

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KARUR – 639 005

M.Phil., GEOGRAPHY COURSE STRUCTURE UNDER CBCS SYSTEM

(For the candidates admitted from the year 2018-19 onwards)

SEMESTER	COURSE	SUBJECT TITLE	SUBJECT CODE	INSTR. HOURS WEEK	CREDIT	EXAM HOURS	MARKS		TOTAL
							INT	ESE	
I	Core Course – I	Research Methodology in Geography	18MGE1	--	4	3	25	75	100
	Core Course – II	Geoinformatic methods in Geography	18MGE2	--	4	3	25	75	100
	Core Course – III	Terrain and Water resources Evaluation (To be framed by Guide)*	18MGE3A	--	4	3	25	75	100
	Core Course – IV	Teaching and Learning Skills (Common Paper)	18MR4	--	4	3	25	75	100
II	Dissertation	Viva voce – 50 marks Dissertation – 150 marks	18MGEPW	--	8	--	--	--	200
					--	24			600

Note:* For Course III the syllabus will be framed by the Guide and the Examination will be conducted by the Controller of Examinations.

Allocation of Marks:

Component	Maximum	Passing Minimum
Internal	25	10
End Semester Examinations	75	30
Project Work – Viva Voce	50	25
Project Work – Dissertation	150	75

Component for Internal:

2 Tests = 2x10 = 20 Marks; Term Paper – 10 Marks; and Seminar – 10 Marks

Question Paper Pattern:

SECTION A= 10X2=20 ; SECTION B = 5X5=25(either or ..) ; SECTION C = 3X10=30 (Any Three questions)

Sl. No.:

Subject Code:

18MGE1

GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05

M.Phil., GEOGRAPHY – I SEMESTER – CORE COURSE - I

(For the candidates admitted from the year 2018-19 onwards)

RESEARCH METHODOLOGY AND THESIS WRITING

RESEARCH METHODOLOGY IN GEOGRAPHY

Unit I: Research: Definition, Characteristics, Objectives- Steps in Scientific Research- Types of Research: Descriptive Vs. Analytical Research, Applied Vs. Fundamental Research, Quantitative Vs. Qualitative Research, Conceptual Vs. Empirical Research- Research Ethics.

Unit II Research Formulation: Defining and formulating research problem- Necessity of defining the problem- Literature review and its importance-concept of research gap area- Development of working hypothesis.

Unit III: Research Design: Meaning- Need for Research Design- Features of good design- Important concepts to research design- Different research design.

Unit IV: Tools and techniques for Research: Scientometrics- Ranking of Journals: Impact Factor, Scimago Journal Rank, Immediacy Index, h-index- Thompson ISI- Web of Science- Author identifier: ORCID, Researcher ID, Scopus Author ID; Profile Creation: Google Scholar, Microsoft Academic Search- Reference Management Softwares: Zotero, Mendeley, Jobref- Softwares for paper formatting like LaTeX/MS Office, Software for detection of Plagiarism.

Unit V: Report and Thesis writing: Structure and components of scientific reports- Types of report: Technical reports and thesis- Different steps in the preparation of report: Layout, structure and Language of typical reports- Citation Methods: Foot Note, Text Note, End Note, Bibliography- Citation Rules: Blue Book, OSCOLA, MLA, APA and Chicago.

References

1. Amodeo, Dand C. College (1975): An Introduction to Scientific Reasoning in Goegraphy, John Wily & Sons, New York.
2. Davi, K.D., (1971): Conceptual Revolution in Geography, University of London, London.
3. Hang, I.L. and J.P. Leonenburg (1973): An Introduction to Scientific Geographic Research, Brown Co, Iowa.
4. Mishra, R.P., (1998): Research Methodology in Geography, Concept Publishing Company Limited, New Delhi-110 059.
5. Najma Khan, (1998): Quantitative Methods in Geographical Research, Concept Publishing Company, New Delhi-110 059.
6. Lal Das, D.K., (2000): Practice of Social Research, Rawat Publications, Jaipur.
7. Saravanavel,P. (2000), Research Methodology, Kitab Mahal, Saroji Naidu Marg.

Sl. No.:

Subject Code:

18MGE2

GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05

M.Phil., GEOGRAPHY – I SEMESTER – CORE COURSE - II

(For the candidates admitted from the year 2018-19 onwards)

GEOINFORMATIC METHODS IN GEOGRAPHY

Unit :I : Aerial Remote Sensing: History and development – Types of aerial photographs – Interpretation elements – Advantages and disadvantages of aerial photographs

Unit II: Satellite Remote Sensing: Elements of Optical, Microwave, Thermal, Hyperspectral and LiDAR Remote Sensing – Application and Resolution characteristics of IRS satellites and LANDSAT.

Unit III: Geographic Information System: GIS components – Types of data: Spatial and non-spatial data – Raster vs Vector models – Raster data analysis: Neighbourhood and Zonal operations – Vector data analysis : Proximity and Overlay analysis.

Unit IV: GNSS Techniques: Components- Types : GPS, GLONASS, GALILEO, BeiDou, IRNSS- Application of GNSS- System segments: control segment, user segment, space segment- Types of receivers- GNSS Augmentation techniques.

Unit V: Application of Geoinformatics: Landuse / Landcover - Water resources – Forestry – Agriculture – Urban Planning.

Reference

1. Anji reddy M,. (2001): Remote Sensing and Geographical information Systems, B.S Publications, Hyderabad.
2. Burrough, P.A. (1986). Principles of GIS for Land Resources Assessment , clarendonPress, Oxford
3. Chang, Kang-tsang.2002. Introduction to Geographical Information Systems, New Delhi: Tata McGraw- Hill Publishing Company Limited
4. Haywood. L., Comelius. S and S. Carver (1988): An Introduction to Geographical Information Systems Addison Wiley Longment, New York.
5. Lillesand, T.M. and Kiefer, W., (1987): Remote Sensing and Image Interpretation, John Wily & Sons, New York.
6. Rampall K.K., (1999): Handbook of Aerial Photography and Interpretation, Concept Publishing Co., New Delhi.

Web Sources:

<http://www.gps.gov/>

<http://www.isro.gov.in/irns-programme>

<http://www.novatel.com/an-introduction-to-gnss>

Sl. No.:

Subject Code:

18MR4

GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05

M.Phil., GEOGRAPHY– I SEMESTER – CORE COURSE - IV

(For the candidates admitted from the year 2018-19 onwards)

TEACHING AND LEARNING SKILLS

Objectives:

After completing the course, scholars will be able to:

- acquaint different parts of computer system and their functions
- understand the operations and use of computers and common accessories
- develop skills of ICT and apply them in teaching learning context and Research
- appreciate the role of ICT in teaching, learning and Research
- acquire the knowledge of communication skill with special reference to its elements, types, development and styles
- understand the terms communication Technology and Computer mediated teaching and develop multimedia/E-content in their respective subject
- understand the communication process through the web
- acquire the knowledge of instructional

Unit I: Computer Applications Skills

Computer System: Characteristics, Parts and their functions - Different generations of computer – Operation of Computer: switching on/off/restart. Mouse control, Use of key board and some functions of key – Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations.

Unit II: Communication Skills

Communication Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written: Non-verbal Communication – Intrapersonal, Interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of Communication: Listening, Speaking, Reading and writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

Unit III: Communication Technology

Communication Technology: Bases, Trends and Developments – Skills of using Communication Technology – Computer Mediated Teaching Multimedia, E – content – Satellite – based communication: EDUSAT and ETV Channels. Communication through web: Audio and Video applications on the internet, interpersonal communication through the web.

Unit IV: Pedagogy

Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation – Versatility of Lecture technique – Demonstration: Characteristics, Principles, Planning Implementation and Evaluation – Teaching – learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion – Modes of teaching: CAI, CMI and WBI

Unit V: Teaching Skills

Teaching Skill: Definition, Meaning and Nature: Types of Teaching skills: Skill of Set induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills.

References:

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi.
2. Don Skinner (2005), Teaching Training, Edinburgh University Press Ltd, Edinburgh
3. Information and Communication Technology in Education: A Curriculum for schools and programme of Teacher development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002
4. Kumar, KL (2008) Educational Technology, New Age International Publishers, New Delhi
5. Mangal, S.K. (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana
6. Michael, D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York
7. Pandey, S.K (2005) Teaching Communication, Commonwealth Publishers, New Delhi
8. Ram Babu, A and Dandapani, S (2006), Microteaching (vol. 1 &2), Neelkammal Publications, Hyderabad
9. Singh V.K. and Sudarshan, K.N. (1996) Computer Education, Discovery Publishing Company, New York
10. Sharma, R.A. (2006) Fundamentals of Educational Technology, Surya Publications, Meerut
11. Vanaja, M. and Rajasekar, S (2006), Computer Education, Neelkamal Publications, Hyderabad.

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GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05

M.Phil., GEOGRAPHY– I SEMESTER – CORE COURSE - III

(For the candidates admitted from the year 2018-19 onwards)

TERRAIN AND WATER RESOURCES EVALUATION

Landuse Inventory: Definition and concept- Significance- Landuse Data; G-return, topographic sheets, satellite images- Landuse Classification: USGS, NRSC, Nine fold classification- Landuse survey at Village level.

Land Evaluation: Objectives, Procedures and Approaches: Genetic and Parametric-Land quality and Landuse-Land suitability classification.

Water resources Inventory: Surface and Groundwater occurrence- Analysis of precipitation: Spatial and Temporal-Concept of Potential and Actual evapotranspiration: Measurements and computation-Water balance approach.

Groundwater: Origin and occurrence-Aquifer and its types-Groundwater movement-Analysis of groundwater level- Assessment of Groundwater Quality.

Mapping techniques of landuse and water resources: Geospatial techniques and field checks- Mapping of landuse change and water resources-Identification of Groundwater Potential Zones.

Text Books

1. Burrough, P.A. (1986): Principles of GIS for Land Resources Assessment, Clarendon Press, Oxford.
2. Chang, Kang-tsang.2002. Introduction to Geographic Information Systems. New Delhi: Tata McGraw- Hill Publishing Company Limited
3. Todd, D.K., (1959) Groundwater Hydrology, New York: McGraw- Book Company
4. Ward, R.C., (1970) Principles of Hydrology, London: McGraw- Book Company

References

1. Campebell, J.B., (1983) Mapping of Land: Aerial Imagery for Land Use Information, Scientific Publisher, Jodhpur.
2. F.A.O (1976): A Frame Work for Land Evaluation, FAO Soil Bulletin 32, Food and Agricultural Organisation of the United Nations, Rome.
3. Fabos, J.Gy., (1985) Land Use Planning Global to local challenge, Chapman and Hall, New York.