

Appendix-33
Resolution No. 27 {27-1 (27-1-5)}

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DEPARTMENT OF GEOGRAPHY
SEMESTER- VI

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SEMESTER-VI

DISCIPLINE SPECIFIC CORE COURSE – REGIONAL GEOGRAPHY OF INDIA (DSC 16)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
REGIONAL GEOGRAPHY OF INDIA	4	3	1	0	Class 12th	NIL

Learning Objectives:

- To introduce the regional dimensions of physiography, climate, soils and vegetation of India
- To show variations in resource base and population dynamics
- To understand the regionalization of India on the basis of different geographical parameters

Learning Outcomes:

- After completing this course students will be able to understand the regional diversity of India in terms of physiography, climate, resources and demography
- Students will be able to understand the basis of regionalization of India based on physiographic, economic and socio cultural factors

Course Outline

UNIT 1: Physical Setting: (9 hrs)

- Major Physiographic Divisions, Climate, Drainage Basins(Peninsular and Extra Peninsular).

UNIT 2: Natural Resources: (9 hrs)

- Soil, Natural Vegetation, Mineral (Iron Ore), andRenewable Energy Resources.

UNIT 3: Population: (9 hrs)

- Growth, Distribution and Density, Population Composition (Sex, Age and Literacy).

UNIT 4: Economy: (9 hrs)

- Agriculture (Rice and Wheat); Industries (Automobile industry and Information Technology), Development of diversified transport network.

UNIT 5: Regionalisation of India: (9 hrs)

- Physiographic (R.L. Singh), Social-cultural (Sopher) and Economic (P. Sen Gupta)

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total : 45 hours

Essential Readings

- Singh, R.L. (ed.) (1971) India: A Regional Geography, National Geographical Society of India, Varanasi.
- Sopher, David E. (1980) An Exploration of India: Geographical Perspectives on Society and Culture, Cornell University Press, Ithaca, New York.
- Gupta, P. Sen and Galina Sdasyuk (1967) Economic Regionalisation of India: Problems and Approaches, Census of India (1961); Monography Series – 1(8).

Suggested Readings

- Saroha, J and Singh, S. (2022) Geography of India, Pearson India Education Services, Noida.
- Sharma, T.C. (2013) Economic Geography of India, Rawat Publication, Jaipur.
- Majid, H. (2020) Geography of India, McGraw Hill Education (India) Private Ltd.
- Tiwari, R. C. (2019) Geography of India. Pravalika Publication, Allahabad.
- Khullar, D.R. (2020) India – A Comprehensive Geography, Kalyani Publishers, Ludhiana.
- Gopal Krishan (2017) The Vitality of India: A Regional Perspective, Rawat Publication, Jaipur.
- Singh, Gopal (2010) Geography of India, Atma Ram and Sons.

Hindi

- Tiwari, R. C. (2019) *Bharat ka Bhugol*, Pravalika Publication, Allahabad.
- Singh, S. and Saroha, J. (2019) *Bharat ka Bhugol*, CL Media (P) Ltd, New Delhi.
- Mamoria, C. B. and Mishra, J. P. (2021) *Bharat ka Bhugol*, Sahitya Bhawan Publication, Agra.

DISCIPLINE SPECIFIC CORE COURSE – EVOLUTION OF GEOGRAPHICAL THOUGHT (DSC 17)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
EVOLUTION OF GEOGRAPHICAL THOUGHT	4	3	1	0	Class 12th	NIL

Learning Objectives:

- The course aims to present an overview of the evolution of the discipline.
- The course will introduce students to the multi paradigmic nature of geography as a discipline, key debates and emergence of modern geography

Learning Outcomes:

- On transacting this core course the students will be able to grasp the interdisciplinary focus of Geography
- Students will be able to identify the key debates that have shaped the subject
- Students will be well acquainted with the changing paradigms in Geography and the emergence of modern geography

Course Outline

Unit-1: Pre-Modern: Foundations of Geography: (9 hrs)

- Greek and Roman School, Arab School, Contributions of Chinese travellers, Age of Discovery and its Impact.

Unit 2: Paradigms in Geography: (9 hrs)

- Definition of 'Paradigm', major paradigms in geography – Determinism, Possibilism, Areal differentiation, Spatial Organization

Unit-3: Key Debates and Developments in Geography: (9 hrs)

- Geography as idiographic & Nomothetic, Systematic and Particular, General and Regional, Quantitative Revolution, Schaefer-Hartshorne Debate, impact of Darwin's theory

Unit-4: Theories and Models in Geography: 9 hrs)

- Systems Approach and its relevance in Geography, concepts of place, space, environment, interconnection, scale

Unit -5: Emergence of Modern Geography: (9 hrs)

- Emergence of Radical, Behavioral and Feminist Geography, Evolution of Geographical Thinking and Disciplinary Trends in Germany, France and USA, India

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total: 45 hours

Essential Readings

- Holt-Jenson, A. (2011), *Geography: History and Concepts: A Students Guide*, Sage.
- Couper, P. (2015). *A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies*. SAGE Publications.
- Nayak, Anoop, and Alex Jeffrey (2013). *Geographical thought: An introduction to ideas in human geography*. Routledge, 2013.

Suggested Readings

- Cresswell, Tim. (2013). *Geographic thought : a critical introduction*. Chichester, West Sussex, UK :Wiley-Blackwell
- Arentsen M.,Stam R. and Thuijjs R.(2000), *Post-Modern Approaches to Space*, e-book
- Kapur, A. (2002) *Indian Geography: Voice of Concern*, New Delhi: Concept PublishingCompany.

- Dickinson, R.E. (1969), *The Makers of Modern Geography*, Routledge & Kegan Paul, London.
- Dikshit, R.D. (1997), *Geographical Thought: A Contextual History of Ideas*, Prentice Hall of India.
- James, P.E. & G.J. Martin (1981) *All Possible Worlds: A History of Geographical Ideas*, Third Edition, John Wiley and Sons, New York.
- Johnston, R.J. (1997, 2004), *Geography and Geographers: Anglo-American Human Geography Since 1945*, 5th and 6th Ed., Edward Arnold, London.
- Peet, R. (1998), *Modern Geographical Thought*, Blackwell.
- Soja, E.W. (1997), *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*, Rawat Publishers, Jaipur and New Delhi

DISCIPLINE SPECIFIC CORE COURSE – DISASTER MANAGEMENT-BASED PROJECT REPORT (DSC 18)

Course title & Code	Credits	Duration (Hrs per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
DISASTER MANAGEMENT-BASED PROJECT REPORT (PRACTICAL)	4	2	0	2	Class 12th	NIL

Learning Objectives:

- Understanding the basic concepts related to disaster management
- Detailed analysis about the different types of disasters in India
- Evaluating multiple dimensions of disaster management through field based study

Learning Outcomes:

- The course aims to provide an in depth understanding about types disasters occurring at different scales
- It will provide thorough understanding about human responses to different kinds of disasters
- It will give an in-depth knowledge about tracing the

disasterscapes throughfieldwork

Course Outline

Unit 1: Introduction: (6 hrs)

- Concept of Hazard, Disaster, Risk, Vulnerability, Classification ofdisasters, Disaster Management Cycle, Capacity and Resilience.

Unit 2: Disasters and Institutional Framework in India: (8 hrs)

- Disaster Profiles of India (Earthquake, Flood, Drought, Cyclone, Landslide, Avalanche, Fire); Disaster Management Act; Role of Government and NGOs in Disaster Management.

Unit 3: Community-Based Disaster Management: (8 hrs)

- Concept and Framework; Indigenous Knowledge and Practices; Role of Civil Society.

Unit 4: Data Assessment and Analysis: (8 hrs)

- IMD and Bhuvan Portal-Demonstration; Multi- Criteria Decision Making: Concept and Method.

Unit 5: Project Report: (60 hrs)

Project work to be based on any one of three of the following topics of student's choice. (1) The first should be a field-based case study of any particular disasterand the (2) second should be local/college-based term paper. (3) third should be preparation of earthquake/landslide/flood/forest fire or any other hazard susceptibility map of any area

Teaching Plan

Unit 1: 6 hours

Unit 2: 8 hours

Unit 3: 8 hours

Unit 4: 8 hours

Unit 5: 60 hours

Total: 90 hours

Essential Readings

- Srivastava, P. K., Singh, S. K., Mohanty, U. C., & Murty, T. (2020). *Techniques for Disaster Risk Management and Mitigation. Techniques for Disaster Risk Management and Mitigation* (pp. 1–328). Wiley.
- Government of India. (2011). *Disaster Management in India*. Delhi, India: Ministry of Home Affairs.
- Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.

Suggested Readings

- Taherdoost, H.; Madanchian, M. (2023) Multi-Criteria Decision Making (MCDM) Methods and Concepts. *Encyclopedia* 3,; 77–87. <https://doi.org/10.3390/encyclopedia3010006>
- Mishra, P.K.; Tripathi, S.; Abdelrahman, K.; Tiwari, A.; Fnais, M.S. (2023) Integrated Flood Hazard Vulnerability Modeling of Neluwa (Sri Lanka) Using Analytical Hierarchy Process and Geospatial Techniques. *Water* 15, 1212. <https://doi.org/10.3390/w15061212>
- Pathak, G. K. (2021) *Apda Prabandhan (Hindi)*, Rajesh Publications, New Delhi.
- Pandey, R.K. (2020). *Disaster Management in India*. Sage Text, India
- Government of India. (2008). *Vulnerability Atlas of India*. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Ram kumar, M. (2009). *Geological Hazards: Causes, Consequences and Methods of Containment*. New Delhi, India: New India Publishing Agency.
- Singh, S. (2014) *Apda Prabandhan (Hindi)*, Pwalika Publications, Allahabad.
- Modh, S. (2010). *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Delhi, India: Macmillan.
- Bhuvan Portal: Disaster Management Support Services - <https://bhuvan-app1.nrsc.gov.in/bhuvandisaster/#forestfire>
- IMD: https://mausam.imd.gov.in/imd_latest/contents/stationwise-nowcast-warning.php#
- Singh, J. (2007) *Disaster Management*, I.K. International Publishing House, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE –GEOGRAPHIES OF CRIME (DSE 8)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHIES OF CRIME	4	3	1	0	Class 12th	NIL

Learning Objectives:

To develop an understanding of Crime from a spatial perspective. The course is organized around three principles: The concept of crime, crime as a spatial construct; and the planning, Governance and spatial strategies to develop a safe place.

Learning Outcomes:

At the end of the course, the students shall understand-

- Definition of crime, its theories and types
- the geographic base of crime
- How differences in society construct space and impact crime;
- What role Policy, planning and Governance strategies play in preventing crime.

Course Outline

Unit 1: Introduction to crime: (9 hrs)

- Definitions; Typology of crimes: Traditional Crimes, Victimless crimes, Family-centered crimes, Environmental Crimes.

Unit 2: Geographies of crime: (9 hrs)

- Crime areas; Environmental correlates of crime; Spatial patterns of crime; Marginalisation of 'Problem Area'

Unit 3: Spatial Construct of Crime: (9 hrs)

- Class, Gender, Age, Disability, Race and Ethnicity based social differences and geographies of crime, Crime against third gender and gendered crimes

Unit 4: Urban Crime: (9 hrs)

- Governance and Policing, Urban settings and Crime Prevention, Attributes and Assessment of safe places.

Unit 5: Policy Intervention: (9 hrs)

- Crime Prevention: Environmental design; Local Challenges and situational crime prevention; Policies for awareness generation and deterrence.

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total: 45 hours

Essential Readings:

- Wyant, B. R. (2015). Geography and Crime. In *The Encyclopedia of Crime and Punishment* (pp. 1–5). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118519639.wbecpx007>
- Lersch and Hart. (2011). *Space, Time and Crime* 3rd Edition. Carolina Academic Press. Durham, North Carolina.
- Herbert, David. *The Geography of Urban Crime*. London: Longman, 1982.

Suggested Readings

- Marsh, I., Melville, G., Morgan, K., Norris, G., & Walkington, Z. (2006). *Theories of crime. Theories of Crime* (pp. 1–205). Routledge Taylor & Francis Group. <https://doi.org/10.4324/9780203030516>
- Cater, John, and Trevor Jones “Crime and Disorder.” In *Social Geography*. Edited by J. Cater and T. Jones, 79–113. London: Edward Arnold, 1989.
 - Evans, David, and David Herbert eds. *The Geography of Crime*. London: Routledge, 1989.
 - Pain, Rachel “Crime, Space and Inequality.” In *Introducing Social Geographies*. Edited by R. Pain, M. Barke, D. Fuller, J. Gough, R. MacFarlane, and M. Graham, 231–253. London: Arnold, 2001.
 - P.J., Brantingham, “Criminality of Place: Crime Generators and Crime Attractors”, *European Journal of Criminal Policy and Research*, 3, 5-26, 1995.
 - Johnston, R.J., Gregory, D., Pratt, G. and Watts, M. (2000). *The Dictionary*

of Human Geography. Oxford, Blackwell Publishers Inc.

- Knox, P. (1995). Urban Social Geography. Essex, England. Logman Group Limited.

Online Resources

- <https://www.unodc.org/unodc/es/urban-safety/urbansafetygovernanceapproach.html>
- <https://www.unodc.org/unodc/en/urban-safety/crime-prevention/unodcity/unodcity-pilots.html>
- <https://www.unodc.org/unodc/en/urban-safety/UNODC-toolsandresources.html>
- <https://www.perlego.com/book/1505927/crime-prevention-approaches-practices-and-evaluations-pdf>
- [https://www.unodc.org/pdf/criminal_justice/Handbook on Crime Prevention Guidelines - Making them work.pdf](https://www.unodc.org/pdf/criminal_justice/Handbook_on_Crime_Prevention_Guidelines_-_Making_them_work.pdf)
- [https://www.researchgate.net/publication/343721767 Crime Geography](https://www.researchgate.net/publication/343721767_Crime_Geography)

DISCIPLINE SPECIFIC ELECTIVE COURSE – GENDER AND DEVELOPMENT (DSE 9)

	Credits	Duration (per week)				Prerequisite
Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	
GENDER AND DEVELOPMENT	4	3	1	0	Class 12th	NIL

Learning Objectives

- This course aims to teach the basic idea of development through a gender lens.
- The course also aims to apply feminist approaches to understanding gender inequality
- It aims to bring awareness that development is not a linear and uniformly distributed phenomenon but has gendered patterns.
- The course also aims to demonstrate that gender-inclusive policies can bring sustainable development and social change through examples from the Global North and Global South.

Learning Outcomes:

The course would enable the student to:

- Develop a basic understanding of the concept of gender, Gender identities, feminism, and related concepts
- Understand the spatial dimensions of development through a gender lens
- Have an idea about the Global North-Global South and Rural-Urban divide of gendered development

- To know some qualitative and quantitative methods to measure gender development

Course Outline

Unit 1: Introduction: (9 hrs)

- Sex and Gender, Gender Identities; Liberal Feminism, Radical Feminism, Socialist Feminism Post Colonial Feminism

Unit 2: Approaches and Measures to Study Gender and Development: (9 hrs)

- Women in Development (WID), Women and Development(WAD), Gender and Development (GAD); Mainstream Gender Equality (MGE); Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Parity Index

Unit 3: Gendered Patterns of Well Being and Development: (9 hrs)

- Global patterns of life expectancies, maternal mortality, child-woman ratio, sex ratio, female literacy, Crime against women, electoral participation and women in Leadership Roles

Unit 4: Gendered Work and Livelihoods: (9 hrs)

- Productive paid work and reproductive work; Invisible work and double burdens, women's work participation in Global North and Global South.

Unit 5: Gender and Contemporary Global Concerns: (9 hrs)

- Gendered impacts of hazards and disasters, climate change, tourism, gendered violence and livelihood loss; Sustainable Development Goal (SDG 5); Policy framework for resilient communities.

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total : 45 hours

Essential Readings:

- Coles, Anne, Leslie Gray, and Janet Momsen, eds. *The Routledge Handbook of Gender and Development*. Routledge, 2015.

- Momsen, Janet. ***Gender and Development***. Routledge, 2019.
- Mosse, Julia Cleves. *Half the world half a chance: An introduction to gender and development*. Oxfam GB, 1993..

Suggested Readings

- Moser, Caroline. ***Gender planning and development: Theory, practice and training***. Routledge, 2012
- Datta, Anindita, ed. *Gender, space and agency in India: exploring regional genderscapes*. Taylor & Francis, 2020.
- Parihar, S.M. and Bannerjee, T. '***Women Empowerment Atlas of India: Science & Technology Perspective***', SEED-DST, Government of India.,2022
- Raju, S, Peter Atkins, Naresh Kumar and Janet Townsend, *Atlas of women and men in India*, 1999
- Datta, Anindita, Peter Hopkins, Lynda Johnston, Elizabeth Olson, and Joseli Maria Silva, eds. *Routledge handbook of gender and feminist geographies*. Routledge, 2020.
- Raju, S, *Gendered Geographies: Space and Place in South Asia*, Oxford University Press, 2011
- Spary Carole, ***Gender, Development, and the State in India***. Routledge,2019
- Terry, Geraldine. ***Climate Change and gender justice***. Oxfam G.B., 2009.
- U.N. Women, Generation Equality Accountability Report 022 World Economic Forum, Global Gender Gap Report, 2022

GENERAL ELECTIVE- GEO HERITAGE AND GEO TOURISM (GE 16)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEO HERITAGE AND GEO TOURISM	4	3	1	0	Class 12th	NIL

Learning Objectives:

- To understand the concepts associated with geoheritage and the emergence of the subfield of Geoheritage and Geotourism.

- To create awareness about issues related to Geodiversity, geoconservation togetherwith threats and barriers to geoconservation.
- To identify and understand selection criteria for Geoheritage sites and Geoheritageprotection laws.
- To assess the potential and role of geoheritage and geotourism for sustainabledevelopment through case studies.

Learning Outcomes:

Transacting the course will enable students to:

- Evolve a basic understanding of Geoheritage and Geotourism and appreciate theimportance of Geodiversity and Geoconservation.
- Develop a sound knowledge of the potential and role of Geoheritage in sustainabledevelopment with application of GIS
- Apply the principles of Geoconservation to analyse problems associated withunsustainable tourism activities.

Course Outline

Unit 1: Introduction to Geo heritage and Geo tourism: (9 hrs)

- Definition, Concept and evolution; Relationship between Geo heritage and Geo tourism; Significance of Geo heritage and Geo tourism.

Unit 2: Geodiversity and Geo conservation: (9 hrs)

- Geodiversity Values – Intrinsic, cultural, aesthetic, economic, functional, and scientific; Threats to Geodiversity; Geo conservation principles to protect Geo heritage.

Unit 3: Potential of Geo heritage and Geo tourism: (9 hrs)

- Case Study of Geoparks, Mountain landscape, Geothermal sites and Volcanic landscape.

Unit 4: Geoheritage, Geotourism and Sustainable Development: (9 hrs)

- Role of Geoheritage and Geotourism for sustainable social, economic and cultural development of a region.Application of GIS in Geotourism.

Unit 5: Inventory of World Geo heritage Sites: (9 hrs)

- Identification and selection criteria with special reference to UNESCO. Geoheritage and Protection Laws: Role of Government.

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total : 45 hours

Essential Readings

- Reynard, Emmanuel Jose Brilha., *Geoheritage Assessment, Protection, and Management*, December 5, 2017 ISBN: 9780128095317 Wolfgang Eder F, Peter T. Bobrowsky, Jesus Martinez-Frias *Geoheritage*. 2023. *Geoparks and Geotourism Conservation and Management Series.*, Springer, 2023
- Brilha José *Inventory and Quantitative Assessment of Geosites and Geodiversity Sites:a Review The European Association for Conservation of the Geological Heritage 2015.*

Suggested Readings

- Wolfgang Eder F, Peter T. Bobrowsky, Jesus Martinez-Frias *Geoheritage*. 2023. *Geoparks and Geotourism Conservation and Management Series.*, Springer, 2023
- Gordon, J.E. *Geoconservation principles and protected area management. International Journal of Geoheritage and Parks. 7 (2019) 199–210.*
- Gray, M. *Geodiversity, Geoheritage and Geoconservation for societies International Journal of Geoheritage and Parks. 7 (2019) 226–237.*
- Newsome, David and Dowling, Ross, 2018.. *Geotourism: The tourism of geology and landscape.* Goodfellow publishers, United Kingdom. ISBN:978 1-906884-09-3 DOI: 10.23912/978-1-906884-09-3-21
- Marija Belij, Snežana Đurđić, Sanja Stojković. *The Evaluation of Geoheritage for Geotourism Development.* 2018. doi:10.5937/zrgfub1802121B
- Newsome, David and Dowling, Ross, 2018. *Geoheritage and Geotourism in Geoheritage, Assessment, Protection, and Management 2018, Pages 305-321*

GENERAL ELECTIVE- GEOGRAPHY OF MEDIA (GE 17)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHY OF MEDIA	4	3	1	0	Class 12th	NIL

Learning Objectives:

- Geography of media seeks to understand how media depends on and is shaped by geographical patterns and processes.
- This course looks at the basic nature and spatial characteristics of media, its types and processes.
- The course also deals with various roles mass media plays across geographical boundaries

Learning Outcomes:

Students would be able to:

- To develop an understanding of different forms of media, concepts and process of Media.
- To critically understand media and its functions.
- To understand historical growth, spatial pattern, development and trends of different forms of media.
- To develop insights about links between media and space and media spaces

Course Outline

Unit 1: Introduction: (9 hrs)

- Geography of Media, historical development and approaches to study.

Unit 2: Forms of Media: (9 hrs)

- Print, audio visual, digital and social media; vernacular, regional and national circulations, importance and role in geographical knowledge.

Unit 3: Functions of Media is shaping Geographical Spaces: (9 hrs)

- Surveillance, Linkage, Representation and consumption of rural and urban landscapes

Unit 4: Role of Media: (9 hrs)

- Role of media in shaping culture, politics and environmental values, role in creation of global markets.

Unit 5: Media and Development: (9 hrs)

- Media as public sphere and media as public service, coverage of global issues concerning environment, disasters and conflict.

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total : 45 hours

Essential Readings

- Rajagopal, A. and Rao, A. 2016. Media and Utopia: History Imagination and Technology, Routledge: London and New York.
- Adams, P. C. 2009. Geographies of Media and Communication: A Critical Introduction, London: Wiley-Blackwell.
- Burgess, J. and John R. Gold, eds. 1985. Geography, the Media, and Popular Culture, New York: St. Martin's.

Suggested Readings

- Claude, G. Robin L. Benjamin L, Hugues P. 2016. International agenda-setting, the media and geography: A multi-dimensional analysis of news flows L'Espace géographique (English Edition), Vol. 45, No. 1 (January-February-March 2016), pp. 1-18.
- Laurent, B, Claude, G, and Marta S. 2016. Geographic Spaces and Media Representations, L'Espace géographique (English Edition), Vol. 45, No. 1 (January-February-March 2016), pp. 1-4
- Travis, C. And von Lunen. A. (eds), 2016. The Digital Arts and Humanities, Neo geography, Social Media, Big Data Integrations and applications, Springer: Switzerland.
- Fuchs, C. (2014). Social media and the public sphere. TripleC: Communication,

Capitalism & Critique. Open Access Journal for a Global Sustainable Information Society, 12(1), 57-101.

- Adams, PC, Craine, J, Dittmer, J (eds) 2014. The Ashgate Research Companion to Media Geography, Aldershot: Ashgate Press.
- Boym, S. 2002. The Future of Nostalgia, New York: Basic Books. Casey.
- Chung, W.H.K. and Keenan, T. (eds), 2006. New Media, Old Media: A History and Theory Reader, Routledge: London and New York.
- Donald F. R and Ulla G. F. 2008. Trends in Media Use. The Future of Children, Vol. 18, No.1, Children and Electronic Media (Spring, 2008), pp. 11-37.
- Fuchs, C. (2014). Social media and the public sphere. TripleC: Communication, Capitalism & Critique. Open Access Journal for a Global Sustainable Information Society, 12(1), 57- 101.
- Gokulsing, K.M., and Dissanayake, W. 2009. Popular Culture in a Globalised India, Routledge: London and New York.
- Goodchild, M. (2009). NeoGeography and the nature of geographic expertise. Journal of location based services, 3(2), 82-96.
- Guillory, J. (2010). Genesis of the media concept. Critical inquiry, 36(2), 321-362.
- Harrison, S., & Dourish, P. (1996, November). Re-place-ing space: the roles of place and space in collaborative systems. In Proceedings of the 1996 ACM conference on Computer supported cooperative work (pp. 67-76).
- Jenkins, H. 2006. Convergence Culture: Where Old and New Media Collide, New York: New York University Press.
- Aitken, Stuart C., and Leo E. Zonn. 1994. Place, Power, Situation, and Spectacle: A Geography of Film, Lanham, MD: Rowman & Littlefield.

GENERAL ELECTIVE- EDUCATION FOR SUSTAINABLE DEVELOPMENT (GE 18)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
EDUCATION FOR SUSTAINABLE DEVELOPMENT	4	3	1	0	Class 12th	NIL

Learning Objectives:

This paper seeks to:

- Clarify concepts of sustainability, sustainability values and principles, sustainable lifestyles and responsible consumption as well as the synergies between them.
- Deepen and expand knowledge about new paradigms of education associated with education for sustainability, sustainable lifestyles and transformative education.
- Strengthen the capacities and skills of the students henceforth called learners to integrate the values of sustainability in their areas of action, and promote a new awareness of our relationship with the environment and sustainable lifestyles.
- Motivate and inspire students to contribute, through their areas of action in building more coherent, harmonious, and sustainable societies.

Learning Outcomes:

Transacting the course will enable students to :

- Develop a greater understanding of Education for Sustainable Development (ESD) and its application in education including a basic understanding of Sustainable Development.
- Be familiar with new paradigms of education within the framework of Education for Sustainable Development, and related themes.
- Deepen knowledge to incorporate values-based education for sustainable development in educational programmes and processes.

Course Outline

Unit 1: Education for Sustainable Development: (9 hrs)

- Concept and Meaning, History, Global Perspectives

Unit 2: Education for Sustainable Development and Sustainable Development Goals: (9 hrs)

- Quality Education, Gender Equality, Sustainable Lifestyle

Unit 3: Transformative Learning: (9 hrs)

- Values, Ethics and Experiences, Peace Education

Unit 4: Communities and Sustainable Practices: (9 hrs)

- Role of Institutions, Green Technology and Entrepreneurship, Nature Based Solutions (NBSs)

Unit 5: Education for Sustainable Development in India: (9 hrs)

- Educational Policy and Curriculum, Institutes imparting ESD.

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total : 45 hours

Essential Readings

- Ossewaarde, M.J. (2018) *Introduction to Sustainable Development*, Sage Text, India.
- Baker, S. (2015) *Sustainable Development* (pp. 1-449). London: Routledge. <https://doi.org/10.4324/9780203121177>
- Buckler, C. and Creech, H. (2014) *Shaping the future, we want: UN Decade of Education for Sustainable Development (2005–2014) final report*. Paris, France: UNESCO. Available at: <http://unesdoc.unesco.org/images/0023/002301/230171e.pdf>

Suggested Readings

- Priyadarshani, N. (2020) *Sustainable Development & Education Discovery Publishing House Pvt Ltd, New Delhi*
- Arbuthnott, K.D. (2009) Education for sustainable development beyond attitude change. *International Journal of Sustainability in Higher Education*, 10(2): 152-163. <https://doi.org/10.1108/14676370910945954>
- Firth, R. and Smith, M. (2017) *Education for Sustainable Development What was achieved in the DESD?* (Ed.) Routledge.
- Mohanty, A. (2018) Education for sustainable development: A conceptual model of sustainable education for India”, *International Journal of Development and Sustainability*. 7(9): 2242-2255.
- Redecker C, Leis M, Leendertse M, Punie Y, Gijsbers G, Kirschner P, Stoyanov S, Hoogveld B. (2011) *The Future of Learning: Preparing for Change*. EUR 24960 EN. Luxembourg: Publications Office of the European Union. Available at <https://op.europa.eu/en/publication-detail/-/publication/248604cb-9598-48a7-adad-8ff00e061a05/language-en>
- Nevin, E (2008) 'Education and sustainable development', *Policy and Practice: A Development Education Review*. 6: 49-62.
- UNDESD (2005-14) *Education for sustainable development toolkit. Education for Sustainable Development in Action, Learning & Training Tools*. available at: <https://unesdoc.unesco.org/ark:/48223/pf0000152453>