

1.3.2 Number of value-added courses for imparting transferable and life skills offered during the year

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1	Number of students enrolled in the year 2021-22	2
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Atul
 Chairman
 Department of Geography
 M.P. University, Shimla-5

Department of Geography
Himachal Pradesh University, Shimla – 05

Number of students enrolled in the year 2021-2022

Period	Course Name	Number of Students Enrolled
2020-21	M.Sc. Ist Sem.	40
	M.Sc. IIIrd Sem.	33

Syllabus Copy
M.A./ M.SC. (GEOGRAPHY)
SCHEME OF EXAMINATIONS
(July 2018 Onwards)

Semester and Course No.	Nomenclature	Max. Marks	Hours of Teaching per week
SEMESTER I			
GEOG-101	Geomorphology	100	6 Hours
GEOG-102	Climatology	100	6 Hours
GEOG-103	Human Geography	100	6 Hours
GEOG-104	Cartography	100	12 Hours
SEMESTER-II			
GEOG-201	Economic Geography	100	6 Hours
GEOG-202	Population Geography	100	6 Hours
GEOG-203	Bio-geography	100	6 Hours
GEOG-204	Fundamentals of Geographical Information System (GIS)	100	12 Hours
SEMESTER-III			
GEOG-301	Regional Planning	100	6 Hours
GEOG-302	Quantitative Techniques in Geography	100	6 Hours
GEOG-303	History of Geographical Thought	100	6 Hours
GEOG-304	Field Survey	100	12 Hours
SEMESTER-IV			
GEOG-401	Geography of Himachal Pradesh	100	6 Hours
GEOG-402	Cultural Geography	100	6 Hours
GEOG-403	Geography of Social Well-being	100	6 Hours
GEOG-404	Fundamentals of Remote Sensing	100	12 Hours
	Total	1600	120 Hours

COURSE –III: HUMAN GEOGRAPHY

Max. Marks: 100

UNIT-I

Human Geography: Changing Scales of Experience

- Human Geography versus Human Ecology, Subject Matter of Human Geography, Human Geography through the corridors of time.
- Pre capitalist world: A classification of Human Societies; Defining capitalism, organized capitalism and its salient features, disorganisation of capitalism.

UNIT-II

Urbanism, Globalization and Changing Culture

- Defining Urban area: Town and City, Origin and Growth of Urbanization in India.
- Concept of Globalization, Cultural globalization, Impact of globalization on Indian culture.

UNIT-III

Population and Food Supply

- Population Growth and Food Supply, Demographic transition model and Emergence of second demographic transition, Population Ageing and development

UNIT-IV

Geopolitical Traditions and States

- Organic Theory of State, German Geopolitics, Heartland and Rimland Theories, Concept of State, Nation and Nation-States, Concept of Boundaries, their classification and Frontiers.

UNIT-V

Uneven Global Development and Sustainability

- Geography and Third world Development, Conceptions of Development-the Modernization and Dependency Schools
- Sustainable Development and environmental sustainability with reference to India.

Notes for paper setter and students

- i) Maximum marks for the course paper would be 100 and pass marks would be 40% in written examination. The pass marks in internal assessment will also be 40%.
- ii) 100 marks for the course would be divided as follows:

(a)	Written examination	80 marks
(b)	Internal assessment	20 marks
- iii) Written examination would be of 3 hours duration and would be conducted in the university. The question paper for the written examination shall be set by the external examiner as per the university norms.

- iv) Internal assessment marks would be given by the course teacher on the basis of lecture attendance (5 marks) and classroom performance (15 marks). The marks in the classroom attendance would be given in the following manner: (upto 75% : Nil; 75 80% : 1; 81-85% : 2; 86-90% : 3; 91-95 : 4 and above 95 : 5). The classroom performance of the students would be assessed by the course teacher on the basis of performance in class room test(s)/ seminar(s)/ class room assignment(s) as per the choice of the course teacher.
- v) The paper would be set from the syllabus covering the full content. The question paper in this course will be divided into two parts. Part-1 will be compulsory and consist of 10 short answer type questions covering full syllabus and carrying 2 marks each. Part II will consist of 10 descriptive(long answer type) questions, two from each unit are to be framed, out of which candidates will have to attempt five questions selecting one from each unit. Each question carries 12 marks.

Books Recommended:

- Bergwan, Edward E (1995). Human Geography: Culture, Connections and Landscape, Prentice-Hall, New Jersey.
- Carr, M. (1987). Patterns, Process and Change in Human Geography. MacMillan Education, London.
- Cloke, P., Crang, P. and Goodwin, M (1999). Introducing Human Geographies. Arnold, London.
- Daniels, P., Bradshaw, M., Shaw, D and Sidaway, J. (2001). Human Geography: Issues for the 21st Century. Pearson, Delhi.
- DeBlij H.J. (1996). Human Geography, Culture, Society and Space. John Wiley, New York.
- Fellmah, J.L. (1997). Human Geography- Landscapes of Human Activities. Brown and Benchman Pub., U.S.A.
- Johnston, R.J. (1994). Dictionary of Human Geography. Balckwell, Oxford.
- Majid Husain. (2002). Human Geography. Rawat Publications.
- McBride, P.J.(1996). Human Geography Systems, Patterns and Change. Nelson, U.K. and Canada.
- Michael, Can (1997). New Patterns: Process and Change in Human Geography, Nelson.
- Potter, Rob, Dennis Conway, Ruth Evans and Sally Lloyd Evans (2012). Key Concepts in Development Geography. Sage Publications, London and New Delhi

Course-XV: Geography of Social Well-being

Max Marks: 100

Unit-I**Social Well Being, Human Development and Quality of Life**

Meanings of development, Concept of social well-being, Measuring development as human development: The Human Development Index- Concept and measurement.

Quality of Life: Concept and measurement, the origins and nature of the sustainable development goals (SDGs).

Education as Factor in Social Well Being

Indicators of educational development in India and their data sources, □ □ Historical development of education in India: Education Policies in India and State wise patterns of total literacy in India (1991 and 2011 census years).

Unit-III**Health and sanitation as Factor in Social Well Being**

Indicators of health development in India and their data sources, current scenario of undernourished children in India, Dynamics and state wise patterns of sanitation (toilet provisions) in India (1991 and 2011).

Unit-IV**Poverty as Expression of Poor State of Social Well Being**

Poverty: Concept and measurement (UNDP and Indian Perspectives), Causes of poverty in

India, Current pattern (statewise) of poverty in India

Concept of BPL households and their current State wise pattern in India **Unit-V**

Food Security and Public Distribution System

Concept of food security, Indicators of food security, Public distribution system as a tool to ensure food security in India, Major challenges of food security in India.

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- ii) 100 marks for the course would be divided as follows:
 - (a) Written examination 80 marks
 - (b) Internal assessment 20 marks
- iii) Written examination would be of 3 hours duration and would be conducted in the university. The question paper for the written examination shall be set by the external examiner as per the university norms.

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Suggested Readings:

Coates, B.E., R.J. Johnston and P.L. Knox (1977). Geography and Inequality, Oxford University Press, London.

D.M. Smith (1977).Where the Grass is Greener: Geographical Perspectives on Inequality, Penguin, Haemonds worth.

D.M.Smith (1973). The Geography of Social Well-being in the United States. McGraw-Hill, New York.

David M.Smith (1977). Human Geography: A Welfare Approach, Arnold Heinemann.

Draze, Jean and Amartaya Sen (2002). India: Development and Participation, OUP, New Delhi.

Dreze Jean and Amartya Sen (1996).Economic Development and Social Opportunity, Oxford University Press, New Delhi.

National Nutrition Monitoring Bureau (2000).Dynamic Database on Diet and Nutrition, National Institute & Nutrition, Hyderabad.

Planning Commission of India Reports.

Sen, Amartya & Drze Jean (1966). Indian Development: Selected Regional Perspectives, Oxford University Press.

Uma Kapila (2007). India's Economic Development Since 1947(ed). Academic Foundation.