

Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IIA: P.2.14A: Geography
(Semester: 1)**

**Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15**

Introduction of the Course

Geography is the study of people, places and their interactions. This interaction can be understood through activities people do such as adapting to their environment and surroundings, modified by the environment and also the human activities and engagements which are causing environmental changes. This course is an attempt to engage students in systematic geographical inquiry to understand phenomena and events in the specific geographic context. Revisiting the geographical concepts provides an opportunity to critically engage and examine the spatial interactions and interrelationship between development and environment.

This course will help in developing an understanding how human interactions with the landscapes (society and environment) result into varied practices and patterns, how people affect environment and how environment affects people; their interdependence for ecological equilibrium, factors causing disequilibrium, destructions and damages caused by disequilibrium and to work towards sustainable practices to maintain the balance.

Course will initiate building the discourse on the concept of school geography, its major components (curriculum & textbooks), and how it is practiced in school. Students will be given tasks (assignments) during SEP to gather first-hand experiences and observations, develop a reflective commentary on that, and situate the geography teacher with in the process.

Learning Outcomes

After completion of the course student will be able to:

1. State the nature of Geography in terms of its evolution as a discipline
2. Discuss the basic ideas in geography in the context of broader educational ideologies
3. Examine the implications of defining the aims and objectives of Geography education
4. Interpret and examine the school geography curriculum
5. Critically examine the issues and challenges faced by geography teachers

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Evolution of Geography as a discipline

(5 Week = 10 hours)

108

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The changing nature of geography

- Nature of geographical knowledge
- Foundations of scientific geography
- Geography as a discipline of synthesis
- Paradigms of Geography:
- Areal differentiation, Man-Environment, Regions and Regionalization and Spatial Organization
- Geography themes: location, interaction, distance, scale, and Change

Unit 2: Geographical Education (Geography in Education) Theoretical Paradigms, and

Recent Debates

(5 Weeks = 10 hours)

- Dominant theoretical paradigm in Geographical Education; constructivism, behaviourism, environmental determinism, humanist, feminist etc.
- Aims and Objectives of Teaching of Geography

Unit 3: Geography Curriculum: Theory into Practice

(5 weeks = 10 hours)

- General Curriculum model
- Objectives model – behaviorist pedagogy
- Process model – constructivist pedagogy
- Organization of Curriculum: Spiral sequencing, Regional approach,
- Thematic arrangement

Practicum/ Suggested Projects / Assignments (Any Two)

Atlas/ map reading (interpretation) and making exercises will be done with the students.

1. This assignment/practical will be two fold i) Recent developments and debates emerged to explain Geography as a discipline ii) How has it been reflected in the school curriculum and textbooks? Students can cite examples from the texts, illustrations, given assessment activities and e recourses/multimedia/ICT, maps and atlas and models and changing look and functions of geography labs etc
2. Students will critically analyze and comment on any of the mentioned paradigms (Unit II) by highlighting its significance in Geographical education, Building their own argument by referring to recent debates and contestations
3. Preparation of video and film strips, Review of Documentary features regarding Geography content material
 - a) Analysis of Geography Curriculum in India

(109)



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b) Comparative Analysis of Curriculum in various countries

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings

- Beyer, L.E. & Apple, M.W. (1998). The Curriculum, Problems and Possibilities. New York: SUNY Press.
- Bonnett, A. (2008). What is geography? London: Sage.
- Butt, G. (2002). Reflective teaching of geography 11-18, Continuum studies in reflective Practice and Theory. London: Continuum International Publishing Group Ltd.
- Dikshit, R. D. (2018). Geographical Thought. A Contextual History of Ideas. New Delhi: Prentice-Hall of India.
- Hardwick, S.W & Holtgrieve, D.G. (1990). Geography for Educators Trends, Themes and Concepts. New Jersey: Prentice Hall.
- Husain, M. (2021) Human Geography (6th ed). New Delhi: Rawat Publication.
- Hussain, M. (2012) Manav Bhugol (4th ed). New Delhi: Rawat Publications.
- Husain, M. (2015). Evolution of Geographical Thought (6th edition). New Delhi: Rawat Publications.
- Knox, P.L. and Marston, S. (2015). Human Geography: Places and Regions in Global Context. New York: Pearson Publication.
- Maurya, S.D. (2022). Human Geography. Allahabad: ShardaPustak Bhawan.
- National Policy on Education. (2020). Ministry of Education: Government of India
- NCERT, (2005) National Curriculum Framework. New Delhi: NCERT.
- NCERT (2006). Position Paper on Teaching of Social Sciences. New Delhi: NCERT.
- NCERT and other reference books of Geography and Social studies (class 6 to 12)
- Tikkaa, R N (1989). BhautikBhugolkaSwaroop. Meerut: Kedarnath Ram Nath.
- Singh, S (2018). BhautikBhugolkaSwaroop. Allahabad: Pravalika Publication.
- University Grant Commission (UGC) (2001). Report of the curriculum development committee in geography. New Delhi, India: University Grant Commission (UGC).
- UNESCO source book for geography teaching (1965). International Geographical union, Commission on Geography in Education
- Zaidi, S. M. (2005). Modern Teaching of Geography. New Delhi: Anmol publication.

Additional Readings

- Accha, S.L. (1976). Concept of Dictionary of Geography English-Hindi. Delhi: Concept publishing company.
- Barker, W.H. (1927). Geography in Education & Citizenship. London: University of London Press Ltd.
- Barnard, H.C. (1949). Principles and Practice of Geography Teaching. London: University tutorial Press Ltd.

110

- Castree, N. (2005). "Is Geography a Science?" in Castree, Noel, Rogers, A. and D. Sherman (Eds.). Questioning Geography, Fundamental Debates. Oxford: Blackwell Publishing Ltd., pp. 57-79.
- Crampton, J. W. & Elden, S. (2007). Space, knowledge, and power: Foucault and Geography. Great Britain: Ashgate.
- Fletcher, S.S.F. (Ed.) (1915). Cambridge Handbook for teachers, the teaching of Geography. London Cambridge: University Press.
- Garnett, O. (1934). Fundamentals in School Geography. Bombay: George G. & Harrop & co. Ltd:
- Hartshorne, R. (1959). Perspective on the Nature of Geography. Chicago: Rand McNally & Company.
- Johnston, R. (2013). "Geography and the Social Science Tradition" in Clifford, N.J. et.al. (eds.): Key Concepts in Geography, New Delhi: Sage, pp. 46-65.
- Pect, R. (1998). Modern Geographical thought. UK: Blackwell publication.
- Small, J. & Witherick, M. (1986). A modern Dictionary of Geography. London: Arnold.
- Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen & Co.Ltd.
- Stamp, D. & Clark, A.N. (1979). A Glossary of Geographical Terms. New York: Longman.
- Webster's Geographical Dictionary A Dictionary of Names of Places with Geographical and Historical Information and Pronunciations. (1949). Philippines: G. & C. Merriam Co.
- Wheeler, J.H. & Kostbade, J.T. (1990). World Regional Geography. Florida: Saundari Collge Publishing.

Teaching Learning Resources (Digital and others):

Fenneman, N. M. (1919). The Circumference of Geography.

https://ia600708.us.archive.org/view_archive.php?archive=/28/items/crossref-pre-1923-scholarly-works/10.2307%252F2345371.zip&file=10.2307%252F2569571.pdf

<http://www.publishyourarticles.net/knowledge-hub/geography/13-main-objectives-of-teaching-geography/5699/>

<https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>

https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf

<https://ncf.ncert.gov.in/#/web/home>

(11)


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<https://www.depauw.edu/files/resources/krathwohl.pdf>

<https://www.studocu.com/ph/document/ramon-magsaysay-technological-university/education/anderson-and-krathwohl-revised-blooms-taxonomy/31535675>

https://geoportal.natmo.gov.in/search/field_topic/national-school-atlas-47

<https://mapservice.gov.in/gismapserviceMVC>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, and critical media/ICT analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects and seminar presentation. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

* Skill laboratory pedagogy (skill lab) will be preferred for these assignments to ensure practical application of the competency acquired and stress will be given on 3 components Build, Practice and Present.

Students should have time to research, experiment and practice what has been taught in small groups in order to enhance the acquisition of competences. Groups may be asked to present the work. Constructive feedback will be given on their work/presentation.

Key words: Geographical inquiry, Geographic context, concepts, society, environment, interdependence, school geography



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