

LESSON PLAN - 01

Subject: Geography

Semester: 1st

Module/Unit: 1

Title of the Lesson: ISOSTASY: Models of Airy and Pratt.

Name of the Teacher: Bulti Chakraborty

Date: 22.08.2022

Duration: 1 Hour

Learning Objectives

1. To describe the variation in relief features on the Earth surface.
2. To explain the views of Airy and Pratt on the Isostatic adjustment.

Materials

Various books

- **Textbooks:** *Geotectonics and Geomorphology* (Souroma Saha, Tuhin Roy)
- *Adhunik Bhumi* (Subhas Ranjan Basu).

Lesson Outline:

Introduction

- Definition of Isostasy.
- Introduction of lithosphere and asthenosphere
- Evidences associated with Isostasy.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Basis of Airy's theory of Isostasy.
- B. Basis of Pratt's theory of Isostasy.
- C. Criticism of Airy's theory.
- D. Criticism of Pratt's theory.
- E. What is Isostatic Adjustment?
- F. What is gravity anomaly?

Class Discussion and Conclusion:

By studying the Quantitative Revolution in Geography, students can learn:

1. The earth crust floats on the mantle in a state of gravitational equilibrium.
2. How the earth surface is shaped.
3. The concept of Equilibrium.

4. How the earth surface is changed.

Assessment:

Distinguish between Airy and Pratt concepts of Isostasy.

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LESSON PLAN - 02

Subject: Geography

Semester: 1st

Module/Unit: 1

Title of the Lesson: SCALE: Construction of Linear Scale.

Name of the Teacher: Bulti Chakraborty

Date: 24.09.2024

Duration: 1 Hour

Learning Objectives

1. understand the concept of cartographic scale, its importance and how it is used to study and create.
2. Apply the concept of cartographic Scale in practical everyday situation.

Materials

Various books.

Textbook : Practical Geography (Asis Sarkar), *Honours Byaboharic Bhugol* (Sankar Adhikari) etc.

Lesson Outline:

Introduction

- Meaning and definition of scale.
- Necessity of scale.
- Types of scale.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. What is scale?
- B. Advantage and disadvantage of statement scale.
- C. Advantage and disadvantage of R.F scale.
- D. Advantage and disadvantage of graphical scale.
- E. Construction of linear scale.

Class Discussion and Conclusion:

By studying the Scale (Linear Scale) in Geography, students can learn:

1. The construction of linear scale.
2. How it use to determine real distance
3. They should also be able to apply this knowledge in practical situation.

Assessment:

Draw a linear scale showing primary division 1 km and secondary division 1 hectometer when the R.F. is 1: 50000.

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LESSON PLAN - 03

Subject: Geography

Semester: 2nd

Module/Unit: 3

Title of the Lesson: LANGUAGE

Name of the Teacher: Bulti Chakraborty

Date: 24.04.2023

Duration: 1 Hour

Learning Objectives

Objectives provide a comprehensive view of language, its origin and evolution, characteristics, classification of world linguistic family etc.

Materials

Various books

- **Textbooks:** *An Exploration to Human Geography* (Tuhin Roy, Sri Biswajit Mandal, Sri Mantucharan Maity).

Lesson Outline:

Introduction

- Definition of Language.
- Concept of Dialect.
- Characteristics of Language.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Origin and Evaluation of Language.
- B. Classification of World Linguistic Region
- C. Classification of Indian Languages Family and its major languages.

Class Discussion and Conclusion:

By studying the Language in Geography, students can learn:

1. The major languages family of the world and the India.
2. Their location and major languages.
3. Spread and diffusion of languages.

Assessment:

Discuss about the Major Linguistic Regions of India.

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LESSON PLAN - 04

Subject: Geography

Semester: 2nd

Module/Unit: 1

Title of the Lesson: WIND ROSE DIAGRAM

Name of the Teacher: Bulti Chakraborty

Date: 19.04.2022

Duration: 1 Hour

Learning Objectives

Wind Rose Diagram are commonly used in meteorology, environmental studies, and urban planning to understand prevailing wind patterns which are crucial for assessing factors such as air quality, dispersion of pollutions and potential impacts on structure and landscape.

Materials

Various books.

Textbook: Practical geography (Asis Sarkar), *Honours Beboharic Bhugol* (Sankar Adhikari) etc.

Lesson Outline:

Introduction

- Definition and concept of cartogram.
- Discuss various types of cartograms.
- Definition and applicability of wind rose diagram.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. What is wind rose diagram?
- B. Method of drawing.
- C. Utility of wind rose diagram.

Class Discussion and Conclusion:

By studying the wind rose diagram in Geography, students can learn:

1. The construction of wind rose diagram.
2. Uses of wind rose diagram.
3. A succinct view of how wind speed and direction are typically distributed at a particular location.

Assessment: Draw a wind rose diagram with the help of following data.

Wind Direction	N	NE	NW	S	SE	SW	E	W	Calm
Frequency	6	17	8	3	2	3	5	1	29



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LESSON PLAN - 05

Subject: Geography

Semester: Third

Module/Unit: 2

Title of the Lesson: Genesis and Uncertainty of Monsoon

Name of the Teacher: Arijit Mal

Date: 11.08.2023

Duration: 1 Hour

Learning Objectives

Students will be able to get a complete understanding of the various facts related to the origin of Monsoon, the various causes of changes in Monsoon over time, understand the dependence of agricultural systems of India on Monsoon winds, and also the causes of climate change, and they will be able to take various types of awareness measures.

Materials

Various Climatic Geography Books, News Paper, Journals etc.

- **Textbooks:** Climatology by *DS Lal*, India A Comprehensive Geography by *D.R. Khullar*, etc.
- **News Paper:** For Various recent events related to monsoon uncertainty: Times of India
- **Research Papers:** Different types of research papers related to Origin of Monsoon, distribution and uncertainty of Monsoon wind ; like : A Genesis Index for Monsoon Disturbances by *Sarah D. Ditchek, et.al*

Lesson Outline:

Introduction

- What is Monsoon wind?
- Effect of Monsoon on India's climate.
- Various theories regarding the origin of Monsoons, like *Classical theory* by Sir Edmund Halley, *Thermal theory*, *dynamic concept* etc.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Effects of climate change on Monsoon Wind.
- B. What are the various causes of Monsoon uncertainty?
- C. What is the effect of Jet air on Monsoon Wind?
- D. How the agricultural system is changing in India due to changes in Monsoons over time?

Class Discussion and Conclusion:

Students will get to know the facts related to Monsoon :

1. **Analytical Thinking:** How different human activities are contributing to climate change?
2. **Critical Perspective:** Discussion of various awareness concepts related to climate change.
3. **Practical Application:** Demonstrate how to collect data on past decades of climate change and present it through various cartographic techniques and determine the rate of change in monsoons as climate changes.

Assessment:

Write a note on "MONEX".

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LESSON PLAN - 06

Subject: Geography

Semester: Third

Module/Unit: 2

Title of the Lesson: Green Revolution and its Consequences

Name of the Teacher: Arijit Mal

Date: 15.09.2025

Duration: 1 Hour

Learning Objectives

The learning objective of studying the Green Revolution for students is to understand how a period of significant agricultural advancements, primarily involving high-yielding crop varieties, improved irrigation, and chemical fertilizers, aimed to drastically increase food production globally, addressing hunger issues while also exploring both its positive and negative impacts on the environment and society at large.

Materials

Various books, Journals etc.

- **Textbooks:** *Handbook of Agriculture* by ICAR, *Agriculture Geography* by Majid Husain etc.
- **Research Papers:** *Green Revolution: A Review* by Ayesha Ameen et.al.

Lesson Outline:

Introduction

- Background history, Definition and significance of Green Revolution.
- Green Revolution : Tragedy or Miracle
- Introduction to the needs of green revolution.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. What was the main objective of the Green Revolution?
- B. At what point did the Green Revolution take place in India?
- C. Name two key figures associated with the Green Revolution.
- D. How did the Green Revolution change the focus of Indian Agriculture system?
- E. State the criticism of the Green Revolution.

Class Discussion and Conclusion:

By studying the Green Revolution in India, students can learn:

1. **Analytical Thinking:** What are the long-term sustainability concerns associated with the Green Revolution

- practices?
2. **Research Methodology:** Students can identify frameworks for analyzing the Green Revolution, such as the ecological approach, the spatial diffusion of innovation approach, and the state and social structure approach.
 3. **Critical Perspective:** Awareness to the extreme utilization of chemical fertilizers.
 4. **Practical Application:** Skills to implementing small-scale sustainable gardening practices at collage or home, focusing on techniques like using high-yielding seed varieties, proper irrigation methods, crop rotation, and organic fertilizers, to maximize food production while minimizing environmental impact;

Assessment:

Discuss on Consequences of Green Revolution in Natural Environment.

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LESSON PLAN - 07

Subject: Geography
Semester: Fourth
Module/Unit: 3
Title of the Lesson: Air Pollution
Name of the Teacher: Arijit Mal

Date: 14.03.2024

Duration: 1 Hour

Learning Objectives

Objectives provide to understand the concept of air pollution, identify common air pollutants and their sources, explain the effects of air pollution on human health and the environment, recognize how human activities contribute to air pollution, and explore methods to monitor and mitigate air pollution; essentially gaining knowledge about the causes, impacts, and potential solutions related to air quality issues.

Materials

Various Climatic Geography Books, News Paper, Journals etc.

- **Textbooks:** Environmental Geography by Savindra Singh, Environmental Geography by Dr Alka Gautam, etc.
- **News Paper:** Information about air pollution in different countries occurring at present: *Times of India, The Hindu* etc.
- **Journal :** Indian journal of Air pollution control, journal of industrial Pollution control, etc.

Lesson Outline:

Introduction

- What is Air Pollution?
- Need to know about Air pollution.
- Major Case of Air Pollution.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Effects of Air Pollution in Natural Environment.
- B. Effect of Air Pollution in Human Health.
- C. Various diseases related to air pollution.
- D. Discuss various methods of reducing air pollution.

Class Discussion and Conclusion:

Students will get to know the facts related to Air Pollution :

1. **Analytical Thinking:** They can analyzing the complex causes and effects of air pollution, evaluating data to understand its impact on human health and the environment, questioning the effectiveness of mitigation strategies, considering ethical implications of different solutions, and applying knowledge to make informed decisions about personal actions to reduce air pollution in their community.
2. **Critical Perspective:** They can understand the underestimated threat to human health, particularly for children due to their developing bodies, also they can give emphasizing the complex web of causes including industrial emissions, vehicle exhaust, and societal factors, demanding collective action to address the issue through policy changes, individual behavior modifications, and technological advancements to mitigate its impacts.
3. **Practical Application:** Timely monitoring the air quality in their local area using a simple air quality monitor, then analyzing the data to identify potential sources of pollution and propose solutions to reduce it,

Assessment:

“Cause and Consequence of Air Pollution”

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LESSON PLAN - 08

Subject: Geography
Semester: Fourth
Module/Unit: 3
Title of the Lesson: Tourism Industry
Name of the Teacher: Arijit Mal

Date: 04.04.2024

Duration: 1 Hour

Learning Objectives :

Objectives provide to students for understanding the components of the tourism industry, acquiring knowledge about different tourism types, analyzing the socio-economic impact of tourism, developing skills in tourism management functions like marketing, human resource management, and financial management, and gaining awareness of ethical and sustainable tourism practices, all while developing practical skills to work within the industry.

Materials

Various books, Journals etc.

- **Textbooks:** *Tourisms: principles and practices* by Sampad Kumar Swain & J. Mishra, *Sustainable Tourism Supply Chain Management* by Sudhanshu Yoshi, etc.
- **Journals:** *Annals of Tourism Research*, *Journal of Sustainable Tourism*, etc.

Lesson Outline:

Introduction

- Definition and significance of the Tourist & Tourism Industry.
- Introduction of most popular Tourist sites in India.
- To introduce the importance of Tourism Industry in Indian Economy.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Why do we know about the Tourism industry?
- B. Why Tourism Industry is called Sunrise industry?
- C. To inform about the objectives and goals of developing Tourism industry in India.
- D. How Tourism Industry contributes to the economy of India?
- E. Discuss the positive and negative impacts of the Tourism Industry on the Environment.

Class Discussion and Conclusion:

By studying the Tourism Industry, students can learn:

1. **Analytical Thinking:** They can be able to evaluate complex data, understand market trends, assess impacts on destinations, and make informed decisions related to tourism management and development; this is crucial for their future careers in the field.

2. **Research Methodology:** Students will learn how to analyze different Tourism data like, behavior of tourist, economic impacts, environmental factors, and demographic characteristics to make strategic planning.
3. **Critical Perspective:** Decisions will be taken on how to create awareness about the various conflicts in the tourist spot and how to protect the environment from the various negative effects of Tourists.
4. **Practical Application:** Students will develop an interest in researching local tourist attractions, organizing small-scale events for classmates or community groups, and understanding how the tourism industry can contribute to environmental sustainability by creating a beautiful and healthy environment.

Assessment:

“Needs of Tourism Industry in India”

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LESSON PLAN - 09

Subject: Geography

Semester: Fifth

Module/Unit: 1

Title of the Lesson: Development of Geography in the 20th Century: Quantitative Revolution and its impact

Name of the Teacher: Dr. Somenath Kar

Date: 12.11.2024

Duration: 1 Hour

Learning Objectives

Objectives provide a comprehensive view of the Quantitative Revolution in geography, introduced statistical and mathematical methods, moving the field towards scientific and objective analysis. It emphasized spatial data and systematic research, transforming geography into a more analytical discipline and paving the way for modern tools like GIS.

Materials

Various books, Journals etc.

- **Textbooks:** *Geography and Geographers* by Ron Johnston
- **Research Papers:** Key articles by Quantitative Revolution pioneers like Peter Haggett. etc.

Lesson Outline:

Introduction

- Definition and significance of the Quantitative Revolution in geography.
- Introduction of statistical and mathematical methods in geography.
- Introduction to spatial data analysis and tools.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. What was the main objective of the Quantitative Revolution?
- B. Which decade saw the emergence of the Quantitative Revolution in geography?
- C. Name two key figures associated with the Quantitative Revolution.
- D. How did the Quantitative Revolution change the focus of geographical studies?
- E. State one criticism of the Quantitative Revolution.
- F. What was the limitation of focusing solely on quantitative methods in geography?

Class Discussion and Conclusion:

By studying the Quantitative Revolution in Geography, students can learn:

1. **Analytical Thinking:** How to apply statistical and mathematical approaches to analyze geographic data

and spatial patterns.

2. **Research Methodology:** Skills in quantitative methods, such as spatial analysis, regression, and model-building, enhancing scientific rigor in research.
3. **Critical Perspective:** Awareness of the limitations of quantitative methods and the importance of balancing objective and humanistic approaches in geography.
4. **Practical Application:** Skills to use data analysis tools for real-world problem-solving in fields like urban planning, environmental studies, and social geography.

Assessment:

Discuss on Quantitative Revolution and Its impact in Geography.

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LESSON PLAN - 10

Subject: Geography

Semester: Fifth

Module/Unit: 1

Title of the Lesson:

Principles of preparing Standard False Colour Composites

Date: 04.09.2024

Duration: 1 Hour

Name of the Teacher: Dr. Somenath Kar

Learning Objectives

The objectives of studying the *Principles of Preparing Standard False Colour Composites* are to:

1. **Understand False Colour Imaging:** Learn the purpose and basics of false colour composites.
2. **Select Appropriate Spectral Bands:** Know how to choose bands that highlight specific features.
3. **Gain Image Processing Skills:** Acquire practical skills in creating and processing FCCs.
4. **Interpret and Analyze FCCs:** Recognize and interpret key patterns in false-coloured images.
5. **Explore FCC Applications:** Learn FCC uses in fields like agriculture, forestry, and urban planning.

Materials

Reference materials, such as textbooks, research papers, and remote sensing guidelines, provide the theoretical foundation needed to understand the principles of FCCs and spectral band interpretation.

- **Textbooks:** *Remote Sensing and GIS* by Basudeb Bhatta, *Remote Sensing and GIS* by Dr. Sanjib Majumdar etc.

Lesson Outline:

Introduction

- Enhance images to reveal features beyond human vision.
- Assigns non-visible bands (e.g., infrared) to visible colours to highlight features.
- Essential in geospatial analysis for detailed, informed decision-making.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Theory and Purpose
- B. Spectral Band Selection
- C. Image Processing
- D. Interpretation
- E. Applications

Class Discussion and Conclusion:

- **FCC Basics:** Explore why FCCs are used to reveal hidden features.
- **Band Selection:** Discuss how spectral bands are chosen to highlight vegetation, water, and soil.
- **Applications:** Review FCC uses in agriculture, forestry, water management, and urban planning.
- **Interpretation:** Practice reading FCCs and recognizing key patterns.
- **Advances:** Discuss new technologies improving FCC accuracy and ease.

Assessment:

Discuss on the Principles of preparing Standard False Colour Composites.

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LESSON PLAN - 11

Subject: Geography

Semester: Sixth

Module/Unit: 1

Title of the Lesson: Meaning and concept of hazard and disaster

Name of the Teacher: Dr. Somenath Kar

Date: 26.03.2024

Duration: 1 Hour

Learning Objectives

The objectives of studying the “Meaning and concept of hazard and disaster” are,

1. Define Hazard and Disaster:
2. Identify Types
3. Understand Causes and Effects.
4. Learn Risk Assessment
5. Explore Mitigation and Preparedness

Materials

Textbooks and Reference Guides: Books on environmental science, geography, and disaster management that cover hazard and disaster concepts, types, and impacts.

- **Textbooks:** *Environmental Geography* by S. Singh, *Durjog o Biporjoy Byabosthapon* by Nilangshu Chakraborty

Lesson Outline:

Introduction

The *Meaning and Concept of Hazard and Disaster* focuses on understanding potential threats (hazards) and their severe impacts (disasters) on communities and environments. A hazard becomes a disaster when it disrupts society significantly, causing harm. This study is essential for grasping the causes, effects, and risk management processes that help reduce vulnerability, enhance preparedness, and build resilience against future events.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Definitions and Distinctions
- B. Types of Hazards
- C. Factors Influencing Disasters
- D. Impacts on Society and Environment
- E. Disaster Risk Management

Class Discussion and Conclusion:

Understanding hazards and disasters helps to recognize the importance of preparedness and risk reduction. By analyzing causes, types, and impacts, we can develop effective strategies to mitigate damage, reduce vulnerability, and enhance community resilience against future disasters.

Assessment:

Differentiate between Hazards and Disaster.

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LESSON PLAN - 12

Subject: Geography

Semester: Sixth

Module/Unit: 1

Title of the Lesson: Research in Geography: Meaning, types and significance

Name of the Teacher: Dr. Somenath Kar

Date: 10.05.2023

Duration: 1 Hour

Learning Objectives

1. Understand the Concept of Research in Geography
2. Identify Various Types of Geographic Research
3. Explore Research Methodologies
4. Appreciate the Significance of Geographic Research
5. Develop Critical Thinking and Analytical Skills
6. Recognize Ethical Considerations

Materials

Books covering the fundamentals of geographic research, methodologies, and examples of research in both physical and human geography.

- **Textbooks:** *Research Methodology* by Kothari & Garg, *Geographical Research: Methods and Field Work* by Roy et al., etc.

Lesson Outline:

Introduction

Research in Geography involves studying spatial patterns and processes in both natural and human environments. It is crucial for understanding how physical and human activities interact and influence the world. Geographic research includes various types, such as descriptive, analytical, and applied research, using methods like fieldwork, GIS, and statistical analysis. The significance of this research lies in its ability to solve real-world problems, inform decision-making, and promote sustainable development. By learning geographic research methods, students can critically analyze data and contribute to solving global challenges.

Teaching Method:

- Lecture
- Board Work
- Study Materials
- ICT Tools

Discussion on Topic

- A. Meaning and Purpose of Geographic Research
- B. Types of Geographic Research
- C. Research Methodologies
- D. Significance of Geographic Research
- E. Ethical Considerations

Class Discussion and Conclusion:

Geographic research plays a crucial role in understanding spatial relationships and solving global challenges. Through various types of research and methodologies, it helps address practical issues like climate change, urbanization, and resource management. The field is vital for informed decision-making and promoting sustainability in both human and physical geography.

Assessment:

Discuss the significance of Research in Geography.


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