



गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

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(Accredited by NAAC)

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GU/Acad –PG/BoS -NEP/2023/102/20

Date: 16.06.2023

CIRCULAR

The University has decided to implement the UGC Curriculum and Credit Framework for the Undergraduate Programme (CCFUP) of **Bachelor of Arts in Geography/Bachelor of Arts in Geography (Honours)** under the National Education Policy (NEP) 2020 from the Academic Year 2023-2024 onwards.

The approved Syllabus of Semesters I and II of the **Bachelor of Arts in Geography/Bachelor of Arts in Geography (Honours)** Programme is attached.

Principals of Affiliated Colleges offering the **Bachelor of Arts in Geography/Bachelor of Arts in Geography (Honours)** Programme are requested to take note of the above and bring the contents of this Circular to the notice of all concerned.

(Ashwin Lawande)
Assistant Registrar – Academic-PG

To,

1. The Principals of Affiliated Colleges offering the Bachelor of Arts in Geography /Bachelor of Arts in Geography (Honours) Programme.

Copy to:

1. The Director, Directorate of Higher Education, Govt. of Goa
2. The Dean, D.D. Kosambi School of Social Science and Behavioural Studies, Goa University.
3. The Vice-Deans, D.D. Kosambi School of Social Science and Behavioural Studies, Goa University.
4. The Chairperson, BoS in Geography.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Goa University
Programme Structure for Semester I to VIII Bachelor of Arts in Geography

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	GOG-100: Foundations in Geography & Digital Geography (Theory) (3) (Practical)(1)	GOG-111 Geography of Sustainable Development(4) OR GOG-112: Geography of Climate Change(4)	GOG-131: Astronomical Geography(3)		GOG-141: Elements of Environmental Impact Assessment (EIA) (1T+2P)					
II		GOG-113: Disaster Management Methods and Techniques(4) OR GOG-114: Fundamentals of Tourism Geography(4)	GOG-132: Major World Environments(3)		GOG-142: Introduction to the Principles and Practices of Land Use Planning and Management(1T+2P)					GOG-161: Summer Internship (4)
III	GOG-200 Theory: Principles Geomorphology(3) GOG-200 Practical: Practicals in Geomorphology(1) GOG-201: Physical	GOG-211: Physical Landscape of Goa(4) OR GOG-212: Tribal Geography(4)	GOG-231Theory : Google Earth: Bring the World inside the Classroom(2) GOG-231Practical : Google Earth: Bring the World inside the Classroom(1)		GOG-241:Principles and Practices of Composting(1T+2P)					

Name of the Programme: Bachelor of Arts in Geography

Course Code: GOG-100

Title of the Course: Foundations in Geography

Number of Credits: 3

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil
Course Objectives:	Foundations in Geography is an introductory course that provide students with a comprehensive understanding of the discipline of Geography, its fundamental concepts and principles. This course aims to develop students' spatial thinking skills and geographic literacy by introducing them to the basic concepts of geographic analysis.
Content:	Introduction: <ul style="list-style-type: none">● Introduction & Definitions of Geography;● Geography: Whether Science or Social Science;● The Changing Nature of Geography;● Divisions of Geography and Branches of Geography and its relations with other disciplines;● Geography and Nationalism;● Evolution of Geography from classical times to modern period;● Career Prospects in Geography; 15 Hours
	Geographical Concepts and Approaches: <ul style="list-style-type: none">● Geography as Inter-disciplinary, Intra-disciplinary and Multi-disciplinary Science;● Contemporary Approaches in Geography: Area, Spatial, Locational & Geographic Systems Analysis;● Five Themes of Geography;● Four Traditions of Geography: Spatial or Locational Tradition, Area Studies or Regional Tradition, Man-Land Tradition, Earth Science Tradition; 15 Hours
	Earth and it's spatial relation: <ul style="list-style-type: none">● The Universe;● Galaxies and Solar system;● Origin of the Earth;● Geological Time Scale● Earth as a planet and celestial positions its shape and size;● Rotation and revolution of Earth;● Lunar and Solar Eclipses and their types● Positions on Map and Globe, Geographical coordinates and its characteristics,● World time zones, standard and local time 15 Hours
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.
References/ Readings:	<ul style="list-style-type: none">▪ Blij, H. J. de, & Muller, P. O. (2010). Geography: Realms, Regions, and Concepts. John Wiley & Sons.▪ Clifford, N., Cope, M., & Gillespie, T. W. (2016). Key Concepts in Geography. Sage.

	<ul style="list-style-type: none"> ▪ Das Gupta and Kapoor. (2004) Principles of Physical geography. S. Chand, New Delhi ▪ D. K. (2017). Geography: A Visual Encyclopaedia. DK. ▪ Dikshit R.D. (2000) Geographical Thought - A Contextual History of Ideas, P. Hall of India Pvt. ▪ Fouberg, E. H., Murphy, A. B., & Blij, H. J. de. (2016). Human Geography: People, Place, and Culture. John Wiley & Sons. ▪ Getis, A., Bjelland, M., Getis, V. A., & Fellmann, J. D. (2015). Introduction to Geography. McGraw-Hill Education. ▪ Goh Cheng Leong: Certificate Physical and Human Geography, Oxford University Press, New Delhi. ▪ Harvey, David. (1969). Explanation in Geography. Edward Arnold. ▪ Harvey, David. (1972). Explanation in Geography, Edward - Arnold, London. ▪ Hussain, Majid (1984): Evolution of Geographical Thought, Rawat Publications, Jaipur. ▪ Knox, P. L., & Marston, S. A. (2019). Human Geography: Places and Regions in Global Context. Pearson Education. ▪ Lunn, J. (2017). Geography: A Beginner's Guide. One world Publications. ▪ Matthews, J. A., & Herbert, D. T. (2015). Geography: A Very Short Introduction. Oxford University Press. ▪ McKnight, T. L., & Hess, D. (2013). Physical Geography: A Landscape Appreciation. Prentice Hall. ▪ Perpillou A (1977). Human Geography, Longman Press, London. ▪ Rubenstein, J. M. (2017). The Cultural Landscape: An Introduction to Human Geography. Pearson Education. ▪ Savindra Singh (2015). Environmental Geography, Pravalika Publication, Allahabad ▪ Strahler, A., & Strahler, A. H. (2016). Introduction to Physical Geography. John Wiley & Sons. ▪ Waugh, D. (2011). Geography: An Integrated Approach. Nelson Thornes.
Course Outcomes:	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> ● Analyse the historical roots of geography and its basic concepts. ● Identify the inter-disciplinary, intra-disciplinary, and multi-disciplinary nature of Geography ● Apply the five themes of geography to analyse real-world issues and events. ● Examine the evolution of Geography from ancient to modern times and the contemporary approaches in Geography. ● Understand the Earth and its spatial relations to Universe, galaxies, solar system, and the positions of celestial bodies ● Evaluate the geological time scale and its significance in the study of the Earth's history and evolution.

Name of the Programme: Bachelor of Arts in Geography**Course Code: GOG-111****Title of the Course: Geography of Sustainable Development****Number of Credits: 4****Effective from AY: 2023-24**

Pre-requisites for the Course:	Nil	
Course Objectives:	This course provides an overview of sustainable development from a geographical perspective. It covers key concepts and themes in sustainable development, such as economic growth, environmental protection, social equity, and political governance. The course also examines the challenges and opportunities of sustainable development in different regions and countries, and the role of geography in promoting sustainable development.	
Content:	Introduction to Sustainable Development <ul style="list-style-type: none"> ● Definition and history of sustainable development ● Key principles and concepts of sustainable development ● Sustainability challenges and opportunities ● The Millennium Development Goals ● Sustainable Development Goals: National Strategies and International Experiences 	15 Hours
	Geography and Sustainable Development <ul style="list-style-type: none"> ● Geographical perspectives on sustainable development ● Spatial analysis and sustainable development ● Regional and local approaches to sustainable development 	15 Hours
	Economic Dimension of Sustainable Development <ul style="list-style-type: none"> ● Economic growth and development ● Sustainable economic models and strategies ● Globalization and sustainable development Environmental Dimension of Sustainable Development <ul style="list-style-type: none"> ● Environmental protection and conservation ● Natural resource management and sustainability ● Climate change and sustainable development 	15 Hours
	Social Dimension of Sustainable Development <ul style="list-style-type: none"> ● Social equity and justice ● Poverty and inequality ● Health, education, and human development Political Dimension of Sustainable Development <ul style="list-style-type: none"> ● Governance and institutions ● Participatory democracy and citizen engagement ● International cooperation and sustainable development 	15 Hours
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.	
References/ Readings:	<ul style="list-style-type: none"> ▪ Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.). 	

	<ul style="list-style-type: none"> ▪ Ayers, Jessica and David Dodman (2010) "Climate change adaptation and development I: the state of the debate". Progress in Development Studies 10 (2): 161-168. ▪ Baker, Susan (2006) Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, "The concept of sustainable development"). ▪ Biermann, F., & Pattberg, P. (Eds.). (2012). Global environmental governance reconsidered. MIT Press. ▪ Brosius, Peter (1997) "Endangered forest, endangered people: Environmentalist representations of indigenous knowledge", Human Ecology 25: 47-69. ▪ Lohman, Larry (2003) "Re-imagining the population debate". Corner House Briefing 28. ▪ Martínez-Alier, Joan et al (2010) "Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm" Ecological Economics 69: 1741-1747. ▪ Merchant, Carolyn (Ed.) (1994) Ecology. Atlantic Highlands, N.J: Humanities Press. (Introduction, pp 1-25.) ▪ Osorio, Leonardo et al (2005) "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518. ▪ Robbins, Paul (2004) Political Ecology: A Critical Introduction. Blackwell Publishing ▪ Sachs, J. (2015). The age of sustainable development. Columbia University Press. ▪ United Nations Development Programme. (2019). Human Development Report 2019: Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century. UNDP.
<p>Course Outcomes:</p>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> ● Understand the concept and principles of sustainable development ● Analyze the economic, environmental, and social dimensions of sustainable development ● Examine the role of geography in sustainable development ● Evaluate the challenges and opportunities of sustainable development in different regions and countries ● Develop critical thinking and analytical skills to address sustainability issues

Name of the Programme: Bachelor of Arts in Geography**Course Code: GOG-131****Title of the Course: Astronomical Geography****Number of Credits: 3****Effective from AY: 2023-24**

Pre-requisites for the Course:	Nil
Course Objectives:	Astronomical Geography is an introductory course that provides a comprehensive overview of the science of astronomy in relation to Geography. The course covers the historical development of astronomy, celestial coordinates and time, the electromagnetic spectrum, imaging and spectroscopy, the Solar System, stars and stellar evolution, galaxies and cosmology, as well as special topics such as exoplanets, dark matter, dark energy and gravitational waves. Throughout the course, students will have opportunities to engage in hands-on activities and observations of the night sky.
Content:	<p>Introduction to Astronomy</p> <ul style="list-style-type: none">● What is astronomy?● Relationship of Astronomy with Geography● Historical development of astronomy with relation to Geography <p>The Solar System</p> <ul style="list-style-type: none">● The Sun and its properties● The planets and their properties <p>Dwarf planets, asteroids, comets and constellations</p> <p>15 Hours</p>
	<p>Stars and Stellar Evolution</p> <ul style="list-style-type: none">● Types of stars <p>Stellar properties and life cycle Star clusters and their properties</p> <p>Galaxies and Cosmology</p> <ul style="list-style-type: none">● Types of galaxies● Formation and evolution of galaxies● The Big Bang and the expanding universe● Exoplanets and the search for life● Dark matter and dark energy <p>15 Hours</p>
	<p>Introduction to the night sky Celestial coordinates and time</p> <p>Observing the Sky:</p> <ul style="list-style-type: none">● The naked eye and telescopes during Summer and Winter seasons● Field Diary on Sky Observations <p>15 Hours</p>
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.
References/ Readings:	<ul style="list-style-type: none">▪ Hawking, Stephen. A Brief History of Time. Bantam Books, 1998.▪ Sagan, Carl. Cosmos. Random House, 1980.▪ Greene, Brian. The Elegant Universe. Vintage Books, 2000.▪ Rey, H.A. The Stars: A New Way to See Them. Houghton Mifflin, 1976.▪ Tyson, Neil deGrasse. Astrophysics for People in a Hurry. W.W. Norton & Company, 2017.

	<ul style="list-style-type: none"> ▪ Greene, Brian. The Fabric of the Cosmos. Vintage Books, 2004. ▪ Kuhn, Thomas S. The Structure of Scientific Revolutions. University of Chicago Press, 1962. ▪ Tyson, Neil deGrasse. Death by Black Hole: And Other Cosmic Quandaries. W.W. Norton & Company, 2007. ▪ Kaku, Michio. The Physics of the Impossible. Doubleday, 2008. ▪ Hawking, Stephen. The Universe in a Nutshell. Bantam Books, 2001. <p>Online Resources:</p> <ul style="list-style-type: none"> ▪ NASA. "Astronomy Picture of the Day." NASA, https://apod.nasa.gov/apod/astropix.html. ▪ Sky & Telescope Magazine. Sky & Telescope Magazine, https://skyandtelescope.org/. ▪ Space.com. Space.com, https://www.space.com/. ▪ Astronomy Magazine. Astronomy Magazine, https://astronomy.com/. ▪ Hubble Space Telescope. Hubble Space Telescope, https://www.spacetelescope.org/. ▪ European Space Agency. European Space Agency, https://www.esa.int/. ▪ American Astronomical Society. American Astronomical Society, https://aas.org/. ▪ The Virtual Telescope Project. The Virtual Telescope Project, https://www.virtualtelescope.eu/. ▪ Stellarium. Stellarium, https://stellarium.org/. ▪ Slooh. Slooh, https://www.slooh.com/.
<p>Course Outcomes:</p>	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Define and describe fundamental concepts in astronomy such as celestial coordinates, electromagnetic spectrum, types of stars, types of galaxies, and the Big Bang theory ● Identify and observe celestial objects and events, including planets, stars, and constellations ● Explain the properties and behavior of objects in our Solar System, including the Sun, planets, asteroids, and comets ● Describe the life cycle of stars, their properties and classification, and the role of star clusters in the evolution of the universe ● Explain the formation, evolution, and properties of galaxies, and their role in the structure of the universe ● Discuss the methods and findings of exoplanet research and the search for life beyond our Solar System ● Understand the role of dark matter, dark energy, and gravitational waves in our understanding of the universe.

Name of the Programme: Bachelor of Arts in Geography

Course Code: GOG-141

Title of the Course: Elements of Environmental Impact Assessment (EIA)

Number of Credits: 1+2=3

Effective from AY: 2023-24

Prerequisites for the course:	Nil	
Objectives:	The course provides an introduction to Environmental Impact Assessment (EIA) processes and procedures. It covers the principles and concepts of EIA, including the identification of potential environmental impacts, the evaluation of their significance, and the formulation of mitigation measures.	
Contents:	Introduction to Environmental Impact Assessment <ul style="list-style-type: none">• Definition, principles, and objectives of EIA• Types of EIA (screening, scoping, baseline study, impact assessment, mitigation, monitoring, and auditing)• International frameworks and conventions (e.g., NEPA, SEA, EIA Directive, Aarhus Convention) EIA Process <ul style="list-style-type: none">• The EIA process and its stages (initiation, screening, scoping, impact assessment, mitigation, review, and decision-making)• Key stakeholders and their roles (proponent, government agencies, public, NGOs, experts) Examples of EIA process in different sectors (e.g., energy, mining, infrastructure) Legal and Institutional Frameworks <ul style="list-style-type: none">• National and international laws and regulations governing EIA	15 Hours
	Practical Component 1: <ul style="list-style-type: none">• Quality assessment of soil using field kit: pH and Organic Carbon and interpretation of the data.• Interpretation of air quality using data from Goa Pollution Control Board• Preparation of the report	30 Hours
	Practical Component 2: <ul style="list-style-type: none">• Preparation of questionnaire for perception survey on environmental problems.• Preparation of check-list for Environmental Impact Assessment of an urban / industrial project• Survey to be carried out of any urban or industrial project.• Tabulation of the data• Structure and contents of an EIA report• Preparation of the report• Review and assessment of an EIA report	30 Hours
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art	

	Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.	
References/Readings	<ul style="list-style-type: none"> ▪ Anjaneyulu, Y., & Reddy, K. R. K. (2017). Environmental impact assessment: Methodologies and applications. Discovery Publishing House. ▪ Canter, L. W. (2017). Environmental impact assessment (4th ed.). CRC Press. ▪ Glasson, J., Therivel, R., & Chadwick, A. (2012). Introduction to environmental impact assessment (4th ed.). Routledge. ▪ Krishnamurthy, C. V. (2015). Environmental impact assessment: Principles and procedures. SAGE Publications India. ▪ Lee, N., Colley, M., & Dale, P. (2006). Environmental assessment in practice. Routledge. ▪ Pandey, G. N., & Sharma, B. K. (2012). Environmental impact assessment in India. TERI Press. ▪ Petts, J. (2017). Handbook of environmental impact assessment (2nd ed.). Wiley-Blackwell. ▪ Rajagopalan, R. (2004). Environmental impact assessment: A guide to best professional practices. Oxford University Press. ▪ Ross, S., & Morrison-Saunders, A. (2014). Environmental impact assessment and sustainability assessment: Towards a unified approach. Edward Elgar Publishing. ▪ Wood, C. (2003). Environmental impact assessment: a comparative review (2nd ed.). Prentice Hall. ▪ Zafar, S. M. (2005). Environmental impact assessment: Theory and practice. A. P. H. Publishing Corporation. 	
<ul style="list-style-type: none"> ● Course Outcomes: 	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Understand the principles and concepts of EIA ● Identify and evaluate potential environmental impacts ● Understand the legal and institutional frameworks governing EIA ● Apply EIA methodologies to real-world projects 	

Assessment and Evaluation of the Course:

The practical component (2 credit) of 50 marks will be assessed in the following manner:

Intra Semester Assessment:

ISA shall have 10 marks.

Semester End Assessment:

- Maintenance of Practical Record/Journal: 5 marks
- Report Submission : 10 Marks
- Viva Voce Examination: 5 marks
- Written examination based on the practical syllabus: 20 marks

Name of the Programme: Bachelor of Arts in Geography

Course Code: GOG-113

Title of the Course: Application of Disaster Risk Reduction and Mitigation

Number of Credits: 4

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	The main objective of this paper is to orient the students to apply the fundamental knowledge of disaster risk reduction, management and mitigation in a geographical perspective. It is to develop preparedness amongst the students as the catalyst in the Society.	
Content:	Fundamentals of Application of Disaster Risk Reduction and Mitigation: Understanding the Threat, Mental Preparedness, Logistics, Coordination, Warning Signals, Communication Disaster Mitigation in Geography	15 Hours
	Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC	15 Hours
	Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia. National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)	15 Hours
	Working with the Local Disaster Management Committee in assessing local disasters. Participation in Disaster Drill or Mock Drill: National Disaster Relief Force (NDRF)/ State Disaster Relief Force (SDRF)/ Emergency and Fire Extinguishing Services/Local Taluka Authorities. Preparing a Disaster Management Plan for College/Village/Panchayat/Taluka, or any other place with the help of Emergency and Fire Extinguishing Services or in-house expertise	15 Hour
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.	
References/ Readings:	<ul style="list-style-type: none">▪ Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.▪ IPCC (2014) Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.	

	<ul style="list-style-type: none"> ▪ Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi. ▪ Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi. ▪ Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3 ▪ Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi. ▪ Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi. ▪ Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht. ▪ Singh Jagbir (2007) “Disaster Management Future Challenges and Oppurtunities”, 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
Course Outcomes:	<p>Upon completing this course, students will be able to:</p> <ul style="list-style-type: none"> ● Understand the threats posed by natural and human-induced disasters, and the importance of disaster risk reduction and mitigation. ● Develop mental preparedness for disasters, and understand the importance of logistics, coordination, and warning signals in disaster management. ● Analyze the impact of climate change on agriculture, water, flora, and fauna, and human health. ● Understand the concepts of adaptation and mitigation in the context of global initiatives, with particular reference to South Asia. ● Analyze the National Action Plan on Climate Change, and the role of local institutions such as urban local bodies and panchayats in disaster risk reduction and mitigation. ● Apply their knowledge and skills to prepare a mini project report based on a field-based case study of a disaster, and develop a preparedness plan for their respective college or locality. <p>Overall, the course will equip students with the knowledge and skills to understand the threats posed by disasters and climate change, and to develop effective strategies for disaster risk reduction and mitigation.</p>

Name of the Programme: Bachelor of Arts in Geography

Course Code: GOG-114

Title of the Course: Fundamentals of Tourism Geography

Number of Credits: 4

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil
Course Objectives:	This course provides an overview of tourism geography, including the history of tourism, tourist behavior, tourism planning and development, and the impacts of tourism on destinations. Students will explore the geography of different types of tourism, such as ecotourism, cultural tourism, adventure tourism, and beach tourism. The course will also cover issues related to sustainable tourism, such as ecotourism certification, sustainable tourism planning, and community-based tourism.
Content:	<p>Introduction to Tourism Geography</p> <ul style="list-style-type: none">● Definition of tourism geography● Significance of tourism geography● Historical development of tourism● Tourist behaviour <p>15 Hours</p>
	<p>Geography of Different Types of Tourism</p> <ul style="list-style-type: none">● Ecotourism● Cultural tourism● Adventure tourism● Beach tourism● Community-based tourism● Medical Tourism● Pilgrimage Tourism <p>15 Hours</p>
	<p>Impacts of Tourism on Destinations</p> <ul style="list-style-type: none">● Economic impacts● Social impacts● Cultural impacts● Environmental impacts <p>15 Hours</p>
	<p>Tourism Planning and Development</p> <ul style="list-style-type: none">● Tourism planning process● Sustainable tourism planning● Stakeholder analysis● Sustainable tourism development● Ecotourism certification● Field Visit and Report (within the State) <p>15 Hours</p>
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.
References/ Readings:	<ul style="list-style-type: none">▪ Buckley, R. (2012). Sustainable Tourism: Research and Reality. <i>Annals of Tourism Research</i>, 39(2), 528-546.

	<ul style="list-style-type: none"> ▪ Hall, C. M., & Page, S. J. (2014). <i>The Geography of Tourism and Recreation: Environment, Place, and Space</i>. Routledge. ▪ Holden, A. (2013). <i>Environment and Tourism</i>. Routledge. ▪ Lew, A. A., & Cheer, J. M. (1999). <i>Tourism in world cities: Theoretical perspectives (Vol. 2)</i>. Psychology Press. ▪ Page, S. J., & Connell, J. (2014). <i>Tourism: A modern synthesis</i>. Cengage Learning. ▪ Ritchie, J. R. B., & Crouch, G. I. (2003). <i>The competitive destination: A sustainable tourism perspective</i>. CABI. ▪ Ryan, C. (2017). <i>Tourism and Leisure: Local Communities and Sustainable Futures</i>. Channel View Publications. ▪ Tribe, J. (2017). <i>The economics of recreation, leisure and tourism</i>. Routledge. ▪ UNWTO. (2019). <i>UNWTO World Tourism Barometer, Volume 17, January 2019</i>. United Nations World Tourism Organization. ▪ Weaver, D. B., & Lawton, L. J. (2014). <i>Tourism Management</i>. John Wiley & Sons. ▪ Weaver, D. B. (2011). <i>Sustainable tourism: Theory and practice</i>. Channel View Publications. ▪ Williams, A. M., & Hall, C. M. (2002). <i>Tourism and migration: New relationships between production and consumption</i>. Ashgate Publishing, Ltd.
<p>Course Outcomes:</p>	<p>Upon completing this course, students will be able to:</p> <ul style="list-style-type: none"> ● To introduce students to the concept of tourism geography and its significance in the study of tourism. ● To provide an overview of the history of tourism and tourist behavior. ● To explore the geography of different types of tourism, such as ecotourism, cultural tourism, adventure tourism, and beach tourism. ● To understand the process of tourism planning and development, including the role of stakeholders and the challenges of sustainable tourism. ● To analyze the impacts of tourism on destinations, including economic, social, cultural, and environmental impacts. ● To examine issues related to sustainable tourism, such as ecotourism certification, sustainable tourism planning, and community-based tourism.

Name of the Programme: Bachelor of Arts in Geography

Course Code: GOG-132

Title of the Course: Major World Environments

Number of Credits: 3

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil
Course Objectives:	This course explores the major terrestrial environments around the world. Students will examine the physical and biological characteristics of each environment, the adaptations of organisms to these environments, and the human impact on these environments. The course also covers conservation strategies and policies aimed at mitigating human impact on these environments.
Content:	<p>Introduction to Terrestrial Environments</p> <ul style="list-style-type: none">● Overview of terrestrial environments● Physical and biological characteristics of terrestrial environments● Ecosystem services provided by terrestrial environments <p>Equatorial Region Monsoon Region Tropical Grasslands Region (Savannas) With reference to</p> <ul style="list-style-type: none">● Geographical Location and Conditions● Physical and biological characteristics● Adaptations of organisms to equatorial regions● Human impact on the Region <p>15 Hours</p>
	<p>Temperate Grasslands Region (Prairies) Arctic Region Hot Desert Region Mediterranean Region With reference to</p> <ul style="list-style-type: none">● Geographical Location and Conditions● Physical and biological characteristics● Adaptations of organisms to equatorial regions● Human impact on the Region <p>15 Hours</p>
	<p>Conservation Strategies</p> <ul style="list-style-type: none">● Principles of conservation● Strategies for sustainable management of natural resources● Contemporary Environmental Issues <p>Global environmental change</p> <p>15 Hours</p>
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies.

References/ Readings:	<ul style="list-style-type: none"> ▪ Bodenhamer, D. J., Corrigan, J., & Harris, T. M. (Eds.). (2010). The spatial humanities: GIS and the future of humanities scholarship. Indiana University Press. ▪ Chapman, J. L. (2014). Biomes and ecosystems: An encyclopedia. Greenwood Publishing Group. ▪ Cloke, P., Crang, P., & Goodwin, M. (2014). Introducing Human Geographies. Routledge. ▪ Cohen, S., & Huffman, M. (2019). The Fundamentals of Human Geography: A Pre-Reader. Routledge. ▪ Daniels, P., Bradshaw, M., Shaw, D., & Sidaway, J. (2016). An Introduction to Human Geography. Pearson. ▪ de Blij, H. J., Murphy, A. B., & Fouberg, E. H. (2018). World geography: People, places, and global issues. Wiley. ▪ Flint, C., & Taylor, P. J. (2019). Political Geography: An Introduction. Sage ▪ Goh Cheng Leong (1995). Certificate Physical and Human Geography, Oxford University Press. ▪ Hopkins, T. K., & Campbell, J. R. (2016). World regional geography. Cengage Learning. ▪ Johnston, R. J., & Sidaway, J. D. (2017). Geography since the Second World War: An international survey. Routledge. ▪ Intergovernmental Panel on Climate Change (IPCC) reports. ▪ Kitchin, R., & Thrift, N. (2017). International Encyclopedia of Human Geography. Elsevier. ▪ Khullar D.R. (2016). Physical, Human and Economic Geography, Accesses Publication ▪ Marston, S. A., Knox, P. L., & Liverman, D. M. (2018). World regions in global context: Peoples, places, and environments. Pearson. ▪ Millennium Ecosystem Assessment (2005). Ecosystems and Human Well-being: Synthesis. Island Press. ▪ Woodward, S. L., & Smith, B. M. (2016). Major World Environments. John Wiley & Sons.
Course Outcomes:	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> ● Describe the physical and biological characteristics of major terrestrial environments, including equatorial, tropical grasslands, temperate grasslands, arctic, hot desert, Mediterranean, and other regions. ● Understand the adaptations of organisms to different environments and how they affect ecological processes. ● Analyze the impact of human activities on these environments, including land use changes, pollution, and climate change. ● Evaluate conservation strategies and policies aimed at mitigating human impact on these environments. ● Apply critical thinking and problem-solving skills to contemporary environmental issues.

Name of the Programme: Bachelor of Arts in Geography

Course Code: GOG-142

Title of the Course: Introduction to the Principles and Practices of Land Use Planning and Management

Number of Credits: 1+2=3

Effective from AY: 2023-24

Prerequisites for the course:	Nil	
Objectives:	This course is an introduction to the principles and practices of land use planning and management. The course provides an overview of the land use planning process, including goal and objective setting, analysis of alternatives, and selection of appropriate land use strategies. The course also covers the tools and techniques used in land use planning, such as mapping and GIS, zoning, and land use regulations.	
Contents:	Introduction to Land Use Planning and Management <ul style="list-style-type: none">● Overview of the course● Definition of land use planning and management● Historical and contemporary perspectives on land use Factors Influencing Land Use <ul style="list-style-type: none">● Social, economic, environmental, and political considerations● Land use patterns and trends Land Use Planning Process <ul style="list-style-type: none">● Goals and objectives● Analysis of alternatives● Selection of appropriate land use strategies Land Use Planning Tools and Techniques <ul style="list-style-type: none">● Mapping and GIS● Zoning and land use regulations	15 Hours
	Exercises using Q-GIS or any other Open Source Software for Land Use Planning and Management: Creating a land use map: Use Q-GIS or any other Open Source Software to create a land use map of a specific area. Collect data on the various land use types in the area and classify them accordingly. Use different colors to represent each land use type and create a map legend. Overlay analysis: Conduct an overlay analysis using Q-GIS or any other Open Source Software to identify areas of conflict between land uses. For example, overlaying a map of wetlands with a map of proposed development areas to identify areas of potential environmental impact. Suitability analysis: Use Q-GIS or any other Open Source Software to conduct a suitability analysis for a specific land use, such as agriculture. Identify factors that contribute to suitability, such as	30 Hours

	soil type, slope, and water availability. Use a weighted overlay analysis to produce a suitability map.	
	<p>Exercises using Q-GIS or any other Open Source Software for Land Use Planning and Management:</p> <p>Land use change analysis: Use Q-GIS or any other Open Source Software to analyze changes in land use over time. Compare land use maps from different periods and identify trends and patterns in land use change. Use the results to inform land use planning and management decisions.</p> <p>Zoning map creation: Use Q-GIS or any other Open Source Software to create a zoning map for a specific area. Identify different zones based on land use and create a map legend to represent each zone. Use the map to inform land use planning and management decisions.</p> <p>Select a place of your choice and employ the aforementioned exercises using Q-GIS or any other open-source software. Generate a report based on your findings and submit.</p>	30 Hours
Pedagogy:	Lectures, Group Discussions, Student Seminars, Presentations, Case Studies, Assignments, Blended learning, Gamification, Problem-solving approach through logic, Experiential learning, Discussion-based teaching, Brainstorming, Fieldwork and outdoor learning, Flipped classroom pedagogy, Art Integrated Learning, Cutting Edge, and Cooperative Learning Strategies and Computer Assisted Teaching.	
References/Readings	<ul style="list-style-type: none"> ▪ Burchell, R. W., & Listokin, D. (2013). The practice of local government planning. International City/County Management Association. ▪ Cervero, R., & Kockelman, K. (1997). Travel demand and the 3Ds: Density, diversity, and design. Transportation Research Part D: Transport and Environment, 2(3), 199-219. ▪ Kadian K. S. and P. C. Pande (2017). Land Use Planning and Management: Theory, Principles and Practice. New Delhi: PHI Learning Private Limited. ▪ Kumar Mahesh (2015). Land Use Planning and Sustainable Development. New Delhi: Sage Publications India. ▪ Rajagopal M. R. and S. Suresh Kumar (2016). Land Use Planning and Management: An Overview. Chennai: Springer India. ▪ Singh Avadhesh Kumar and Sudhir Kumar Singh (2018). Land Use Planning and Management. New Delhi: Concept Publishing Company. ▪ Sharma Sanjay (2019). Land Use Planning: Emerging Land Use Issues and Challenges. New Delhi: Atlantic Publishers and Distributors. ▪ Steiner, F. R., & Greene, M. (2015). Planning and urban design standards. John Wiley & Sons. 	
Course Outcomes:	By the end of this course, students will be able to:	

	<ul style="list-style-type: none"> ● Understand the basic principles and practices of land use planning and management ● Identify the various factors that influence land use, including social, economic, environmental, and political considerations ● Analyze the basic land use planning process, including the identification of goals and objectives, the analysis of alternatives, and the selection of appropriate land use strategies ● Apply basic land use planning tools and techniques, such as mapping and GIS, zoning, and land use regulations 	
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Assessment and Evaluation of the Course:

The practical component (2 credit) of 50 marks will be assessed in the following manner:

Intra Semester Assessment:

ISA shall have 10 marks.

Semester End Assessment:

- Maintenance of Practical Record/Journal: 5 marks
- Report Submission : 10 Marks
- Viva Voce Examination: 5 marks
- Written examination based on the practical syllabus: 20 marks

Multiple Exit at Second Semester after completing 4 credit Internship with UG Certificate

The Geography program offers exit options for students after Semester II. Students who choose to exit the program after Semester II will be required to complete an internship during the summer vacation for 4 credits.

The internship program is designed to provide students with practical experience in the field of Geography and to prepare them for the challenges of the professional world. Through the internship, students will have the opportunity to develop professional skills such as communication, teamwork, problem solving, and decision-making.

The internship program is an essential component of the curriculum for students who wish to exit the program after Semester II. It is a valuable opportunity for students to gain practical experience, build professional networks, and enhance their employability. The program is also an opportunity for students to apply the theoretical knowledge they have gained in a real-world setting, and to gain a deeper understanding of the practical challenges and opportunities in the field of Geography.

The faculty will provide students with guidance and support throughout the internship program, and will assist them in identifying suitable organizations and projects. Once the internship is completed, the candidate must submit a Certificate of Completion from the organization, Internship Report, and give a presentation to the guiding teacher. The guiding teacher will evaluate the internship report and presentation for 4 credits.