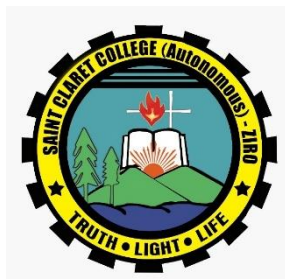


SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO

(Affiliated to Rajiv Gandhi University, Doimukh)

ARUNACHAL PRADESH



DEGREE PROGRAMME

M.A./MSc. GEOGRAPHY

(Offered as per NEP 2020)

SYLLABUS

(Effective from the academic year 2024 – 2025)

SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

DEPARTMENT OF GEOGRAPHY

M.A./M.Sc. DEGREE: GEOGRAPHY

COURSES OF STUDY OFFERED FOR SEMESTER 1

(Effective from the Academic Year 2024-2025)

(As per NEP 2020)

Subject Code	Title of Course	Credits	Total Hours			Exam Hours	Marks		
			Lecture Hours (L)	Tutorial Hours (T)	Practical Hours (P)		Continuous Assessment	End Semester	Maximum
Semester - 1									
24GE/CC/NE14	Geography of North-East India	4	4	1	0	3	20	80	100
24GE/CC/MG14	Mountain Geography	4	4	1	0	3	20	80	100
24GE/CC/SD14	Sustainable Development and EIA	4	4	1	0	3	20	80	100
24GE/CC/SG14	Social Geography	4	4	1	0	3	20	80	100
24GE/MC/RM14	Research Methodology	4	0	0	8	4	20	80	100

SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO,
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M.A./M.Sc.: GEOGRAPHY

SYLLABUS

(Effective from the Academic Year 2024-2025)

(As per NEP 2020)

GEOGRAPHY OF NORTH-EAST INDIA

CODE: 24GE/CC/NE14

CREDIT: 4

L T P: 4 1 0

TOTAL TEACHING HOURS: 60

LEARNING OBJECTIVES:

1. The students will learn about the physiographical characteristics of topography, soil, climate, geological history of NER.
2. They also will have knowledge of the social, cultural and economic characteristics of the region

Unit 1: Physiographic set up: (15hrs)

- 1.1 Physiography and drainage
- 1.2 Climate and Soil
- 1.3 Flora, fauna and biodiversity
- 1.4 Changing Physiographical aspects with reference to climate change, flood and deforestation.

Unit 2: Peopling of North-East India: (15hrs)

- 2.1 Origin and migration
- 2.2 Ethnic composition
- 2.3 Linguistic composition
- 2.4 Religious composition

Unit 3: Society, Economy and Culture (15hrs)

- 3.1 Traditional Village Councils
- 3.2 Marriage system and status of women
- 3.3 Economic aspects and changes
- 3.4 Social problems: Migration, Unemployment, Insurgency and impact on globalization

Unit 4: Arunachal Pradesh: Land and People (15hrs)

- 4.1 Physical background
- 4.2 Major tribes and their culture
- 4.3 Economic activities

4.4 Continuity and changes of culture

BOOKS FOR REFERENCE:

1. Bhagabati, A.K. et al. (2001). Geography of Assam. Rajesh Publications. New Delhi.
2. Das, H.P. (1972). Geography of Assam. India Book House. Bombay.
3. Singh, R.L. (ed) (1972). India: A Regional Geography. National Geographical Society of India. Varanasi.
4. Taher, M. and Amhed, P. (2001). Geography of North-East India: Mani Manik Prakash. Guwahati.

SCHEME OF EVALUATION:

CONTINUOUS INTERNAL ASSESSMENT: 20 marks

Written Test : 20 marks

Duration of test : 1 hour

Third Component : Assignment / Quiz / Seminar / Project work, etc. (Any one only)

END SEMESTER EXAMINATION: 80 marks

QUESTION PAPER PATTERN:

Duration of Examination: 3 hrs

Section A: 4 x 5 = 20 marks (4 out of 6 questions to be answered in 200 words)

Section B: 3 x 10 = 30 marks (3 out of 5 questions to be answered in 500 words)

Section C: 2 x 15 = 30 marks (2 out of 4 questions to be answered in 800 words)

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M.A./M.Sc.: GEOGRAPHY

SYLLABUS

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(As per NEP 2020)

MOUNTAIN GEOGRAPHY

CODE: 24GE/CC/MG14

CREDITS: 4

L T P: 4 1 0

TOTAL TEACHING HOURS: 60

LEARNING OBJECTIVES:

1. This course will give an understanding on the distribution of world mountain system- its geology, topography, climate and soil.
2. The course will highlight the altitudinal and bioclimatic belts of the World Mountains with reference to the Andes, Alps, Rockies and Himalayas.
3. The course also covers the human adaptability in different mountainous area and how fragile the mountain regions are.

Unit 1: Mountain Ecosystem

(15hrs)

- 1.1. Distribution of major mountains of the world
- 1.2. Characteristics of mountain ecosystem: Topography, climate, soil and vegetation
- 1.3. Altitudinal / vertical zones
- 1.4. Bioclimatic belts

Unit 2: Case studies of Mountain Ecosystems

(15 hrs)

- 2.1 The Alps
- 2.2 The Andes
- 2.3 The Appalachians
- 2.4 The Himalayas with special reference to the Eastern Himalayas

Unit 3: Human Adaptation to Mountain Ecosystem

(15hrs)

- 3.1 Physiological adaptation
- 3.2 Agriculture and pastoralism
- 3.3 Housing
- 3.4 Food habits and Dress

Unit 4: Constraints of Mountain Ecosystem

(15 hrs)

- 4.1 Inaccessibility
- 4.2 Mountain hazards: Landslides and Avalanches
- 4.3 Deforestation and Soil erosion
- 4.4 Climate change and its impact

BOOKS FOR REFERENCE:

1. Rawat, A. S.(2004). Alternative Farming system in Dry Temperate Zone of Himachal: Study of Kinnaur District. Indus Publishing Company. New Delhi.
2. Kapadia, Harish (199). Across Peaks and Passes in Darjeeling & Sikkim. Indus Publishing Company. New Delhi.
3. Singh, Prem, Jina (1996). Ladakh: Land and people. Indus publishing Company. New Delhi.
4. Pokhriyal, H. C. (2002). Agrarian Economy of Central Himalaya. Indus publishing Company. New Delhi.
5. Singh, Vir & Sharma, M. L. (Eds). (1998). Mountain Ecosystem: A scenario of Unsustainability. Indus publishing Company. New Delhi.
6. Sharma, B. D. & Sharma, TejKumari (Eds). (2002). Himalayan Natural Resources. Indus publishing Company. New Delhi.

SCHEME OF EVALUATION:

CONTINUOUS INTERNAL ASSESSMENT: 20 marks

Written Test : 20 marks

Duration of test : 1 hour

Third Component : Assignment / Quiz /Seminar / Project work, etc. (Any one only)

END SEMESTER EXAMINATION: 80 marks

QUESTION PAPER PATTERN:

Duration of Examination: 3 hrs

Section A: 4 x 5 = 20 marks (4 out of 6 questions to be answered in 200 words)

Section B: 3 x 10= 30 marks (3 out of 5 questions to be answered in 500 words)

Section C: 2 x 15 = 30 marks (2 out of 4 questions to be answered in 800 words)

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M.A./M.Sc.: GEOGRAPHY

SYLLABUS

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(As per NEP 2020)

SUSTAINABLE GEOGRAPHY AND EIA

CODE: 24GE/CC/SE14

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 60

Course Objective:

1. This course will have an understanding on the concept of sustainable development and the major issues related with the sustainable mountain agriculture, community participation in decision making, sustainable goals for development and EIA

Unit 1: Concepts of Sustainable Development (15hrs)

- 1.1 Population Growth, Economic Development and their impact on Environment.
- 1.2 History of Sustainable Development: Brundtland, Rio summit, Paris declaration.
- 1.3 Basic Concepts, Strategies and Measurement.
- 1.4 Efficiency and Innovation, Green Growth and Rebound.

Unit 2: Major Issues: (15 hrs)

- 2.1 Sustainable Mountain Agriculture
- 2.2 Community Participation in Development Projects
- 2.3 Integrated Watershed Development
- 2.4 Grassroot Planning

Unit 3: Development Goals (15 hrs)

- 3.1 Sustainable Development Goals
- 3.2 Millennium Development Goals

Unit 4: Environmental Impact Assessment (15 hrs)

- 4.1 Screening, Scoping, Baseline Studies
- 4.2 Index Approach
- 4.3 Multi Attribute Theory

4.4 Sound Ecological Principles

BOOKS FOR REFERENCE:

1. Bass, S., & Dalal-Clayton, B. (2012). Sustainable Development Strategies: A Resource Book. Routledge. London.
2. Roorda, N. (2017). Fundamentals of Sustainable Development. Routledge. London.
3. Brebbia, C. A. (2013). Sustainable Development and Planning VI (Vol. 173). Wit Press.
4. Petts, J. (Ed.). (2009). Handbook of Environmental Impact Assessment: Volume 2: Impact and Limitations (Vol. 2). John Wiley & Sons. New York.
5. Carroll, B., Fothergill, J., Murphy, J., & Turpin, T. (2019). Environmental impact assessment handbook: A practical guide for planners, developers and communities. ICE Publishing.
6. Pradhan, P., Costa, L., Rybski, D., Lucht, W., & Kropp, J. P. (2017). A systematic study of Sustainable Development Goal (SDG) interactions. *Earth's Future*. 5(11). 1169-1179.
7. McGillivray, M. (Ed.). (2008). Achieving the millennium development goals. Springer.
8. Assembly, G. (2015). Sustainable Development goals (SDGs): Transforming our world: the, 2030.

SCHEME OF EVALUATION:

CONTINUOUS INTERNAL ASSESSMENT: 20 marks

Written Test : 20 marks

Duration of test : 1 hour

Third Component : Assignment / Quiz / Seminar / Project work, etc. (Any one only)

END SEMESTER EXAMINATION: 80 marks

QUESTION PAPER PATTERN:

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SOCIAL GEOGRAPHY

CODE: 24GE/CC/SG14

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 60

LEARNING OBJECTIVE:

1. Evaluate the social issues such as- racism, cast conflict, social distance.
2. Understand the causes of social inequality and their impact on society.

Unit 1: Evolution and relevance

(15hrs)

- 1.1 Emergence of Social Geography, meaning, scope
- 1.2 Significance of social geography
- 1.3 Approaches to study of social geography: Positivism, Marxism and post-structuralism
- 1.4 Social Geography as an applied branch of human geography

Unit 2: Space and Society

(15 hrs)

- 2.1 Concept of social space, social group, social structure, social differentiation, social diversity, and plurality
- 2.2 Social well-being and its indicators
- 2.3 Social segregation, Social Pathology, (caste division of India)
- 2.4 Social Action (Indian context)

Unit 3: Social problems and spatial inequalities

(15 hrs)

- 3.1 Patterns in developed and under developed countries
- 3.2 Social Space, Social exclusion and Social Justice
- 3.3 Social well-being of disadvantaged groups
- 3.4 Gender inequality and Social Change (Indian context)

Unit 4: Geographical basis of Social region Formation in India

(15 hrs)

- 4.1 Social diversity and spatial distribution: Tribes, Castes and Linguistic groups
- 4.2 Health care, Education and social security

- 4.3 Rural-urban divide, rural-urban interaction and social transformation
- 4.4 Public Policy and planning

BOOKS FOR REFERENCE:

1. Ahmad, Aijazuddin (1999). Social Geography. Rawat Publication. New Delhi.
2. De Blij, H. J. (1995). Human Geography. John Wiley and son. New York.
3. Dreze, Jean and Amartya Sen (1996). Economic Development and Social opportunity. Oxford University Press. New Delhi.
4. Dubey, S. C.(1991). Indian Society. National Book Trust. New Delhi.
5. Gregory, D and J. Larry, (Eds.) (1985). Social Relations and Spatial Structures. McMillan.
6. Haq, Mahbubul (1996). Reflections on Human Development. Oxford University Press. New Delhi.
7. Maloney, Clarence (1974). People of South Asia. Winston, New York.
8. Planning Commission, Government of India (1981). Report on Development of Tribal areas.
9. Rao, M. S. A. (1970). Urban Sociology in India. Orient Longman.
10. Schwartzberg Joseph (1978). An Historical Atlas of South Asia. University of Chicago Press. Chicago.
11. Sen, Amartya & Dreze, Jean (1996). Indian Development: Selected Regional Perspectives. Oxford University Press. New Delhi.
12. Smith, David (1977). Geography: A Welfare Approach. Edward Arnold. London.
13. Sopher, David (1980). An Exploration of India, Cornell University Press.
14. Subba, Rao (1958). Personality of India: Pre and Proto Historic foundation of India and Pakistan. Baroda.

SCHEME OF EVALUATION:

CONTINUOUS INTERNAL ASSESSMENT: 20 marks

Written Test : 20 marks

Duration of test : 1 hour

Third Component : Assignment / Quiz /Seminar / Project work, etc. (Any one only)

END SEMESTER EXAMINATION: 80 marks

QUESTION PAPER PATTERN:

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RESEARCH METHODOLOGY

CODE: 24GE/MC/RM14

CREDITS: 4

L T P: 0 0 8

TOTAL PRACTICAL HOURS: 120

OBJECTIVES: To equip students with the knowledge and skills to design and conduct research studies effectively.

Unit 1: Quantitative Techniques: Sampling and Data Collection, Descriptive Statistics / Inferential statistics (Correlation) **(30 hrs)**

Unit 2: Computer Application: Excel data analysis, SPSS, Spatial Analysis (ARCGIS, QGIS) **(30 hrs)**

Unit 3 : Review of Published Research: Physical Geography, Human Geography, Regional Planning - Biogeography **(30 hrs)**

Unit 4: Training and Field Work: Interaction on preparation of questionnaires and schedule, Pilot study report on the proposed theme, Seminar, Presentation and Discussion **(30 hrs)**

BOOKS FOR REFERENCE:

1. Corey, Stephen, M.(1954). Action Research to Improve School Practice. New York Bureau of Publication. Columbia University.
2. Beard, R., Bligh, D. and Harding, A. (1978). Research into Teaching Methods in Higher Education. Guildford: Society for Research into Higher Education.
3. Mackenzie, N., Eraut, M., and Jones, H. (1975). Teaching and Learning: An Introduction to New Methods and Resource in Higher Education, UNESCO and International Association of Universities, Paris
4. Siegal, S. (1956). Non-Parametric Statistics for the Behavioural Science. McGraw Hill. New York

5. Tuckman, B.W. (1978). Conducting Educational Research. Harcourt Brace Jovanovich, Inc. New York

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