LORETO COLLEGE
TIME PLAN 2025

Name of the teacher: Dr Kaustuva Banerjee
Initials: KB

Teaching Objective:

- Understand the concept of Economic Geography.
- Comprehend the classification of different economic activities.

UG Semester Topic-wise Time Plan (Major)

Topics	***Hours allotted***	***Topics (as per curriculum)***	***Teaching method***	***Learning outcome (output)***	***Assessment***
GEOG-H-CC04 Th – Economic Geography	1 class per week	Unit I: Concepts 1.Concepts in economic geography: Goods and services, production, exchange and consumption; concept of economic man Unit II: Economic Activities 2. Classification of economic activities: Primary, secondary, tertiary, quaternary, and quinary 3. Primary activities: Agriculture, forestry, fishing, and mining	Lecture Method Group Presentation Peer Learning Project based learning	1. Discuss the concepts in economic geography. 2. Differentiate between the different types of economic activities. 3.Justify the relationship between quaternary and quinary activities.	Continuous Internal Assessment Project Presentations

LORETO COLLEGE
SEMESTER THREE GEOGRAPHY CORE COURSE (MAJOR)
TIME PLAN 2025

Name of the teacher: Dr. Sushma Sahai
Initials: SWS

Teaching Objective:

- To impart comprehensive knowledge of the concept of Plate Tectonics
- Develop the skill to comprehend the genetic classification of mountains & volcanoes
- To enable students to understand the characteristics of the ocean floor
- To prepare students for higher education
- To provide guidance beyond prescribed syllabus

Semester Three Geography Core Course Topic-wise Time Plan
COURSE: GEOG-H-CC-03-3-TH – GEOTECTONICS

Topics	***Hours allotted***	***Topics (as per curriculum)***	***Teaching method***	***Learning outcome (output)***	***Assessment***
1.	7	5. Plate Tectonics as a unified theory of global tectonics. Processes and landforms at plate margins and hotspots	• Technology based learning • Blended learning • Discussion/ Interactive method	• Comprehend the concept of geotectonics • Understand the landforms associated with plate margins	• Tutorial • Home assignments
2	4	6. Genetic classification of mountains: Types of volcanic eruptions	• Technology based learning • Blended learning • Discussion/ Interactive method	• Comprehend the classification of mountains • Understand the various types of volcanic eruptions	• Case study • Crossword
3.	5	7. Major relief features of the ocean floor: Characteristics and origin according to Plate Tectonics	• Learning through problem solving • Asynchronous teaching • Group Learning and teaching	• Analyse the characteristics of the ocean floor and the associated relief features	• Open book assessment

LORETO COLLEGE
SEMESTER THREE GEOGRAPHY CORE COURSE (MAJOR)
TIME PLAN 2025

Name of the teacher: Dr. Sushma Sahai
Initials: SWS

Teaching Objective:

- To impart comprehensive knowledge of the significance and reporting of EIA
- To enable students to develop the skill to plan infrastructure using EIA
- To prepare students for higher education
- To provide guidance beyond prescribed syllabus

Semester Three Geography Core Course Topic-wise Time Plan
COURSE: GEOG-H-SEC-02-TH – Environmental Impact Assessment and Environmental Management Planning
Unit III: Methods

Topics	***Hours allotted***	***Topics (as per curriculum)***	***Teaching method***	***Learning outcome (output)***	***Assessment***
1.	4	8.Stakeholder's participation: Local bodies, citizens, relevant experts	• Technology based learning • Blended learning • Discussion/ Interactive method	• Develop the understanding of importance of stakeholder participation	• Tutorial • Home assignments
2.	8	9. Prediction scenarios and mitigation, assessing alternatives	• Technology based learning • Blended learning • Discussion/ Interactive method	• Comprehend the prediction and mitigation strategies	• Tutorial
3.	4	10. Environmental Impact (EI) reporting	• Learning through problem solving • Asynchronous teaching • Group Learning and teaching	• Gain knowledge of EI reporting	• Group discussions

4.	5	11. EI monitoring and review	• Technology based learning • Blended learning	• Understand the importance of monitoring and review	• Tutorial
5.	4	12.Environmental audit: Relevance and process	• Technology based learning • Blended learning	• Analyse the significance of audit	• Case study

LORETO COLLEGE
B.A./B.Sc. (Major & Honours) Geography TIME PLAN 2025
GEOG-H-CC04/MD-CC03-3-Th – Economic Geography

Name of the teacher: Dr. Suman Chatterjee
Initials: SCH

Teaching Objective:

- To develop conceptual understanding of tertiary activities, international trade, globalization, and economic blocs as essential components of the modern global economy.
- To analyze the interrelationships between transport, services, trade, and economic growth at national and international levels.
- To examine the processes and impacts of globalization, with special reference to India, and evaluate divergent perspectives on its socio-economic consequences.
- To understand the evolution, role, and principles of WTO and assess its influence on global trade patterns and India's trade policies.
- To trace the emergence and evolution of economic blocs post-WWII, with a critical focus on BRICS, its significance in the global economy, and its future role in shaping international relations.
- To foster critical thinking and problem-solving skills through case studies, debates, and comparative analyses of global economic issues.

UG Semester III Topic-wise Time Plan

Topics	***Hours allotted***	***Topics (as per curriculum)***	***Teaching method***	***Learning outcome (output)***	***Assessment***
Unit II: Economic Activities					
Tertiary activities: Transport, trade and services	4.5 hours	- Understanding tertiary sector - Types of Tertiary activities - Transport and its in Economic Growth - Service sector and it's in Economic Growth - Trade and its in Economic Growth	Lecture, Technology-Based Learning, Self-Study	- Explain the role and significance of the tertiary sector in the economy. -Differentiate between various types of tertiary activities with examples. - Analyze the role of transport, services, and trade in economic growth. - Critically evaluate how tertiary activities support primary	MCQ, Viva, Presentation

				and secondary sectors.	
Economic globalisation: Concepts and contemporary issues	1.5 hours	- Meaning and background of Globalization - Impact of Globalization on India - Contemporary Divergent Views of Globalization	Lecture, Technology-Based Learning, Self-Study Problem-Solving	- Define globalization and trace its historical background. - Evaluate the socio-economic impact of globalization on India. - Compare and contrast contemporary divergent views of globalization. - Develop a critical understanding of globalization as a transformation in world politics.	Quiz, Presentation, Viva.
International trade, role of WTO	1.5 hours	- Trade in Services: Conceptual Aspects - Background of WTO, The Uruguay Round & GATT 1947 - Role & Trading Principles under the WTO	Lecture, Technology-Based Learning, Self-Study Problem-Solving	- Explain the concept of trade in services with real-world examples. - Describe the historical evolution of WTO from GATT 1947 and Uruguay Round. - Analyze the role and trading principles of WTO in global trade. - Assess India's position and challenges within WTO frameworks.	MCQ Quiz, Presentation, Viva.
Emergence of economic blocs (Post WW-II). BRICS: Evolution and significance	3 hours	- Origins of BRICS - Contribution to Global Economy - Possible Future Roles - Challenges Within BRICS - BRICS Summits	Lecture, Technology-Based Learning, Self-Study	- Outline the origins and historical background of BRICS. - Evaluate BRICS'	Class Test, Presentation, Viva.

				contribution to the global economy. - Assess challenges and opportunities for BRICS in the 21st century. - Discuss the role of BRICS Summits in shaping international relations. - Predict possible future roles of BRICS in global governance.	

LORETO COLLEGE
TIME PLAN 2025-2026

Name of the teacher: DEBASREE SINHA
Initials: D.S

Teaching Objective:

- Provide a fundamental understanding of the Earth's structure, evolution and tectonicity.
- Impart knowledge on the quantitative description of tectonically active areas.
- Underscore the significance of EIA as a tool in the implementation of Sustainable Development.

3rd Semester Honours Course Topic-wise Time Plan

Topics	*Hours allotted*	*Topics (as per curriculum)*	*Teaching method*	*Learning outcome (output)*	*Assessment*
1. GEOG-H-CC03-3-Th – (Theory) Geotectonics	17	1. Relative and absolute dating of rocks. 3. Formation and structural differentiation of the earth. 4. Isostasy: Models of Airy, Pratt, and their applicability. 10. Morphometric indices of tectonic activity: Basin asymmetry factor, transverse topographic symmetry factor, and mountain front sinuosity.	1. Lecture 2. Game-based: Quiz 3. Technology-based learning	Students will be able to: 1. Understand the importance of dating techniques in reconstructing the geological history of the Earth. 2. Gain insight into the structural composition of the Earth and its significance. 3. Develop a conception about the quantitative methods of describing tectonic activity.	1. Quiz with MCQ 2. Written assignment
2. GEOG-H-CC03-3-P – (Practical) Geotectonics	4	3. Analysis of tectonic activity from Survey of India 1:50k topographical maps: Basin asymmetry factor and transverse	1. Demonstration with the aid of topographical maps.	Students will be able to: 1. Perform quantitative assessment of tectonicity using various indices.	1. Written assessment using topographical maps.

		topographic symmetry factor.			
3. GEOG-H-SEC02-3-Th – (Theory) Environmental Impact Assessment and Environmental Management Planning	18	1. Definition and scope of Environmental Impact Assessment (EIA) and Environmental Management Planning (EMP). 2. Legal and Policy Framework for Management: Air, Water, Forest. Environment Protection Act (EPA). 3. Structure of governance and implementation strategies. 7. Methodologies for EIA: Impact assessment, risk assessment, cost-benefit analysis.	1. Lecture 2. Individual learning / Self study 3. Learning through problem-solving	Students will be able to: 1. Perceive the importance of EIA as an integral part of Sustainable Development. 2. Develop an understanding about environmental legislations and policies. 3. Comprehend the significance of implementation of those laws and policies. 4. Gain working knowledge of EIA methodologies.	1. Seminar presentations 2. Group projects

LORETO COLLEGE
GEOGRAPHY TIME PLAN 2025

Name of the teacher: Dr. Ambika Roy Bardhan
Initials: A.R

Teaching Objective:

- Explain the concept and objectives of environmental appraisal.
- Describe the various stages of conducting EIA with special reference to scoping and screening using Environmental Information System
- Discuss the various types of inventory and matrices and how they are prepared
- Elaborate on the various stages of preparing a report and the important features on the case studies of metro rail project and highway project.
- Train the students in finding strike and dip by using clinometer.
- Identifying topography, structure, geology, succession of beds and preparing cross-section of rock beds from geological maps and interpreting them.

Semester 3 (Major)

Topics	***Hours allotted***	***Topics (as per curriculum)***	***Teaching method***	***Learning outcome (output)***	***Assessment***
(Paper: GEOG-H-SEC02-3-Th-Environment Impact Assessment and Environmental management Planning)					
Environmental Appraisal	1 hour 30 minutes	4.Environmental Appraisal: Concept and Objectives	**Group Learning and Teaching**	. Discuss the concept and objectives of environmental appraisal	**Assignments**
Stages of Conducting EIA using Environmental Information System (EIS)	1 hour 30 minutes	5.Stages of Conducting EIA: Scoping and Screening using Environmental Information System (EIS)	**Group Learning and Teaching**	. Comprehend the concept and importance of scoping and screening in EIA. . Describe the various stages of conducting EIA with special reference to scoping and screening using Environmental	**Assignments**

				Information System	
Preparation of Inventory and matrices	1 hour 30 minutes	6.Preparation of Inventory and matrices	**Group Learning and Teaching**	. Discuss the various types of inventory and matrices . Prepare an inventory and matrices	**Quiz with MCQ**
EIA/EMP case study of a metro rail project	2 hours 15 minutes	13.EIA/EMP case study of a metro rail project	**Group Learning and Teaching**	. State the main features and various steps involved in preparing a report on metro rail project based on any case study.	**Quiz with MCQ**
EIA/EMP case study of a highway project	2 hours 15 minutes	14.EIA/EMP case study of a highway project	**Group Learning and Teaching**	. State the main features and various steps involved in preparing a report on highway project based on any case study.	**Quiz with MCQ**
Paper: GEOG-H-CC03-3-P – Geotectonics Lab					
Clinometer	1 hour 30 minutes	1.Measurement of dip and strike using clinometer	**. Learning through Problem Solving** **. Experiential Learning**	. Take the reading from clinometer . Find out the dip and strike angle of any surface using clinometer and interpret.	**Assignment**
Geological Maps	12 hours	4.Interpretation of Geological Maps with uniclinal structure, folds unconformity and intrusions	**. Learning through Problem Solving** **. Experiential Learning**	. Define geological maps . State the important elements of a geological map	**Assignment**

				. Differentiate between true dip and apparent dip . Calculate true and apparent dip from geological maps . State the importance of geological maps . Identify from geological map uniclinal structure, folds unconformity and intrusions . Draw cross sections of rock beds using apparent dip from geological maps of uniclinal structure, folds unconformity and intrusions	

LORETO COLLEGE
SEMESTER THREE GEOGRAPHY IDC
TIME PLAN -2025

Name of the teacher: Mrs. Sabiha Sethwala
Initials: SS

Teaching Objectives:

- To enable students to develop skills and understandings related to measurement, proportion and spatial reasoning
- For developing accurate map reading and construction skills, which are fundamental for planning and navigation

Topics	*Hours allotted*	*Topics (as per curriculum)*	*Teaching method*	*Learning outcome (output)*	*Assessment*
1. CC 4 TH	**20**	**UNIT – I CARTOGRAPHY** **1.concept of scales and projections** **2. Bearings, Geoid, spheroid** **3. Map projections- conical, UTM** **UNIT – II SURVEYING** **4. dumpy level, theodolite, total station, GNSS**	**lecture method** **problem solving method** **use of PPTs** **experiential learning** **cooperative learning** **technology enhanced learning**	• **able to calculate distances using various scale representations** • **equipped with surveying skills for industries , mapping, land management and land surveying**	• **class tests** • **MCQ /Objective** • **worksheets** • **home assignments** • **exams**

LORETO COLLEGE
SEMESTER THREE GEOGRAPHY MAJOR (CCF)
TIME PLAN -2025

Name of the teacher: Mrs. Sabiha Sethwala
Initials: SS

Teaching Objectives:

- to help students understand the processes of folding and faulting, the concept of Geological time scale
- to train students and help develop skills in understanding the spatial processes in the location of industries

Topics	*Hours allotted*	*Topics (as per curriculum)*	*Teaching method*	*Learning outcome (output)*	*Assessment*
1 CC 3 TH **CC 3 PR**	**20**	**2. Geological time scale** **8. Folds** **9. faults** **2. Identification of minerals**	**lecture method** **project work method** **problem solving method** **use of PPTs** **peer assisted remedial teaching** **flipped classroom** **active learning collaboration** **Demonstration method** **Practical Hands on training**	• **able to distinguish between different types of structure** • **able to identify the features associated with different structures** • **able to identify crystalline structure, other physical characteristics of minerals**	**class tests** • **MCQ /Objective** • **worksheets** • **home assignments** • **exams**

2. CC 4 TH	**20**	**1. Scope and approaches** **4.Location of economic activities** **6. Classification of industries**	**lecture method** **problem solving method** **use of PPTs** **group learning** **peer teaching**	• **able to recognise different types of economic activities** • **to be able to identify the patterns and processes for industrial location**	• **class tests** • **MCQ /Objective** • **worksheets** • **home assignments** • **exams**