

Board of Studies

2021-22

School of Geography, Gangadhar Meher University, Sambalpur

Dated: 06-Sep-2021 at 3:00 PM

A meeting of Board of Studies (BoS) was held on 6th Sep 2021 at 3 PM in the School of Geography, GMU, Sambalpur. The Purpose of meeting was to discuss – Vision, Mission, Program Outcomes of the courses being offered in the department and the new syllabus based on Outcome-based Education

Members of Board of Studies:

Following members participated in the BoS meeting:

Chairperson (Ex-Officio) - BoS

Prof. Sibabrata Das,
Professor and Head

Abbreviation
SD

Under the Guidance of

Prof. N Nagaraju
Vice-Chancellor
Gangadhar Meher University,
Amruta Vihar, Sambalpur-768001

VC-GMU

Members of the Department

Dr. Arabinda Sharma,
Associate Professor

AS

Dr. Sujit Kumar Jally,
Assistant Professor

SKJ

Dr. Pammi Nitin Sinha,
Assistant Professor

PNS

Subject Experts

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SS

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SM

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Special Invitee

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GKP

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PD

Alumnus Member

Prof. Narendra Kumar Rana
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NKR

Representative from Industry/Allied area

Dr Debajit Mishra, Scientist,
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DM

Student's Representative

Mrs Bhumisuta Bhoi, Ph.D Student
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BB

Meeting Minutes

- SD welcomed everyone in the BOS meeting
- VC-GMU welcomed and explained to BOS members to look for course in detail and check if they are aligned with vision and mission of the department as per the outcome based education.
- SD shared brief outline of meeting and syllabus and requested BOS for their comments on following:

Vision –

SS- Vision is fine but keep it open

DM- Question if Geography is spatial science [SS argued that Geography is a spatial science]

GKP- Questioned why to keep 'Spatial Science' and why to keep India in vision

PD- agreed with DM-GKP

SS- Geography and Spatial Science are same. Spatial is not mean to be GIS and likewise tools. Agreed with removing India from Vision

SM- Agreed to use spatial science with SS; Asked to include human-environment relationship in the vision; Remove India from Vision

Mission –

GKP – alright. Add 'innovation' as a one of the way further; Why 'including' (last mission) – remove the word as RS and GIS is within the ambit of Geography .

DM- why MA-Geography? It becomes difficult to recruit geography graduates in some institution despite their capabilities in remote sensing and GIS. They are rejected in first hand of recruitment. Providing M.Sc. Geography would resolve the issues.

SD- We will look on it.

PD- We are offering M.Sc. in Ravenshaw.

SM - We are offering M.Sc. keeping their subject combinations in mind.

GKP – Keep only 'masters' degree in mission instead M.A. or M.Sc. no need of mentioning; Do this within the ambit of University's rules.

Programme Objective (PO)-

SM- 1st PO-Bring philosophy first then theories; 4th PO – instead of national – local and regional importance.

SS- Remove ethical arrangement from PO as it is in-built in the system; Respect for cultural, social and economic diversity;

NKR- It is alright;

Master's Programme structure –

SS- Economic Geography should be brought before (1st/2nd sem) instead of 4th Sem; Rename it Economic Geography instead of Economic Resource Geography; Oceanography is good for the state; There has to be some course on Water Management/hydrological process/water governance - it is critical given the current state of world; Socio-cultural Geography – Make it Social and Cultural Geography; Keeping practical as independent subject is not appropriate – it must be integrated with the rest of the course. In colleges teaching hour is important so it may work their but its shall be refrained in the university; Look at the strength of teachers and focus on that.

SM- GIS & RS – combine theory and practical classes – keep it in same semester; Separate Remote sensing (2 credit + 2 Credit Practical) and GIS (2 credit + 2 Credit Practical); Don't spent 6 months in teaching theory then 6 months in doing practical – integrate them – theory must go together with practical. Separating them do not serve purpose holistically as well as pedagogically. Once the student would have theoretical knowledge, s/he will do the practical which will fortify their understanding. Similarly, Field work and Project Report should be combined and designed together. Once the student learns the theory, go to the field, comes and prepare the report. Spread physical geography and human geography papers in all the semesters. It ruins the purpose of Geography being interdisciplinary. Integrate the two sides of Geography. Do not compartmentalise the geography. Also, offer 'Geography of India' and 'Geography of Odisha' as papers to students of other disciplines instead of offering Human Geography/Physical Geography.

GKP – The suggestion of SS has already been implemented in Honours (undergraduate level) combining theory and practical. Some Odisha universities are doing that. It is a good suggestion. Student will be more skilled; To SD- what is the take in 'introduction to Geography' – how it will benefit the students? Making it as Geography of India/Geography of Odisha would be beneficial for them during competitive exams.

PD- Take Geographical Thought to later semester (Other members refuted the idea)

SD- We have to discuss the issues of theory and practical at university level; Students from other departments show less interest after repetitive papers on 'Geography of India' and 'Geography of Odisha'. So, we decided to make it a bit exciting and kept papers such as physical geography and human geography.

SS- Interesting! May be you can think of paper themed on Regional Geography of India or Fundamental Geography instead. We must grow out of regional boundaries and think at subcontinental level. E.g. one must think about current issues such as interstate water conflicts. Make it more attractive – Why students must come to Geography?

NKR- [inaudible] Go by strengths of department

SS- Asked about the structure of the university- advice to have some freedom at departmental level citing example of differences in the practical papers of Geography and other disciplines (science subjects); Introduce some new courses different from other Odisha University; Regarding Geographical thought, follow the pedagogical process and teach in the very first semester so that it becomes the part of course and not becomes burden as a separate paper.; I would go for Geomorphology, Climatology in the 2nd Semester and Oceanography in the third semester.

SM – while teaching emphasize on geographical evolution and development instead of teaching it as history and different schools.

SS- We would like to hear from your faculties.

[Faculties of introduced themselves and gave their two cents on the way deal with their courses]; One student representative (BB, a PhD scholar in the department) was also present and spoke how department has grown from her times when she was a master student. She spoke that the syllabus has improved a lot looks very promising

and is covering syllabus of NET/SET. She also said the new syllabus is very good and would surely help students.

SD- Proposed to send syllabus to each member of BOS and give time to review the syllabus – discussed 101 as example;

SM provided some comments – e.g. rephrase the title of units by keeping the theme you are covering and not the techniques being covered.

SM – Three major issues I found are:

- 1) Some contents have been left out which of great relevance nowadays – such as You have only included Climate change and global warming in Global problems however there are plenty of other global problems (Environmental Geography) that should have been included – e.g. degrading bio-diversity is a major challenge now days. Another challenge is desertification.
- 2) Sequencing within the course syllabus – E.g. Regional Planning – you start with planning and then regional planning without discussing concept and types of regions. There are many similar concerns in the syllabus that must be resolved.
- 3) Reading list must be explained in some courses with a good mix of classic as well as recent books. Your library must have good mix of these books. (E.g. include Charles Corse and Munish Raza in Regional planning; Richard Quit, Time Creswell in Geographical thought)

It is not possible to give comment on everything now. Give us some time and we will send you our suggestion.

DM (ORSC) – We will submit our suggestion later. Map projection is absent in the syllabus.

SS- It is there in cartography. However, I found one issues - all projections are there except Zenithal projection. You must include one Zenithal projection.

DM – Student must know datum and projections (Basics of GIS) – what is WGSS4?

PD – There are many theories in regional planning. We must keep one or two; Keep one projection from each category.

GKP – divide the whole syllabus and send portion by portion to experts for feedbacks.

Combining Vision, mission and programme objectives for Outcome based Syllabus

SS- Every syllabus should have one para on what is this paper all about. [Already done] Put all outcomes in the mix bag – that will define the vision and mission of School of Geography, GMU. Rather than having this top down, make it bottom up. Let all the course contribute something that can be taken to mission and then vision of the department

On examiners and questioner and feedback from experts –

SS – for every task you are assigning us, please set-up a deadline. That will help to regulate things better.

GKP – [requesting SS] We shall authorise Dr Das to carry on the matters of examiners and questioners and related settings.

SS- Agreed with GKP; SM- Agreed with GKP and SS; PD- Agreed with GKP, SS and PD.

Closure of the meeting -

PNS Thanked the BOS members;
SS acknowledged the hard work of School of Geography's team. He said keep the syllabus flexible and possible - keep adding to the reading list, don't look out for the test books at masters' level because that spoils the very culture of inculcating knowledge, give as much critical reading materials to your students; He encouraged the team and applauded student's engagement in the process

[Meeting closed]

SDM

24.07.21

HEAD

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