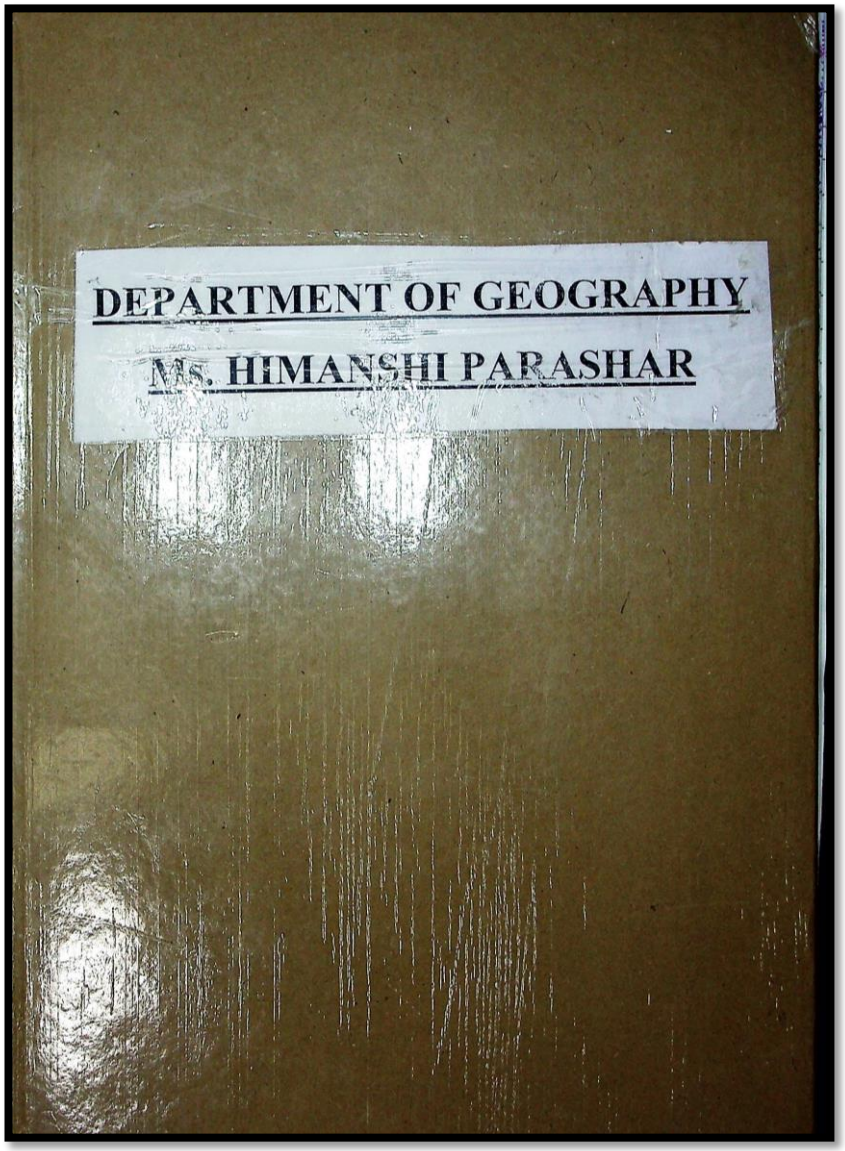

COURSE_PLAN_2022-23_MS_HIMANSHI_PARASHAR

SOPHIA GIRL'S COLLEGE, AJMER (*AUTONOMOUS*)
B.A SEMESTER I
PHYSICAL GEOGRAPHY–I (PAPER I) (GEO-101)

(Elements of Geomorphology)

Max. Marks: 75 (50Ext; 25 Int) **Min. Marks: 30(20 Ext;10 Int)**

Credit: 03 **Duration: $2^{1/2}$ hrs**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I AUG	**Unit I** Origin of the Earth: Big Bang Theory	Ice age, Super Nova, Hot Planet etc.	PPT, Chart, Maps, Visual 3- D Models, Flipped Classroom	Identify the concepts of origin of earth and landform.	*Knowledge Based* 1. What is Solar System? 2. Illustrate the different layers of Earth's Interior? *Understanding Based* 1. Compare the Continental Drift Theory and the concept of Plate Tectonics? 2. Classify the different landforms formed by the action of river?	Knowledge--60 Understanding-30 Higher Order-10
	Earth's interior: Structure and zoning of the Earth's interior;	Law of Floatation	Match the following, Quiz, Demonstration			
	Forces of the Earth: Endogenetic and Exogenetic; Folds and Faults.	Force of Buoyancy & Gravitation	Maps, Flow Charts, Diagram, YouTube Videos			
SEPT.	**Unit II** Origin of Continents and Oceans: Wegner's Continental Drift Theory.	Climatic Zones, Layers of the earth, Geological time scale, Force of Buoyancy & Gravitation	Diagrams, Models, demonstration through Globe, Flow Charts	Illustrate the different forces acting over the earth.		
	Plate tectonics, Sea-floor spreading; Theory of Isostacy;	Isostatic Balance, Himalayan Disturbances,	Diagrams, Models, demonstration			

SOPHIA GIRL'S COLLEGE, AJMER (*AUTONOMOUS*)
B.A SEMESTER I
PHYSICAL GEOGRAPHY–I (PAPER I) (GEO-101)

(Elements of Geomorphology)

Max. Marks: 75 (50Ext; 25 Int) **Min. Marks: 30(20 Ext;10 Int)**

Credit: 03 **Duration: $2^{1/2}$ hrs**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I AUG	**Unit I** Origin of the Earth: Big Bang Theory	Ice age, Super Nova, Hot Planet etc.	PPT, Chart, Maps, Visual 3- D Models, Flipped Classroom	Identify the concepts of origin of earth and landform.	*Knowledge Based* 1. What is Solar System? 2. Illustrate the different layers of Earth's Interior? *Understanding Based* 1. Compare the Continental Drift Theory and the concept of Plate Tectonics? 2. Classify the different landforms formed by the action of river?	Knowledge--60 Understanding-30 Higher Order-10
	Earth's interior: Structure and zoning of the Earth's interior;	Law of Floatation	Match the following, Quiz, Demonstration			
	Forces of the Earth: Endogenetic and Exogenetic; Folds and Faults.	Force of Buoyancy & Gravitation	Maps, Flow Charts, Diagram, YouTube Videos			
SEPT.	**Unit II** Origin of Continents and Oceans: Wegner's Continental Drift Theory.	Climatic Zones, Layers of the earth, Geological time scale, Force of Buoyancy & Gravitation	Diagrams, Models, demonstration through Globe, Flow Charts	Illustrate the different forces acting over the earth.		
	Plate tectonics, Sea-floor spreading; Theory of Isostacy;	Isostatic Balance, Himalayan Disturbances,	Diagrams, Models, demonstration			

		Concept of Displacement, Law of Floatation	through Globe, Videos Representing topics		*Higher Order Thinking Skills Based* 1. Justify the present distribution of world continents and oceans on the basis of Harry Hess's Plate Tectonics Theory? 2. Critically evaluate the concepts of Sea Floor spreading?	
	Volcanoes: types, distribution and related landforms; Earthquakes: occurrence, distribution.	Seismography	Maps, Diagrams, Models, Demonstration			
OCT.-NOV.	**Unit III** Rocks: Igneous, Sedimentary and Metamorphic	Geological Structure, Fossils, Interior of the earth, Landforms	PDF Share, Flipped Classrooms, Models, Demonstration	Compare and analyze the different cycles of landform erosion and their processes.		
	Denudation: Weathering and its types, Erosion and resulted landforms:	Exogenetic Forces of the earth, Agents' erosion	PPT, Demonstration through Videos			
	Work of River, Glacier, Wind (arid and semi-arid), and Karst, Davison Cycle of erosion.	Stages of development, World Physiography	PPT, Case Studies, Flipped Classroom			

Himanshi Parashar

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

Sr. Pearl

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

SOPHIA GIRLS' COLLEGE (*Autonomous*), AJMER

B.A SEMESTER V

ENVIRONMENT GEOGRAPHY- (PAPER I) (GEO-501)

Max. Marks : 75 (50Ext; 25 Int) **Min. Marks: 30(20 Ext;10 Int)**

Credit: 03 **Duration: $2^{1/2}$ hrs**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Distribution
SEM I JULY	UNIT I Definition, Scope and Importance of Environment Geography; Elements of Environment: Physical and Cultural;	Basic understanding of concept like Environment , Ecosystem	PPT, Chart, Maps, Visual 3-D Models	Recall and relate the elements of environment which are impacting the climate and present surroundings.	*Knowledge Based* 1. What is Solar System? 2. Illustrate the different layers of Earth's Interior? *Understanding Based* 1. Compare the Continental Drift Theory and the concept of Plate Tectonics? 2. Classify the different landforms formed by the action of river?	Knowledge--55 Understanding- 30 Higher Order-15
	Relation Between Man And Nature		Quiz,			
	Deforestation, Forest Policy Of India		Flow Charts, Case study			
AUGUST-SEPTEMBER	UNIT II Water as a Resource: Surface and Ground water, Its use and over-utilization;	Carrying Capacity of resources and its importance.	Diagrams, Models, demonstration through Globe	Justify the fundamentals of ecology and		

				the dynamic ecosystem.	*Higher Order Thinking Skills Based* 1. Justify the present distribution of world continents and oceans on the basis of Hary Hess's Plate Tectonics Theory? 2. Critically evaluate the concepts of Sea Floor spreading?	
	Disasters related: Floods, Drought, Dams- Benefits and problems, Case study of Kariba dam (Zimbabwe) and Tehri dam (India);		Diagrams, Models, demonstration through Globe			
	Environmental Effects Of Extracting And Using Mineral Resources.		Diagrams, Models, Demonstration			
OCTOBER-NOVEMBER	**UNIT III** Energy as a Resource: Renewable and Non	Management of resources	Demonstration through rock samples	Prioritize the importance and the need to conserve biodiversity.		
	Land as a Resource, Soil erosion and Desertification,		PPT, Demonstration			
	Development of non-conventional energy resources according to five year plans in India.		PPT, Case Studies, Flipped Classroom			

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRLS' COLLEGE, AJMER (*Autonomous*)

B.A SEMESTER III

PRACTICAL: INTERPRETATION OF TOPOGRAPHICAL MAPS

(GEO-303)

Max. Marks: 50(40Ext; 10 Int) **Min Marks: 20(16 Ext;4 Int)**

Credits: 02 **Duration: 5 hrs**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM III JUL.	**Interpretation of Topographical Map.** a. Primary Information (About Indexing, latitude and longitude explanations and administrative setup)	Basic mathematics, Tables, Conversion Units	Exercises with Use of Wooden Geometry Box, Demonstration of landforms through Toposheets	Know and understand the concepts of site, situation and location Extract the information of the region from the Toposheets. Assess the regional differentiation through	*Knowledge Based* Practical File Work *Understanding Based* Lab exercises Draw a Plain Scale on R.F 1:50,000 *Higher Order Thinking Skills Based* Interpret and develop a Profile for the given region? Viva Voce	Knowledge--30 Understanding-50 Higher Order-20
AUG.-SEPT.	b. Arrangement and Identification of Toposheets of India. c. Conventional signs and symbols; d. Methods of representing relief on map contours level	Topographical understanding, Landform distribution	Demonstration with 3 D Models, Tracing Table			

	colouring spot heights, benchmarks.			acquired knowledge.		
OCT.-NOV.	e. Identification of relief features on a map through contours –conical hill, plateau, ridge, v-shaped valley, escarpment, cliff, waterfall, types of slopes (uniform, undulating, convex and concave, gentle and steep)	Slopes, Areal topographical interpretation	Demonstration and Lab exercises with Video Animations			

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRLS' COLLEGE, AJMER (*Autonomous*)
M. A/M.Sc. GEOGRAPHY (Previous)
SEMESTER I
GEOGRAPHICAL THOUGHT (GEOM-101)

Max Marks: 100 (70Ext; 30 Int)
Credit: 06

Min. Marks: 40 (28 Ext;12 Int)
Duration: 03 hrs.

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts /Facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I SEP	UNIT I The nature and scope of geography; Geography of Vedic age and Geography of Purana: Dwipa, oceans.	Origin of the subject, environmental determinism. Understanding of Vedas &Upanishads	Short Documentary, Diagrams, Flow Charts.	Students understand the elements of Geography and trace the evolution of the subject.	*Knowledge Based* Précis the elements of geography.	Knowledge-- 40
	River and Mountain systems, Contribution of Greek	Puranic rivers and mountains, Geographical understanding of countries, Pioneer of new Geographical Concepts	Flipped Classroom, Diagrams.		*Understanding Based* Examine the contributions of Arab Geographers.	Understanding -30
	Roman and Arab Geographers	Geographical understanding of countries and World	Maps, PPT., Epic Travel Films			Higher Order-30
	UNIT II German school of Geography: Contribution of Humboldt,	Geographical understanding of countries, New	Charts, Flow Charts Demonstration	Student Determine		

Himanshi Parashar

		classification.	Diagrams, Models. Disscusion		*Skills Based* Evaluate the principles of urban planning.	Order-30
NOV TO DEC	**UNIT III** Centripetal and Centrifugal forces of Urban Growth;	forces of Urban Growth	PPT, Flipped Classroom G.D.	Elaborate the functional classification of cities and interpret sustainable urban planning and development.		
	Functional classification of cities;	Functional classification of cities.	PPT, Demonstration, Models			
	Rural Urban Fringe: Concept, Urban Problems and solutions; Concept of Smart City.	Rural-urban fringe, Umland	PPT, Case Studies. Study of Applicability			

Himanshi Parashar

Head
Department of Geography
Sophia Girls College
(Autonomous), Ajmer

SOPHIA GIRLS' COLLEGE, AJMER (*Autonomous*)
M. A/M.Sc GEOGRAPHY (Final)
SEMESTER III
SOCIAL GEOGRAPHY (a) (GEOM-304)

Max Marks: 100(70Ext; 30 Int)
Credits: 06

Min. Marks: 40(28 Ext;12 Int)
Duration: 03 hrs

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM III SEP	UNIT I Nature and development of social geography;	Society and social structure.	PPT, Chart, Maps,	Discuss the knowledge of formation of societies and social consciousness.	*Knowledge Based* Discuss the measurement of human development with social, economic and environmental indicators.	Knowledge--30
	Philosophical bases: Positivism, Structuralism, Radicalism, Humanism	Philosophical Bases	Models, Diagram; Flow Chart			
	Post-Modernism and Post-Structuralism; Social well-being.	Society and social structure.	Maps, Diagram;PPT			
OCT	UNIT II Social differentiation and region formation;	Society and space	Diagrams, Models, PPT	Explain the formation of regions with respect to various social parameters.	*Understanding Based* Explain the concepts of social well-being, physical	Understanding-40
	Role of Race, Caste, Religion and Languages; Social Transformation and change in India;	Social well-being, Holistic development	Diagrams, Group Discussion,			Higher

Himanshi Parashar

			Flipped Classrooms		quality of life,	Order-30
	Human Development: measurement and indicators;	HHI, HDI	Maps, Diagrams, Statistical Techniques		*Higher Order Thinking Skills Based*	
NOV TO DEC	Patterns and bases of rural and urban society;	rural and urban societies.	Maps, Flow Charts, Diagrams,	Speculate public policies and evaluate social planning system in India.	Speculate Social and environmental impact assessment of development projects.	
	Strategies to improve social well-being in tribal,	Strategies for Social Well Being	PPT, Demonstration, Diagrams, Case Study Group Discussion			
	Women and transgender.	Strategies for Social Well Being	PPT, Case Studies, Flipped Classroom			

Sr. Pearl
PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRLS' COLLEGE, AJMER (*Autonomous*)

M. A/M.Sc. GEOGRAPHY

SEMESTER I

PRACTICAL GEOGRAPHY (GEOM-105)

Max Marks: 100 (70Ext; 30 Int) Min. Marks: 40 (28 Ext;12Int)

Credits: 06 Duration: 05 hrs

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM I – SEP	Weather maps: Study and interpretation of January and July months.	Interpretation of weather maps	Use of Weather Maps, Interpretation	Create, develop and interpret weather maps and understanding of the Topographical landscapes in consonance to Survey of India Toposheets	*Knowledge Based* Practical File Work *Understanding Based* Lab exercises Draw a Plain Scale on R.F 1:50,000	
OCT	Study of Topographical sheets: Scheme of Indian Toposheets.	Topographical understanding, Landform distribution	Demonstration with 3 D Models, Tracing Table			

Himanshi Parashar

NOV TO DEC	Graphs: Frequency Curve, Frequency Polygon, Histogram, Ogive. Diagrams: Simple and Compound wind rose, Climograph, Hythergraph and Climatograph.	Basic mathematics, Tables, Conversion Units	Demonstration and Statistical Technique	and asses their regional differentiation s	*Higher Order Thinking Skills Based* Interpret and develop a Profile for the given region? Viva Voce	Knowledge--20 Understanding- 50 Higher Order-30

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRL'S COLLEGE, (AUTONOMOUS)AJMER

B.A SEMESTER II

PHYSICAL GEOGRAPHY –II PAPER I (GEO-201) (Climatology and Oceanography)

Marks: 75 (50 Ext; 25 Int) Min. Marks: 30 (20 Ext;10 Int)

03 Duration: $2^{1/2}$ hrs

COURSE PLAN

UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Distribution
UNIT I Definition and Significance of Climatology; Composition and structure of the atmosphere;	Concept of Climate and Weather, Layers of Atmosphere	PPT, Chart, Maps, Visual 3-D Models	Understand the meaning and significance of climatology.	*Knowledge Based* Illustrate the composition and structure of atmosphere. Distinguish between planetary and periodic winds. *Understanding Based* Discuss the horizontal and vertical distribution of temperature.	Knowledge--55 Understanding-30 Higher Order-15
Atmospheric Temperature: Vertical and Horizontal distribution of temperature; Atmospheric pressure and Pressure belts;	Diurnal conversion, Relationship between Temperature and pressure	Match the following, Quiz, Demonstration			
Winds: Planetary, Periodic and Local winds; Hydrological cycle	Global Climatic Zones	Maps, Flow Charts			
UNIT II Air masses; Fronts: Concept, classification and properties;	Atmospheric Circulations	Diagrams, Models, demonstration through Globe.	Explain various climatic phenomenon and deduce measures to		
Cyclones: Tropical and Temperate cyclones;	Pressure circulation, Western Disturbances.	Diagrams,			

Himanshi Parashar

			Models, demonstration through Globe.	control global warming.	Define cyclones and their types. *Higher Order Thinking Skills Based* Explain the origin and development of coral reefs. Discuss the importance ocean currents.	
	Climatic classification of Koppen and Thornwait	Ozone depletion, Green house gases.	Maps, Diagrams, Models, Demonstration			
MAR.-APR.	**UNIT III** Definition of Oceanography; Ocean Bottom Relief: Atlantic, Pacific and Indian Ocean;	Marine resources, Gulf	PPT, Maps and diagrams.	Define oceanography and elaborate the significance of oceans.		
	Distribution of Temperature and Salinity; Circulation of oceanic waters- Currents: Atlantic, Pacific and Indian ocean;	Factors affecting salinity, Fishing Grounds.	PPT, Demonstration			
	Coral Reefs: Types, Darwin's Subsidence Theory.	Great Barrier Reef,	PPT, Flipped Classroom.			

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRL'S COLLEGE (AUTONOMOUS), AJMER

B.A SEMESTER II

PRACTICALS SOCIO-ECONOMIC SURVEY (GEO-203)

Max. Marks: 50(40Ext; 10 Int) **Min Marks: 20(16 Ext;4 Int)**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM II DEC.- JAN.	Methods of Field work: Types of data, Techniques of primary data collection: Sampling, Preparation of a questionnaire. Significance of field work in Geographical studies.	Basic mathematics, Tables, Conversion Units	Exercises with Use of Wooden Geometry Box, Demonstration	Critically appraise the socio-economic scenario of the surveyed area with graphical and diagrammatic representation of the demographic and economic data.	*Knowledge Based* Practical File Work *Understanding Based* Skills of survey and knowledge of different society *Higher Order Thinking Skills Based* Analytical skills are developed	Knowledge--30 Understanding-50 Higher Order-20
FEB.	Conduct a socio-economic survey of the Village Households with the help of a questionnaire. Supplement the information by personal observations and perceptions.	Topographical understanding, Landform distribution.	Demonstration, Tracing Table.			
MAR. – APR.	Based on the results of socio-economic and land use enquiry, prepare a Field Survey Report for the Village. Maps, diagrams, photographs	Areal topographical interpretation.	Demonstration and Lab exercises with Video Animations.			

	and sketches should support the report. Cartography: Types of map, graphical and diagrammatic representation of data.					

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRL'S COLLEGE (AUTONOMOUS), AJMER

B.A SEMESTER IV

GEOGRAPHY OF INDIA-II (PAPER II) (GEO-402)

Max. Marks : 75 (50Ext; 25 Int) **Min. Marks: 30(20 Ext;10 Int)**

Credit: 03 **Duration: $2^{1/2}$ hrs**

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Distribution
SEM II DEC.- JAN.	**UNIT I** Conventional sources of energy- Coal- Origin, Distribution and Production. Petroleum- Origin, Distribution and Production.	Formation of Fossil fuels, Geological Structure ,	PPT, Chart, Maps, Visual 3-D Models	Identify conventional and non-conventional sources of energy.	*Knowledge Based* 1. What is Solar System? 2. Illustrate the different layers of Earth's Interior? *Understanding Based* 1. Compare the Continental Drift Theory and the concept of Plate Tectonics? 2. Classify the different landforms formed by the action of river?	Knowledge--55 Understanding- 30 Higher Order-15
	Natural Gas- Origin, Distribution and Production.	Carbon Footprint	Match the following, Quiz, Demonstration			
	Non-Conventional Sources of Energy: Solar, Wind, Tidal and Bio Gas, Nuclear Energy- Distribution, Production and Conservation.	Green and clean Energy	Maps, Flow Charts			
FEB.	**UNIT II** Agriculture Crops: Rice, Wheat, Sugar Cane, Cotton,	Cash Crops, Agro-Based Industries	Diagrams, Models, demonstration through Globe	Classify major industrial regions and		

	Jute, Tea, Coffee (Essential conditions required and their production);			major crops of India.	*Higher Order Thinking Skills Based* 1. Justify the present distribution of world continents and oceans on the basis of Hary Hess's Plate Tectonics Theory? 2. Critically evaluate the concepts of Sea Floor spreading?	
	Green Revolution; Industries- Iron and steel, textile, cement, paper and pulp.	Food Security, Globalisation, Demand and Supply, Sustainability, Agglomeration of Industries	Diagrams. Models, demonstration through Globe			
	Major Industrial regions of India.	Concept and Importance of Regions for Regional Development	Maps, Diagrams, Models, Demonstration			
MAR. – APR.	**UNIT III** Population: distribution, growth and density;	Population Regions	Demonstration through rock samples	Interpret the spatial distribution pattern of population in India and classify planning regions. 1.		
	Urbanization- Smart city concept; National Population Policy of India	Rural Urban Fringe, Conurbation, Migration, Growth and Development, Well Being	PPT, Demonstration			
	Impact of COVID in India on Labour Migration		PPT, Case Studies, Flipped Classroom			

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

			Models, demonstration through Globe		*Higher Order Thinking Skills Based* Evaluate the global revolutions and their objectives.	
	World`s Trade Blocs; Revival of Silk Route.	Dynamism in world economic trade.	Maps, Diagrams, Demonstration through globe			
	UNIT III Network Analysis: accessibility, connectivity, nodes and matrix;	Transport network,	Diagrams, Models,	Observe various modes of transportation and access the impact of globalization on trade.		
	Comparative Cost Analysis;	Freight rate.	PPT, Demonstration			
	Globalization and its impact on the spread of COVID	Pandemic Crisis	PPT, Case Studies, Flipped Classroom			

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRLS' COLLEGE, AJMER (*Autonomous*)

M. A/M.Sc. GEOGRAPHY (Final) SEMESTER IV

GEOGRAPHY OF SOUTH ASIA (GEOM-401)

Max Marks: 100(70Ext; 30 Int) Min. Marks: 40(28 Ext;12 Int) Credit: 06 Duration: 03 hrs

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV JAN.	UNIT I Geographical Realm of South Asia, Homogeneity and Diversity,	Geographical understanding of the study area.	PPT, Chart, Maps, Visual 3- D Models	Develop geographical understanding of Pakistan and discuss its political relations with South Asian countries.	*Knowledge Based* Discuss the geographical understanding of Pakistan and discuss its political relations with South Asian countries. *Understanding Based* Elaborate the climatic aspects of Bangladesh and Nepal. *Higher Order Thinking Skills Based* Illustrate the Geographical and political units of India and its neighbours.	Knowledge--30 Understanding-30 Higher Order-40
	Study of Pakistan: Physiography, Climate, Agriculture		Match the following, Quiz,			
	Population, Trade, Economic Development, Political relations.	Resource potential.	Maps, Flow Charts			
FEBRUARY	UNIT II Study of Bangladesh: Physiography,	Geographical understanding of the study area.	Diagrams, Models,	Develop geographical understanding of Bangladesh and discuss its political relations with South Asian countries.		
	Climate, Agriculture, Population,		Diagrams, Models,			
	Population, Trade, Economic Development, Political relations.	Understanding of resource potential.	Maps, Diagrams, Models,			
MARCH - APRIL	UNIT III		PPT, Case Studies,	Develop geographical understanding of Nepal, Sri Lanka, Bhutan, and		

	Study of Physiography: (Nepal, Bhutan & Sri Lanka)	Geographical understanding of the study area.		Maldives and discuss their political relations with South Asian countries.		
	Climate, Agriculture, Population,		PPT, Demonstration			
	Population, Trade, Economic Development, Political relations.	Understanding of resource potential.	PPT, Case Studies.			

Dr. Pearl

PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Himanshi Parashar

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer

SOPHIA GIRLS' COLLEGE, AJMER (*Autonomous*)

M. A/M.Sc. GEOGRAPHY (Final) SEMESTER IV

REGIONAL DEVELOPMENT AND PLANNING (GEOM-402)

Max Marks: 100(70Ext; 30 Int) Min. Marks: 40(28 Ext;12 Int) Credits: 06 Duration: 03 hrs

COURSE PLAN

SEM/ Month	UNIT/TOPIC	Concepts/facts	Teaching Pedagogy	Learning Outcomes	Questions	Marks Weightage (%)
SEM IV JAN.	UNIT I Regional Planning: Conceptual and Theoretical framework;	Concept of region, planning initiatives.	PPT, Chart, Maps, Visual 3-D Models	Explain and interpret the concept of regional planning.	*Knowledge Based* Explain and interpret the special purpose regions. *Understanding Based* Discuss Approaches to delineation of different types of regions and their utility in planning. *Higher Order Thinking Skills Based* Assess the Planning process in regional development including short-term and long-term	Knowledge--30 Understanding-30 Higher Order-40
	Types of Regions: Formal and Functional, Uniform, Nodal, Single purpose and Composite region;	Regional Planning initiatives,	Quiz, Demonstration			
	Concept of special purpose regions.	Regional disparities, areal differentiation.	Maps, Flow Charts			
EBRUARY	UNIT II Theories and Models of Regional Development: Hirschman's Model,	Regional Development Models	Diagrams, Models, Globe	Discuss the models and theories of regional planning and their relevance in present times.		
	Growth Centres and growth population theory of Perroux, Rostov's Model,	Regional Development Models	Diagrams, Models.			
	Gunnar Myrdal Model; Regional Disparity.	Decentralisation and planning.	Maps, Diagrams, Models.			
ARCH - APRIL	UNIT III	Planning and management	Demonstration through rock samples	Assess the short- and long-term impact of		

Planning process in regional development short-term and long-term			planning in the process of regional development.	perspectives of planning;	
Concept of Multi-level planning	Decentralisation and planning.	PPT, Demonstration			
Regional development in India problems and prospects.	Regional planning.	PPT, Case Studies,			

Himanshi Parashar

Sr. Pearl
PRINCIPAL
SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER

Head
Department of Geography
Sophia Girls' College
(Autonomous), Ajmer