of Environmental Management in Urban Areas*, Ashgate Pub. Co., Sydney.
  2. Gilbert, R., Stevenson, G. H. and Stren, R. 1996. *Making Cities Work*, Earthscan Publications, London.
  3. Hardoy, J.E., Mitlin, D. and Satterthwaite, D. 1992. *Environmental Problems in Third World Cities*, Earthscan, London.
  4. Joss, Simon, 2015. *Sustainable Cities: Governing for Urban Innovation*, Palgrave, London.
  5. Kundu, A. 1993. *In the Name of Urban Poor: Access to Basic Amenities*, Sage, Delhi.
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6. Maitra, A. K. 2000. *Urban Environment in Crisis*, New Age International Publishers, New Delhi.
7. Pugh, C. 1996. *Sustainability, the Environment and Urbanization*, Earthscan Publications, London.
8. Ronald, J. F., et.al. 1994. *Mega City Growth and the Future*, United Nations University Press, New York.
9. Singh, K. and Steinberg, F.M. 1996. *Urban India in Crisis*, New Age International Limited Publications, New Delhi.
10. Singh, R.B. (ed) 2006. *Sustainable Urban Development*, Concept Publishing Company, New Delhi.
11. Singh, R. B. (ed) 2015. *Urban Development Challenges, Risks and Resilience in Asian Mega Cities*, Springer, Japan.
12. Sivaramakrishnan, K.C. 2001. *Problems of Governance in South Asia*, Centre for Policy Research, New Delhi.
13. Timothy, B. 2009. *Sustainable Urban Development*, Routledge, London
14. Wheeler, S.M. and Beatley, T. 2014. *The Sustainable Urban Development*, Routhledge, New York.

**Tentative Teaching Plan:**

- Week 1 - Overview and nature
- Week 2 - Concept and components
- Week 3 - Trends and patterns of urbanization
- Week 4 - Concept of urban poverty
- Week 5 - Poverty and informal sector
- Week 6 - Urban basic services
- Week 7 - Employment opportunities
- Week 8 - Improvement and infrastructure of slums
- Week 9 - Resettlement and rehabilitation
- Week 10 - *Mid-Semester Examinations*
- Week 11 - *Mid-Semester Break*
- Week 12 - Urban landuse
- Week 13 - Water supply and sanitation
- Week 14 - Housing and Traffic
- Week 15 - Urban Disaster
- Week 16 - Government programmes and policies
- Week: 17 - SDGs and Wrap up discussions & feedback





**Facilitating the achievement of Course Learning Outcomes:**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Conceptual background of urban development and management	Classroom lectures, tutorials and PPTs	Assignments/discussions on urban issues
II	Urban poverty and basic services	Classroom lectures, tutorials and PPTs	Assignments/Discussion/Debates on urban poverty and urban basic services
III	Nature of slum; infrastructure development in slums	Classroom lectures, tutorials and PPTs	Review/Assignments/Discussions on slums and available infrastructure
IV	Urban Infrastructure management strategies	Classroom lectures, tutorials and PPTs	Knowing the understanding level of management strategies through tests, presentations, debates etc.
V	Government programmes and policies;	Classroom lectures, tutorials and PPTs	Reviewing the institutional arrangements through assignments/ presentations