

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR -2026 SEMESTER -IV DEPARTMENT – Geography**

**Faculty: Dr Kaustuva Banerjee**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
<p>GEOG-H-CC08-Th /P– Cartographic Techniques 1. Coordinate systems: Polar and rectangular 2. Grids: Angular and linear systems of measurement 3. Bearing: Magnetic and true, whole-circle and reduced 4. Representation of data using isopleth, choropleth, and chorochromatic maps 5. Survey of India topographical maps: Reference</p>	<p><b>1. Coordinate Systems (Polar and Rectangular)</b> Students should understand the concept and application of coordinate systems. They should be able to plot locations using polar and rectangular coordinates. Teaching can involve graph paper, digital mapping tools, and real-world examples to make the idea concrete.</p> <p><b>2. Grids (Angular and Linear Systems of Measurement)</b> Learners should grasp the difference between angular grids (latitude and longitude) and linear grids (measured in kilometers). They should develop the skill to measure distances and directions accurately on maps. Classroom strategies can include using topographic maps, rulers, compasses, and GIS software</p>	<p>Assessment can be done through diagram labeling, plotting exercises, or oral questioning.</p> <p>Assessment involves problem-solving exercises and short-answer questions, with evaluation based on precision and completeness of measurements.</p> <p>Assessment can take the form of map-based exercises or multiple-choice questions.</p>	<p>Evaluation focuses on the accuracy of plotted points and clarity in diagram representation.</p> <p>Evaluation focuses on accuracy in bearing calculations and correctness of diagrams.</p> <p>Teaching methods include using colored pencils, GIS software, and sample datasets.</p> <p>Teaching aids include physical maps and digital map viewers.</p> <p>Evaluation considers accuracy, clarity, and understanding of projection properties.</p>	<p>1class(1hr)/wk</p>	

<p>scheme of old and open series. Information on the margin of maps 6. Construction of projections: Cylindrical Equal Area and Mercator's, Polar Zenithal Stereographic</p>	<p><b>3. Bearing (Magnetic and True; Whole-Circle and Reduced)</b> Students should know the types of bearings and their applications in navigation and surveying. Skills include calculating bearings on maps accurately. Teaching aids like protractors, compasses, and surveyor tools can be used.</p> <p><b>4. Representation of Data (Isopleth, Choropleth, and Chorochromatic Maps)</b> Learners should identify and differentiate thematic mapping techniques. They should be able to construct simple thematic maps from data.</p> <p><b>5. Survey of India Topographical Maps (Reference Scheme of Old and Open Series; Margin Information)</b> Students should understand topographical map series, symbols, scales, and margin information. They should be able to interpret these maps correctly.</p> <p><b>6. Construction of Projections (Cylindrical Equal Area, Mercator, Polar Zenithal Stereographic)</b> Learners should understand the principles, applications, and limitations of these map projections. Skills include</p>	<p>Assessment involves creating thematic maps and labeling exercises, while evaluation emphasizes the visual clarity of maps and correct representation of data.</p> <p>Assessment can involve map interpretation exercises or fill-in-the-blank questions. Evaluation checks the accuracy of identifying map elements and comprehension of the information on map margins.</p> <p>Assessment includes drawing projections and explaining them.</p>			
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	constructing simple projections while appreciating distortion management. Teaching can involve graph paper, protractors, computer-aided design tools, and projector demonstrations.				
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2026 SEMESTER - IV DEPARTMENT - Geography**

**Faculty: Dr Suman Chatterjee**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
4. Geoid, spheroid (Everest & WGS-84) and conversion of angular to linear distance	<b>Knowledge:</b> Concept of geoid, spheroid and datum. <b>Skill:</b> Convert angular to linear distance. <b>Value:</b> Accuracy in measurement concepts.	Formative: Short questions. Summative: Written test.	Lecture, sketch of earth figures, formula explanation. <b>Aids:</b> Globe, diagrams, PPT. <b>Evaluation:</b> Concept clarity and correct conversion steps.	4 Classes	
5. Map projections: classification, properties and uses	<b>Knowledge:</b> Types of projections. <b>Skill:</b> Classify projections. <b>Value:</b> Importance in map making.	Formative: short notes. Summative: written test.	Lecture, comparison chart, projection sketches. <b>Aids:</b> Slides, world map examples. <b>Evaluation:</b> Accuracy in classification and explanation.	10 Classes	
6. Selected projections: properties, uses and limitations	<b>Knowledge:</b> Characteristics of major projections. <b>Skill:</b> Compare uses. <b>Value:</b> Critical understanding.	Formative: diagram questions. Summative: written test.	Lecture and diagram-based comparison. <b>Aids:</b> Projection charts, sample maps. <b>Evaluation:</b> Correct comparison and use-based interpretation.	5 Classes	

7. UTM projection: concept and significance	<b>Knowledge:</b> UTM concept. <b>Skill:</b> Identify zones. <b>Value:</b> Practical mapping use.	Formative: short questions. Summative: written test.	Lecture, zone illustration, sample map reading. <b>Aids:</b> UTM zone map, atlas, PPT. <b>Evaluation:</b> Correct zone identification and explanation.	3 Classes	
8. Data representation: dots, spheres and divided proportional circles	<b>Knowledge:</b> Methods of data representation. <b>Skill:</b> Choose suitable method. <b>Value:</b> Visual interpretation skill.	Formative: diagram work. Summative: practical/written test.	Demonstration of symbols and thematic maps. <b>Aids:</b> Sample thematic maps, chart paper, PPT. <b>Evaluation:</b> Correct symbol use and map readability.	6 Classes	

### COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026 SEMESTER - IV DEPARTMENT - Geography

Faculty: Dr Suman Chatterjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Simple Conic Projection (one standard parallel)	<b>Knowledge:</b> Concept of conic projection. <b>Skill:</b> Draw projection correctly. <b>Value:</b> Accuracy in practical work.	Practical exercise and test.	Demonstration and guided drawing. Aids: drawing tools.	2 Classes	
Bonne's Projection	<b>Knowledge:</b> Concept of Bonne's projection. <b>Skill:</b> Construct projection. <b>Value:</b> Precision in cartography.	Practical exercise and test.	Demonstration and practice. Aids: drawing tools.	2 Classes	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

YEAR - 2026 SEMESTER - IV DEPARTMENT - Geography

Teacher: **Dr. Ambika Roy Bardhan**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<b>CC-07-Th- Social Geography</b>					
<p align="center">Concepts of Social Justice and Social Security with Examples from India</p>	<p><b>Students will be able to-</b>  <b>Knowledge:</b> Explain the meaning and concepts of social justice and social security with reference to India.  <b>Skill:</b> Analyse social welfare schemes and their role in reducing inequality.  <b>Value:</b> Appreciate the importance of equality, fairness and welfare in society.  <b>Attitude:</b> Develop sensitivity towards disadvantaged and vulnerable groups.</p>	<p align="center"><b>Short answer questions</b></p>	<ul style="list-style-type: none"> <li>• Group Learning and teaching (Group Discussions)</li> <li>• Technology based Learning</li> </ul>	<p><b>4</b></p>	
<p align="center">Contemporary Social Issues: Gender-Related Problems</p>	<p><b>Students will be able to-</b>  <b>Knowledge:</b> Identify major gender-related issues such as inequality, discrimination and violence.  <b>Skill:</b> Analyse causes and spatial patterns of gender issues using examples.  <b>Value:</b> Understand gender equality as a key component of social development.  <b>Attitude:</b> Become sensitive towards</p>	<p align="center"><b>Quiz with MCQ</b></p>	<ul style="list-style-type: none"> <li>• Group Learning and teaching (Group Discussions)</li> <li>• Technology based Learning</li> </ul>	<p><b>2</b></p>	

	and respect gender rights and social justice.				
Social Problems in Urban Areas: Poverty and Crime	<p><b>Students will be able to-</b></p> <p><b>Knowledge:</b> Explain major social problems in urban areas such as poverty and crime.</p> <p><b>Skill:</b> Interpret causes, patterns and impacts of urban social problems.</p> <p><b>Value:</b> become aware of urban inequalities and social challenges.</p> <p><b>Attitude:</b> Show empathy towards urban poor and commitment to inclusive urban development.</p>	<b>Short answer Question</b>	<ul style="list-style-type: none"> <li>• Group Learning and teaching (Group Discussions)</li> <li>• Technology based Learning</li> </ul>	<b>4</b>	
Social Problems in Rural Areas: Marginalisation and Deprivation	<p><b>Students will be able to-</b></p> <p><b>Knowledge:</b> Understand the nature and causes of marginalisation and deprivation in rural areas.</p> <p><b>Skill:</b> Analyse socio-economic factors contributing to rural inequalities.</p> <p><b>Value:</b> become aware of rural development challenges and social equity.</p> <p><b>Attitude:</b> Develop positive orientation towards inclusive and balanced rural development.</p>	<b>Quiz with MCQ</b>	<ul style="list-style-type: none"> <li>• Group Learning and teaching (Group Discussions)</li> <li>• Technology based Learning</li> </ul>	<b>3</b>	
<b>CC-07-Pr- Social Geography</b>					
Preparation of Human Development Index (HDI) – After UNDP	<p><b>Students will be able to-</b></p> <p><b>Knowledge:</b> Understand the concept, components and methodology of HDI as proposed by UNDP.</p> <p><b>Skill:</b> Calculate HDI using indicators of health, education and income; interpret results.</p>	<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Learning by Problem Solving</li> <li>• Experiential Learning</li> </ul>	<b>4</b>	

	<p><b>Value:</b> Develop appreciation of human-centric development beyond economic growth.</p> <p><b>Attitude:</b> Develop analytical thinking and concern for human well-being and equity</p>				
Preparation of Gender Development Index (GDI) – After UNDP	<p><b>Knowledge:</b> Understand the concept, components and UNDP methodology of Gender Development Index.</p> <p><b>Skill:</b> Calculate GDI using gender-disaggregated indicators and interpret index values.</p> <p><b>Value:</b> Appreciate gender equity as a key dimension of human development.</p> <p><b>Attitude:</b> Develop sensitivity towards gender disparities and commitment to inclusive development.</p>	<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Learning by Problem Solving</li> <li>• Experiential Learning</li> </ul>	<b>4</b>	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR - 2026 SEMESTER – IV -DEPARTMENT -GEOGRAPHY**

**Mrs SABIHA SETHWALA**

**GEOG- H-CC-5 (TH) GEOMORPHOLOGY , CC-07 (TH) SOCIAL GEOGRAPHY**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
<b>GEOMORPHOLOGY</b>					
1. Time and space in geomorphology Schumm, Litchy, Tricart and Haggett	<p><b>Knowledge</b> Able to understand the landforms on different scales</p> <p><b>Skill</b> Able to integrate knowledge with the tectonic setting</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p> <p>Exams</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT group PPT presentations</p>	<b>4</b>	

	<p><b>Value</b> appreciating the diversity in topography on different scales and</p> <p><b>Attitude</b> develop a scientific temper to link , associate and analyse structure and relief</p>				
2.Degradational processes : mass wasting and landforms	<p><b>Knowledge</b> Able to understand the different processes of mass wasting</p> <p><b>Skill</b> equips students to understand resultant landforms of mass wasting processes</p> <p><b>Value</b> able to link processes to tectonic settings and different climate regimes</p> <p><b>Attitude</b> develop a scientific approach to landuse in relation to mass wasting processes</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p> <p>Exams</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT</p> <p>group PPT presentations</p>	4	
4. Development of river network , landforms on uniclinal and folded structure, faults	<p><b>Knowledge</b> Able to identify different drainage patterns on different structures and relief</p> <p><b>Skill</b> Able to understand the role of structure on drainage</p> <p><b>Value</b> able to identify areas for a better watershed management</p> <p><b>Attitude</b> develop a scientific approach towards the understanding of the role of tectonics in structure</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p> <p>Exams</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT</p> <p>group PPT presentations</p>	6	
5. Development of river network, landforms on granite, basalt	<p><b>Knowledge</b> Able to understand the characteristics of different rock types and the role in development of river network</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT</p>	6	

	<p><b>Skill</b> Able to integrate knowledge of characteristics of rocks to landforms</p> <p><b>Value</b> critical for environmental management and ecological sustainability</p> <p><b>Attitude</b> develops a positive approach towards water resources specially water conservation</p>	Exams	group PPT presentations		
<p>9. Models on Landscape Development : Davis, Penck, King , Hack</p> <p>Significance of systems approach</p>	<p><b>Knowledge</b> understand how different cycles of erosion under different climatic conditions and over time result in different landscapes</p> <p><b>Skill</b> Able to understand the equations governing erosion transport and deposition , also to understand scale and spatial elements</p> <p><b>Value</b> helps in stimulating Landscape Evolution Models , predicting soil erosion and evaluating environmental history</p> <p><b>Attitude</b> focus on process understanding , to be enthusiastic for interactive simulation approaches</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p> <p>Exams</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT</p> <p>group PPT presentations</p>	6	
SOCIAL GEOGRAPHY					
1. Nature and scope of social Geography	<p><b>Knowledge</b> to understand what makes social geography and how it has changed over time</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p>	4	

	<p><b>Skill</b> Able to develop skills to analyse the spatial distribution of social phenomenon</p> <p><b>Value</b> provides critical insights into how social relations and inequalities are created in a society</p> <p><b>Attitude</b> fosters a positive, analytical and socially responsible attitude towards social processes</p>	<p>Home assignments</p> <p>Exams</p>	<p>Use of ICT</p> <p>group PPT presentations</p>		
<p>2. Social structure Caste and class</p> <p>Social processes</p>	<p><b>Knowledge</b> to understand how class and caste are created and the role they play in a society</p> <p><b>Skill</b> Able to develop skills to analyse the equations in a society created by caste and class</p> <p><b>Value</b> provides critical insights into how social relations and inequalities are a result of social processes</p> <p><b>Attitude</b> fosters a analytical and socially responsible attitude towards social processes emerging in the context of class and caste equations</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p> <p>Exams</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT</p> <p>group PPT presentations</p>	6	
<p>10.social segregation: global north and south</p>	<p><b>Knowledge</b> to understand the differences between global north and south and why</p> <p><b>Skill</b> Able to develop skills to analyse the spatial differences in social phenomenon in global north and south</p>	<p>Class tests</p> <p>MCQ / Objective worksheets</p> <p>Home assignments</p> <p>Exams</p>	<p>Lecture method</p> <p>Discussion method</p> <p>Use of PPTs</p> <p>Use of ICT</p> <p>group PPT presentations</p>	5	

	<p><b>Value</b> provides critical insights into the segregation process and the reasons</p> <p><b>Attitude</b> shaping the behaviour towards social equity and social cohesion</p>				
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**TEACHER – DR. SUSHMA SAHAI YEAR - 2026 SEMESTER - FOUR MAJOR DEPARTMENT - GEOGRAPHY**

**PAPER – CC06-4-TH- CLIMATOLOGY**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
<p><b>Unit I: Elements of the Atmosphere</b></p> <p>1. Insolation: Controlling factors, Heat budget of the atmosphere</p>	<p><b>Knowledge:</b> Understand solar radiation, factors affecting insolation and earth–atmosphere heat balance.</p> <p><b>Skill:</b> Ability to explain diagrams and interpret latitudinal variation of insolation.</p> <p><b>Value/Attitude:</b> Appreciation of energy balance and environmental sustainability.</p>	Problem-solving questions, class discussion	<p>Interactive session using PPT, diagrams of the Earth–atmosphere heat budget, Blended learning- explanation of controlling factors with graphical illustrations</p> <p>Formative assessment through short problem-solving questions, and student responses during class discussion.</p>	3	
<p>2. Temperature: horizontal and vertical distribution, inversion of</p>	<p><b>Knowledge:</b> Understand spatial and altitudinal variation of temperature and processes of inversion.</p>	Tutorials based on previous years university examinations	Facilitated discussion lecture using temperature distribution maps, vertical profile diagrams,	4	

<p>temperature: Types, causes and consequences</p>	<p><b>Skill:</b> Ability to analyze vertical temperature structure of the atmosphere. Ability to apply the concept of temperature inversion to real-world weather phenomena <b>Value/Attitude:</b> Awareness of climatic controls and implications for weather and environment.</p>		<p>and case studies of temperature inversion. Tutorial solving past university questions and diagram practice</p>		
<p>3.Overview of climate change: Causes, trends, and predictions of global temperature rise since 1850 CE. Formation, depletion, restoration, and significance of the ozone layer</p>	<p><b>Knowledge:</b> Understand causes and evidence of global climate change and ozone dynamics. <b>Skill:</b> 1. Ability to interpret long-term climate data and global temperature trends using graphs and reports. 2.Ability to analyze the processes of ozone layer formation, depletion, and restoration and relate them to global environmental change. <b>Value/Attitude:</b> Develop environmental awareness and responsibility toward climate action</p>	<p>Crossword on climate change and ozone depletion</p>	<p>Use of IPCC trend graphs, documentary clips, PPT presentation, Fish-bowl technique- discussion on greenhouse gases and ozone depletion and short written assignment</p>	<p>6</p>	
<p>8.Atmospheric disturbances: Tropical cyclones and thunderstorms</p>	<p><b>Knowledge:</b> Understand formation, structure and impacts of tropical cyclones and thunderstorms. <b>Skill:</b> Ability to analyze atmospheric processes leading to severe weather events <b>Value/Attitude:</b> Awareness of disaster preparedness and climate hazards.</p>	<p>Tutorials based on previous years university examinations</p>	<p>Learner-engaged session with satellite imagery and cyclone track maps/apps, case study discussion of cyclones affecting India</p>	<p>6</p>	

**PAPER – CC06-4- CLIMATOLOGY LAB**

<b>PAPER – CC06-4- CLIMATOLOGY LAB</b>					
2. Interpretation of a daily weather map of India: Pre-Monsoon, monsoon, and post- monsoon	<p><b>Knowledge:</b> Understand the components and symbols of daily weather maps of India and the synoptic conditions associated with pre-monsoon, monsoon, and post-monsoon seasons</p> <p><b>Skill:</b> Ability to interpret pressure systems, wind direction, cloud cover, rainfall and weather conditions.</p> <p><b>Value/Attitude:</b> Appreciation of the value of scientific weather data for understanding seasonal climatic patterns.</p>	Continuous assessment through practical record maintenance and evaluation, mock viva voce and tutorials	Demonstration using India Meteorological Department (IMD) weather maps, step-by-step interpretation, supervised practical work and oral evaluation.	12	
3. Construction and interpretation of monthly rainfall dispersion diagram (quartile method). Climate water budget	<p><b>Knowledge:</b> Understand rainfall variability and climatic water balance.</p> <p><b>Skill:</b> Ability to construct quartile diagrams and calculate water budget.</p> <p><b>Value/Attitude:</b> Appreciation of climate variability and water resource management.</p>	Practical record submission, calculation exercises	Step-by-step demonstration of quartile method, graph plotting using rainfall data, explanation of Thornthwaite water budget concept, practical record assessment.	7	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – II SEMESTER – IV HONS & MDC DEPARTMENT – GEOGRAPHY FACULTY – DEBASREE SINHA**

**COURSE: GEOMORPHOLOGY**

**CODE: GEOG-H/MD-CC5-4-Th**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
3. Processes of entrainment, transportation, and deposition by different geomorphic agents.  5. Development of river network and landforms on limestones.  6. Coastal processes and landforms.  7. Glacial and glacio-fluvial processes and landforms.	Students will be able to:  1. Identify how geomorphic agents interact with sediments.  2. Interpret landforms as outcomes of specific erosion/deposition processes.  3. Establish relationship between lithology and landform development.  4. Understand coastal, glacial and wind dynamics and their role in shaping geomorphic features.  5. Appreciate human-environment relationships in shaping present-day landscapes.	1. Assignment	1. Group and individual learning.  2. Written assessment to help prepare for End Semester Examinations.  3. Traditional lecture method with presentations.	25	

8. Aeolian and fluvio-aeolian processes and landforms.					
10. Role of humans in landform development.					

**COURSE: CLIMATOLOGY**

**CODE: GEOG-H/MD-CC6-4-P**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
UNIT II  4. Condensation: Process and forms. Mechanism of precipitation: Bergeron-Findeisen theory, and collision & coalescence theory. Forms of precipitation.	Students will be able to:  1. Develop curiosity about atmospheric processes and weather phenomena.  2. Identify and describe different forms of precipitation and condensation.  3. Analyze the influence of air masses on regional weather patterns.  4. Study vertical temperature profiles to assess stability.	1. Assignment	1. Group and individual learning.  2. Written assessment to help prepare for End Semester Examinations.  3. Traditional lecture method with presentations.	22	

<p>5. Air mass: Typology, origin, characteristics, and modification.</p> <p>6. Types of fronts. Frontogenesis and frontolysis.</p> <p>7. Weather: Stability and instability, barotropic and baroclinic conditions.</p> <p>9. Monsoon circulation and mechanism with reference to India.</p>	<p>5. Interpret variability in monsoon rainfall and its causes.</p>				
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