

SETH ANANDRAM JAIPURIA COLLEGE

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KOLKATA - 700005

DEPARTMENT OF GEOGRAPHY

SUBJECT : B.A./B.SC. GEOGRAPHY GENERAL –GE/CC

(CBCS SYSTEM)

PROGRAMME OUTCOMES

PROGRAMME SPECIFIC OUTCOMES

COURSE OUTCOMES OF EACH SEMESTER

PROGRAMME OUTCOMES OF B.A./B.SC. GEOGRAPHY GENERAL–GE/CC , CBCS SYSTEM

GEOGRAPHY SPECIALIZES IN CHANGES IN SPATIAL ATTRIBUTES AND PATTERNS IN A TEMPORAL PERSPECTIVE. IT EMPHASISES ON SPATIAL STUDIES, BOTH QUALITATIVE AND QUANTITATIVE, AND EXPLORES MAN- ENVIRONMENT RELATIONSHIPS.

■ STUDENTS WILL ACQUIRE KNOWLEDGE OF EXOGENETIC AND ENDOGENETIC PROCESSES WHICH SHAPE OUR EARTH, THEIR SURFACE EXPRESSIONS, CHARACTERISTICS OF OUR BIOTIC AND ABIOTIC ENVIRONMENTS, WEATHER AND CLIMATE, GLOBAL HYDROLOGICAL CYCLE, OCEANOGRAPHY, AND THE ROLE OF PHYSICAL ENVIRONMENT ON HUMAN LIFE.

■ THE PROGRAMME GIVES INSIGHTS INTO GLOBAL HUMAN POPULATION CHARACTERISTICS, PATTERNS, DISTRIBUTION, AND IMPACT OF HUMAN ACTIVITIES ON THE ENVIRONMENT. THEY WILL LEARN ABOUT VARIOUS SECTORS OF THE ECONOMY AND THEIR CHANGING EMPHASIS IN THE SOCIETY.

■ STUDENTS WILL BE ABLE TO ANALYSE AND EXPLAIN, IN GEOGRAPHICAL TERMS , THE ROLE OF HUMAN BEINGS IN SOCIETY IN THE PAST, PRESENT, AND WILL BE ABLE TO PLAN FOR THE FUTURE.

■ STUDENTS WILL HAVE DETAILED UNDERSTANDING OF THE CORRELATION AMONGST NATURE, MAN, AND CULTURE TO FOSTER AND MAINTAIN SUSTAINABLE DEVELOPMENT.

■ STUDENTS WILL GAIN KNOWLEDGE ABOUT ANALYSIS, INTERPRETATION OF TOPOGRAPHICAL MAPS, WEATHER MAPS, AS WELL AS CONSTRUCTION OF GRAPHS, CARTOGRAMS, IDENTIFICATION OF ROCKS AND MINERALS, KNOWLEDGE OF SURVEYING, ALL OF WHICH WILL HELP THEM IN RESEARCH WORK AND PROJECTS. THEY WILL LEARN ABOUT SPECIAL TOPICS UNDER SKILL ENHANCEMENT COURSE DISTRIBUTION CAN FORM THE BASIS OF THEIR RESEARCH WORK.

■ THE UNDERSTANDING OF PHYSICAL, ENVIRONMENTAL, HUMAN, AND ECONOMIC PROCESSES WILL HELP THE STUDENTS TO DEVELOP RESEARCH TOPICS , AND CRITICALLY ANALYZE QUALITATIVE AND QUANTITATIVE INFORMATION AND DATA TO ANSWER RESEARCH QUESTIONS.

■ THE DIVERSE NATURE OF THE PROGRAMME WILL ENABLE THE STUDENTS TO BE BETTER EQUIPPED FOR COMPETITIVE EXAMINATIONS, EMPLOYMENT, AND HIGHER STUDIES.

■ AFTER COMPLETING THE COURSE, STUDENTS WILL BE ABLE PREPARED TO PURSUE PROFESSIONAL CAREERS IN GEOGRAPHY AND ALLIED DISCIPLINES LIKE GIS, REMOTE SENSING, THEMATIC MAPPING.

PROGRAMME SPECIFIC OUTCOMES OF B.A./B.SC. GEOGRAPHY GENERAL- GE/CC (CBCS SYSTEM)

■ STUDENTS WILL GAIN DETAILED KNOWLEDGE OF PHYSICAL GEOGRAPHY IN THE FIRST SEMESTER, ENVIRONMENTAL GEOGRAPHY IN THE SECOND SEMESTER, HUMAN GEOGRAPHY IN THIRD SEMESTER, CARTOGRAPHY IN FOURTH SEMESTER, POPULATION GEOGRAPHY, COASTAL MANAGEMENT, RURAL DEVELOPMENT IN THE FIFTH AND SIXTH SEMESTERS, BOTH THEORY AND PRACTICAL.

■ STUDENTS WILL BE ABLE TO CORRELATE THE RELATIONSHIP BETWEEN PHYSICAL GEOGRAPHY AND HUMAN GEOGRAPHY, AND CAN APPLY THE KNOWLEDGE IN THEIR PRACTICAL AND PROFESSIONAL LIVES.

■ STUDENTS WILL BE ABLE TO CONDUCT PROJECTS , FIELD SURVEYS, AND RESEARCH WORK ON VARIOUS SECTORS OF GEOGRAPHY, AND WILL BE ABLE TO SUGGEST MEASURES TO SOLVE PROBLEMS RELATED TO THEIR OUTCOMES.

■ STUDENTS WILL BE ABLE TO APPLY VARIOUS GEOGRAPHICAL INSTRUMENTS, SUCH AS SIX'S MAXIMUM AND MINIMUM THERMOMETER, BAROMETER, PRISMATIC COMPASS, DUMPY LEVEL, POCKET STEREOSCOPE, ROTAMETER, HYGROMETER IN SURVEYS, PROJECTS AND RESEARCH WORK. THIS WILL HELP THEM TO COLLECT PRIMARY DATA .

■ STUDENTS WILL HAVE DETAILED UNDERSTANDING OF ROCKS AND MINERALS, WEATHER MAPS, TOPOGRAPHICAL MAPS, SOIL TERNARY DIAGRAM, VARIOUS GEOGRAPHICAL TECHNIQUES LIKE PROPORTIONAL CIRCLES AND SQUARES, ISOPLETH MAPS AND CHOROPLETH MAPS, MSP PROJECTIONS, MAP SCALE, NEAREST NEIGHBOUR ANALYSIS, LOCATION QUOTIENT, ALL OF WHICH WILL BE OF IMMENSE VALUE IN THEIR PROFESSIONAL LIVES.

■ STUDENTS WILL BE WELL EQUIPPED TO PREPARE CARTOGRAMS , THEMATIC MAPS, AERIAL PHOTO AND SATELLITE IMAGERY OVERLAYS . THESE TOPICS ARE IMPORTANT COMPONENTS OF THE DIGITAL WORLD AND KNOWLEDGE ABOUT THESE COMPONENTS WILL FAVOUR THE STUDENTS IN THEIR PROFESSIONAL LIVES .

COURSE OUTCOMES OF B.A./B.SC. GEOGRAPHY GENERAL - GE/CC (CBCS SYSTEM)

SEMESTER I: PHYSICAL GEOGRAPHY(FOR BOTH GE AND CC STUDENTS)

(GE/CC-1)

SYLLABUS:

THEORY : UNIT 1 : GEOTECTONICS

UNIT II : GEOMORPHOLOGY

UNIT III : HYDROLOGY

UNIT IV : OCEANOGRAPHY

PRACTICAL: 1. MEGASCOPIC IDENTIFICATION OF MINERAL SAMPLES

2. MEGASCOPIC IDENTIFICATION OF ROCK SAMPLES

3. EXTRACTION OF PHYSICAL INFORMATION FROM SURVEY OF INDIA TOPOGRAPHICAL MAP OF PLATEAU REGION (R.F. 1 : 50,000)

4. EXTRACTION OF DRAINAGE INFORMATION FROM SURVEY OF INDIA TOPOGRAPHICAL MAP OF PLATEAU REGION (R.F. 1 : 50,000)

5. VIVA VOCE BASED ON LABORATORY NOTE BOOK

COURSE OUTCOMES OF SEMESTER I – PHYSICAL GEOGRAPHY:

- □ STUDENTS ARE INTRODUCED TO THE GENERAL CONCEPTS OF THE PHYSICAL ENVIRONMENT OF THE EARTH .
- □ THE COURSE PROVIDES CRUCIAL INFORMATION ABOUT THE ORIGIN AND FUNCTIONING OF OUR EARTH, WHICH CREATES INTEREST IN THE STUDENT TO KNOW MORE ABOUT OUR EARTH.
- □ THE PRACTICAL PART OF THE COURSE PROVIDES HANDS-ON INFORMATION ABOUT ROCKS AND MINERALS AND SURVEY OF INDIA TOPOGRAPHICAL MAPS, WHICH IS VALUABLE FOR STUDENTS FOR ANALYZING THE PHYSICAL ENVIRONMENT SURROUNDING THEM. IT ALSO CREATES CONFIDENCE IN THEM TO IDENTIFY ROCKS AND MINERALS WHENEVER NECESSARY.

SEMESTER II : ENVIRONMENTAL GEOGRAPHY (FOR BOTH GE AND CC STUDENTS)

(GE/CC-2)

SYLLABUS :

THEORY : UNIT I : CLIMATOLOGY

UNIT II : SOIL GEOGRAPHY

UNIT III : BIOGEOGRAPHY

PRACTICAL: 1. INTERPRETATION OF A DAILY WEATHER MAP OF INDIA

2. CONSTRUCTION AND INTERPRETATION OF HYETROGRAPH AND CLIMOGRAPH

3. DETERMINATION OF SOIL TYPE BY TERNARY DIAGRAM

4. PREPARATION OF PEOPLE'S BIODIVERSITY REGISTER

5. VIVA VOCE BASED ON LABORATORY NOTE BOOK

COURSE OUTCOMES OF SEMESTER II – ENVIRONMENTAL GEOGRAPHY :

- □ THE STUDENT IS INTRODUCED TO THE BASIC CONCEPTS OF CLIMATE, SOIL, AND ECOSYSTEM.
- □ THE STUDENT LEARNS IN DETAILS THE SIGNIFICANCE OF WEATHER ELEMENTS, SOIL TYPES, AND BIODIVERSITY SURROUNDING US.
- □ THE COURSE PROVIDES INSIGHTS INTO THE ORIGIN OF MONSOON WINDS, TROPICAL CYCLONES, THEIR CHARACTERISTICS, WHICH MAKES THE STUDENT AWARE OF THE ROLE THESE WINDS PLAY IN OUR LIVES.
- □ DETAILED STUDY OF SOIL AND BIOSPHERE MAKES THE STUDENT AWARE HOW PRECIOUS THESE RESOURCES ARE, AND CREATES A SENSE OF RESPONSIBILITY TOWARDS CONSERVING THESE RESOURCES.
- □ THE STUDY OF INDIAN DAILY WEATHER MAP PREPARES THE STUDENT TO MAKE GENERAL WEATHER FORECASTS BEFORE THEY PLAN A LONG OUTING.
- □ HYETROGRAPH AND CLIMOGRAPH ARE PRACTICAL TOOLS WHICH PROVIDE INFORMATION ABOUT THE CLIMATIC VARIETY EXISTING ON OUR EARTH.
- THE COURSE INCLUDES FIELD TRIP, ON THE BASIS OF WHICH A PEOPLE'S BIODIVERSITY REGISTER IS PREPARED. FIELD TRIPS ARE ESSENTIAL PARTS OF GEOGRAPHY. SUCH TRIPS GIVE FIRST HAND KNOWLEDGE ABOUT THE STUDY AREA AND ITS ENVIRONMENT, AND ALSO CREATES A CLOSE BOND BETWEEN TEACHERS AND STUDENTS.

SEMESTER III : HUMAN GEOGRAPHY (FOR BOTH GE AND CC STUDENTS)

(GE/CC-3)

SYLLABUS :

THEORY : UNIT I : ECONOMIC GEOGRAPHY

UNIT II : SOCIAL GEOGRAPHY

UNIT III : CULTURAL GEOGRAPHY

PRACTICAL: 1. STATE-WISE VARIATION IN OCCUPATIONAL STRUCTURE BY PROPORTIONAL DIVIDED CIRCLES

2. TIME SERIES ANALYSIS OF INDUSTRIAL PRODUCTION USING ANY TWO MANUFACTURED GOODS FROM INDIA

3. MEASURING ARITHMETIC GROWTH RATE OF POPULATION COMPARING TWO DATASETS

4. NEAREST NEIGHBOUR ANALYSIS: RURAL EXAMPLE FROM SURVEY OF INDIA 1:50000 TOPOGRAPHICAL MAPS

5. VIVA VOCE BASED ON LABORATORY NOTE BOOK

COURSE OUTCOMES OF SEMESTER III – HUMAN GEOGRAPHY:

- □ THE COURSE INTRODUCES STUDENTS TO IMPORTANT ECONOMIC, SOCIAL, AND CULTURAL CONCEPTS IN GEOGRAPHY, WHICH HELP TO UNDERSTAND THE HUMAN ASPECTS OF GEOGRAPHICAL LANDSCAPE.
- □ THE COURSE PROVIDES DETAILED INFORMATION ON FARMING TYPES, AGRICULTURAL AND INDUSTRIAL LOCATION THEORIES, CULTURAL LANDSCAPE, MIGRATION, POPULATION CHARACTERISTICS IN GENERAL AND WITH REFERENCE TO INDIA. STUDENTS LEARN ABOUT THE HUMAN ASPECTS OF GEOGRAPHY, WHICH THEY CAN USE DURING DEBATES AND DISCUSSIONS.
- □ THE STUDENT LEARNS IN DETAILS ABOUT SOME CONTEMPORARY SOCIAL ISSUES, LIKE ILLITERACY, GENDER DISCRIMINATION, POPULATION EXPLOSION, UNEMPLOYMENT, AND THE MEASURES UNDERTAKEN TO ADDRESS THEM.
- □ THE PRACTICAL PART OF THE COURSE IS CALCULATION BASED, ALONG WITH DRAWING COUNTERPARTS. THE STUDENT IS INTRODUCED TO BASIC CONCEPTS OF CARTOGRAPHY AND GRAPH MAKING, BASED ON THE CALCULATIONS.

SEMESTER IV : CARTOGRAPHY (FOR BOTH GE AND CC STUDENTS)

(GE/CC-4)

SYLLABUS:

THEORY : UNIT I : SCALE AND PROJECTIONS

UNIT II : TOPOGRAPHICAL AND THEMATIC MAPS

UNIT III : REMOTE SENSING AND GEOGRAPHICAL INFORMATION SYSTEM

UNIT IV : SURVEYING

PRACTICAL : 1. GRAPHICAL CONSTRUCTION OF SCALE : PLAIN AND COMPARATIVE

2. CONSTRUCTION OF PROJECTIONS: SIMPLE CONICAL WITH ONE STANDARD PARALLEL, CYLINDRICAL EQUAL AREA, POLAR ZENITHAL STEREOGRAPHIC

3. CONSTRUCTION OF THEMATIC MAPS : PROPORTIONAL SQUARES, PROPORTIONAL CIRCLES, CHOROPLETH AND ISOPLETH MAPS

4. PREPARATION OF ANNOTATED THEMATIC OVERLAYS FROM STANDARD SATELLITE FCCs OF 1:50000

5. VIVA VOCE BASED ON LABORATORY NOTE BOOK

COURSE OUTCOMES OF SEMESTER IV – CARTOGRAPHY :

- □ THE COURSE PROVIDES INSIGHTS INTO THE CARTOGRAPHIC TECHNIQUES USED IN GEOGRAPHY, AND IS VERY USEFUL FOR VISUAL REPRESENTATION OF QUANTITATIVE DATA.
- □ THE STUDENT LEARNS ABOUT THE CONCEPTS OF MAP PROJECTION, BOTH THE THEORETICAL PART AND THE PRACTICAL PART. THIS KNOWLEDGE ABOUT MAP PROJECTIONS CAN BE USED BY THEM FOR ACCURATE LOCATION OF PLACES ON A MAP.
- □ REMOTE SENSING AND GEOGRAPHICAL INFORMATION SYSTEM, WHICH ARE AN IMPORTANT PART OF DIGITAL LIFE, IS A PART OF THIS COURSE. SUCH KNOWLEDGE OF ACQUISITION, PROCESSING AND PRESENTATION OF REMOTELY SENSED DATA FROM AIRCRAFTS AND SATELLITES BENEFITS THE STUDENT IN USING GIS IN THEIR DAILY LIFE.
- □ THE STUDENTS LEARN ABOUT SATELLITE IMAGERIES, AND CONSTRUCTION AND INTERPRETATION OF THEMATIC OVERLAYS FROM THEM. SUCH INFORMATION ENABLES THEM TO UNDERSTAND THE IMPORTANCE OF SATELLITE IMAGERIES.

SEMESTER IV : SEC-B1 – RURAL DEVELOPMENT– THEORY ONLY (ONLY FORCC STUDENTS - B.A. GENERAL STUDENTS)

SYLLABUS:

THEORY : 1. RURAL DEVELOPMENT : CONCEPT,BASIC ELEMENTS, MEASURING THE LEVELS OF RURAL DEVELOPMENT

2. PARADIGMS OF RURAL DEVELOPMENT: CUMULATIVE CAUSATION MODEL, CORE- PERIPHERY MODEL, GANDHIAN APPROACH TO RURAL DEVELOPMENT

3. AREA BASED APPROACH TO RURAL DEVELOPMENT: DROUGHT PRONE AREA PROGRAMME, PMGSY,SJSY,MGNREGA, JAN DHAN YOJANA

4. RURAL GOVERNANCE : PANCHAYATI RAJ SYSTEM, RURAL DEVELOPMENT POLICIES AND PROGRAMMES IN INDIA – AN OVERVIEW

COURSE OUTCOMES OF SEMESTER IV SEC-B1- RURAL DEVELOPMENT :

- THIS COURSE PROVIDES INSIGHTS ON RURAL DEVELOPMENT, ITS CONCEPT, NECESSITY, AND MEASUREMENT.

- □ STUDENTS LEARN ABOUT THE DIFFERENT APPROACHES TO RURAL DEVELOPMENT, SOME OF THEM ADOPTED IN FIVE YEAR PLANS BY THE GOVERNMENT OF INDIA. THIS HELPS THEM DRAW A MENTAL PICTURE OF THE RURAL PLANNING POLICIES ADOPTED IN INDEPENDENT INDIA.

- □ THIS SEC COURSE ON RURAL DEVELOPMENT UPDATES KNOWLEDGE OF THE STUDENTS REGARDING THE VARIOUS PLANNING PROGRAMMES ADOPTED IN RURAL INDIA SINCE INDEPENDENCE.

- □ THE STUDENTS ARE MADE AWARE OF THE STRUCTURE AND FUNCTIONING OF RURAL GOVERNANCE IN INDIA. THIS HELPS THEM UNDERSTAND THE IMPORTANCE AND FUNCTIONING OF LOCAL GOVERNANCE AND THEIR ROLE IN IMPLEMENTATION OF RURAL PROGRAMMES AND POLICIES.

SEMESTER V : DSE-A1- REGIONAL DEVELOPMENT (ONLY FOR CC STUDENTS – B.A. GENERAL STUDENTS)

SYLLABUS:

THEORY : 1. DEFINITION OF REGION, TYPES AND NEED FOR REGIONAL PLANNING

2. CHOICE OF A REGION FOR PLANNING; CHARACTERISTICS OF AN IDEAL PLANNING REGION;
DELINEATION OF PLANNING REGION

3. REGIONALISATION OF INDIA FOR PLANNING (AGRO-ECOLOGICAL ZONES)

4. STRATEGIES/MODELS FOR REGIONAL PLANNING : GROWTH POLE MODEL OF PERROUX

5. GROWTH CENTRE MODEL IN INDIAN CONTEXT; CONCEPT OF VILLAGE CLUSTER

6. PROBLEM REGIONS AND REGIONAL PLANNING; BACKWARD REGIONS AND REGIONAL PLANS; SPECIAL
AREA DEVELOPMENT PLANS IN INDIA; DVC – SUCCESS AND FAILURES

7. CHANGING CONCEPT OF DEVELOPMENT AND UNDER DEVELOPMENT; EFFICIENCY-EQUITY DEBATE

8. INDICATORS OF DEVELOPMENT: ECONOMIC, SOCIAL, AND ENVIRONMENTAL. CONCEPT OF HUMAN
DEVELOPMENT

9. REGIONAL DEVELOPMENT IN INDIA, REGIONAL INEQUALITY, DISPARITY AND DIVERSITY

10. DEVELOPMENT AND REGIONAL DISPARITIES IN INDIA SINCE INDEPENDENCE : DISPARITIES IN
AGRICULTURAL DEVELOPMENT

11. DEVELOPMENT AND REGIONAL DISPARITIES IN INDIA SINCE INDEPENDENCE : DISPARITIES IN
INDUSTRIAL DEVELOPMENT

12. DEVELOPMENT AND REGIONAL DISPARITIES IN INDIA SINCE INDEPENDENCE: DISPARITIES IN HUMAN
RESOURCE DEVELOPMENT IN TERMS OF EDUCATION AND HEALTH

PRACTICAL: 1. DELINEATION OF REGIONS ACCORDING TO GIVEN CRITERIA USING WEAVER'S METHOD

2. DETERMINATION OF SPHERE OF INFLUENCE BY GRAVITY MODEL

3. MEASUREMENT OF INEQUALITY BY LORENZ CURVE AND LOCATION QUOTIENT

4. PREPARATION OF Z SCORE AND COMPOSITE INDEX FROM SUITABLE DATA

5. VIVA VOCE BASED ON LABORATORY NOTE BOOK

COURSE OUTCOMES OF SEMESTER V DSE-A1- REGIONAL DEVELOPMENT:

■ REGIONAL PLANNING IS AN EMERGING SUBJECT OF VITAL IMPORTANCE AND DETAILED UNDERSTANDING OF THE TOPIC WILL BENEFIT THE STUDENTS IN THEIR FIELD OF SPECIALIZATION, BOTH IN THEORY AND PRACTICAL.

■ SUCH KNOWLEDGE IS ALSO CRUCIAL FOR UNDERSTANDING REGIONAL INEQUALITIES PREVAILING IN INDIA AND ON A GLOBAL LEVEL.

■ STUDENTS CAN ANALYSE REGIONAL PLANNING MODELS AND PROVIDE INFORMATION AND SUGGEST SOLUTIONS RELATED TO REGIONAL PLANNING AND DEVELOPMENT PROBLEMS IN THEIR FIELDS OF STUDY.

■ STUDENTS WILL BE ABLE TO APPLY VARIOUS GEOGRAPHICAL TECHNIQUES TO ASSESS REGIONAL PLANNING

■ STUDENTS WILL BE ABLE TO IDENTIFY PROBLEM AREAS RELATED TO REGIONAL PLANNING, AND PROVIDE MEANINGFUL SOLUTIONS.

■STUDENTS CAN APPLY GEOGRAPHICAL TECHNIQUES OF REGIONAL PLANNING IN THEIR PROFESSIONAL FIELDS OF WORK. WEAVER'S METHOD, GRAVITY MODEL, LOCATION QUOTIENT, LORENZ CURVE, Z SCORE , COMPOSITE INDEX ARE WIDELY USED IN FIELDS OF STUDY OF REGIONAL PLANNING.

SEMESTER V : SEC-A1 –COASTAL MANAGEMENT- THEORY ONLY (ONLY FOR CC STUDENTS- B.A. GENERAL STUDENTS)

SYLLABUS:

THEORY :1. COMPONENT OF A COASTAL ZONE. COASTAL MORPHODYNAMIC VARIABLES AND THEIR ROLE IN THE EVOLUTION OF COASTAL FORMS

2. ENVIRONMENTAL IMPACTS AND MANAGEMENT OF MINING, OIL EXPLORATION, SALT MANUFACTURING, LAND RECLAMATION, AND TOURISM

3. COASTAL HAZARDS AND THEIR MANAGEMENT USING STRUCTURAL AND NON-STRUCTURAL MEASURES: EROSION, FLOODS, SAND ENCROACHMENT, DUNE DEGENERATION, ESTUARINE SEDIMENTATION, AND POLLUTION

4. PRINCIPLES OF COASTAL ZONE MANAGEMENT. EXCLUSIVE ECONOMIC ZONE AND COASTAL REGULATION ZONES WITH REFERENCE TO INDIA

COURSE OUTCOMES OF SEMESTER V SEC-A1- COASTAL MANAGEMENT:

- THE COURSE OUTCOMES OF SEC -A1 ARE RELATED TO THE DETAILED UNDERSTANDING OF COASTAL ZONE MORPHOLOGY AND MANAGEMENT STRUCTURE. SINCE OUR STATE AS WELL AS OUR COUNTRY HAS A VAST COASTLINE, SUCH KNOWLEDGE CAN BE USED TO MANAGE COASTAL ZONE MORPHOLOGY
- IT ALSO CREATES AWARENESS REGARDING PRESERVATION OF COASTAL RESOURCES AND ENVIRONMENT. COASTAL ZONE PRESERVATION DEPENDS ON ITS RELATION WITH THE ENVIRONMENT AND HENCE A THOROUGH UNDERSTANDING OF THE ACTIVITIES AFFECTING THE SAME PROVIDES AN INSIGHT INTO THE IMPORTANCE OF COASTAL ENVIRONMENT AND THE NEED TO PRESERVE THEM.
- THIS COURSE EXPLAINS TO THE STUDENTS HOW THE COASTAL AREAS ARE SAFEGUARDED FROM COASTAL HAZARDS AND THEIR APPROACHES. STUDENTS GET AWARE ABOUT COASTAL ZONE PRESERVATION TECHNIQUES AND HOW THEY ARE APPLIED.
- STUDENTS ARE INTRODUCED TO COASTAL ZONE MANAGEMENT AND ENVIRONMENTAL AND ECONOMIC REGULATORY ZONES WITH REFERENCE TO INDIA. STUDENTS ARE UPDATED ON THE PRINCIPLES CURRENTLY ADOPTED BY THE GOVERNMENT TO PROTECT COASTAL ZONES AS WELL AS THEIR STRUCTURE AND PROCESS. STUDENTS AT THE END OF THIS LESSON ARE ABLE TO IDENTIFY COASTAL ISSUES AND HOW TO MITIGATE THEM.

**SEMESTER VI – DSE-B2- POPULATION GEOGRAPHY (ONLY FORCCSTUDENTS – B.A.
GENERAL STUDENTS)**

SYLLABUS:

THEORY: UNIT 1: POPULATION DYNAMICS

UNIT II: POPULATION AND DEVELOPMENT

PRACTICAL: 1. POPULATION PROJECTION BY ARITHMETIC METHOD

2. POPULATION DENSITY MAPPING : STATE-WISE FOR INDIA

3. ANALYSIS OF WORK PARTICIPATION RATE: TOTAL AND GENDER-WISE FOR INDIA

4. ANALYSIS OF OCCUPATIONAL STRUCTURE BY DOMINANT AND DISTINCTIVE FUNCTIONS:
DISTRICTS OF WEST BENGAL

5. VIVA VOCE BASED ON LABORATORY NOTE BOOK

COURSE OUTCOMES OF SEMESTER VI – DSE- B2 – POPULATION GEOGRAPHY

POPULATION GEOGRAPHY IS A CONSTANTLY EVOLVING BRANCH OF GEOGRAPHY. POPULATION DYNAMICS DIFFER ACCORDING TO THE RATE OF DEVELOPMENT OF A COUNTRY. STUDY OF POPULATION GEOGRAPHY WILL ENABLE THE STUDENTS TO KNOW, ANALYSE CONTEMPORARY POPULATION ISSUES.

■ STUDENTS WILL UNDERSTAND THE ILL EFFECTS OF OVER POPULATION AND UNDER POPULATION, AND SUGGEST MEASURES TO COMBAT SUCH ADVERSE EFFECTS

■ SUCH KNOWLEDGE WILL ALSO MAKE THE STUDENTS AWARE OF CONTEMPORARY POPULATION PROBLEMS IN INDIA, AND HELP THEM TO BE RESPONSIBLE CITIZENS.

■ STUDENTS CAN APPLY THE PRACTICAL TECHNIQUES OF POPULATION ANALYSIS IN THEIR FIELD OF SPECIALIZATION AND WORK.

■ STUDENTS WILL BE ABLE TO IDENTIFY POPULATION RESOURCE AREAS AS WELL AS POPULATION PROBLEM AREAS.

■ THE PRACTICAL PART WILL EQUIP THEM TO MAKE POPULATION PROJECTIONS, DRAW AND INTERPRET POPULATION DENSITY ZONES, CALCULATE, AND INTERPRET WORK PARTICIPATION RATE, AND OCCUPATIONAL STRUCTURE OF POPULATION.
