

**Bachelor of Education (B.Ed.)**

**Title of the Course: P 2.14 B: Geography  
(Semester: II)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

**Introduction of the Course**

To facilitate sensitivity and awareness, students will be made known to variety of geographical skills and techniques. Each unit aims to develop their knowledge of learning and teaching in the specific context of school geography, to evaluate and improve their knowledge of school geography curriculum, to apply subject and pedagogic knowledge creatively in the planning and reflecting upon their teaching, exposes to enquiry, critical thinking, decision making and geography specific pedagogy and evaluating its impact in their own teaching practice.


Investigation in to the contemporary researches in the field of school geography curriculum and pedagogical practices will help to keep the students updated and connected with the global ideas and discourses and enhance the ability to appreciate and value varied perspectives.

Students can be encouraged to build their own pedagogical position/attitude which will help them to choose, implement, analyze, reflect and contribute to the geographic knowledge and its pedagogy.

**Learning Outcomes**

After completion of the course student will be able to:

- 1) Examine and evaluate the pedagogical strategies and material base appropriate for teaching geography at Senior Secondary level
- 2) Assess the process of learning of Geography concepts
- 3) Organize a profile of professional geography teacher
- 4) Critically examine the issues and challenges faced by geography teachers
- 5) Envision the idea of both geographers (researchers) and teachers of geography

  
Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

**Number of Units (4)**

**Weeks 15 = 30 hours**

**Unit 1: Pedagogical Strategies in teaching of Geography**

**(5 weeks = 10 hours)**

**Approaches, Strategies and Resources in Teaching of Geography**

- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist
- Strategies: Observation, Project, Regional, Comparative, Problem-solving, and Laboratory/ scientific experimental, Narrative
- Resources for teaching and learning  
Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, National Geography: resources from audio- video and journals, establishment and maintenance of geography room, Decision-making exercises, Printer material: textbooks, collated reading, journal & newspapers articles. Computers in geography teaching.

**Unit 2: Assessment Process in Geography Learning**

**(5 weeks = 10 hours)**

**Assessment and Evaluation in Geography**

- Subjective and objective tests; Unit test, Oral test etc
- Formative: Continuous and Comprehensive assessment strategies and formats
- Summative: Need and Formats
- Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, Misconceptions developed and remedial strategies, Statistical interpretation of the assessment, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.

**Unit 3: Geography Teacher & Issues in Geography Teaching**

**(3 weeks = 6 hours)**

- Trainee teachers to reflective practitioner & researcher
- Professional growth
- Career entry profile


**Issues in Geography Teaching**

- Geography standard
- University-School links
- Public image of geography
- Geography literacy
- Informed citizen

**Unit 4: Research fields and methods in geography education**

**(2 weeks = 4 hours)**

- Case Study
- Action Research

  
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- Textbook Content Analysis
- Field Study –Survey

### Practicum/ Suggested Projects / Assignments (Any Two)

#### Practicum

A **field trip** will be organized for the students to provide them hands on experience to understand planning, execution, report writing and evaluation

**Planning and execution of a lesson:** Curricular mapping, Concept mapping, Development of Lesson-plan in terms of nature of content, and pedagogical practices

#### Assignments

1. Text Analysis: Criteria of selection of text books and collateral readings: private and public Publishers, content and sequencing
2. Collection and Review of ICT resources for geography education
3. Students will analyze the question papers set by various schools and boards for different school levels and design the questions as per the discussed assessment process
4. Prepare a sample of different types of test items
5. Analysis of Geography Standards across countries
6. Annotated bibliography on any topic related to geography education

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

### Essential/ Recommended Readings

- Alam, S. (2015): *A note on the status of geography teachers in Indian school*, Geographic Education, Volume 28, 59-65.
- Anderson, L.W. & Krathwohl, D.R. (Ed) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Basantia, T.K., & Panda B.N. (2008). *Multidimensional Activity based Integrated Approach: An Innovative Teaching Learning Strategy at School Stage*. *The Primary Teacher*, 33(1-2)
- Batra, P. (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications.
- Brar, J. S. (2007). *Teaching of Geography: A scientific appraisal*. Ludhiana: Hind Publishers.
- George M, Alex. & Amman, M. (2009). *Teaching Social Science in Schools*, NCERT's New Textbook Initiative. New Delhi: Sage Publications.
- Hardwick, S.W & Holtgrieve, D.G. (1990). *Geography for Educators Trends, Themes and Concepts*. New Jersey: Prentice Hall.
- Haro, A. and Alam, S. (2016): *The perception of geography teaching aids and resources in higher secondary school of Varanasi: a Comparative study*, *The Geographer*, Volume 63, No. 2, 71-80.

- Helsby, G. & McCulloch, G (Ed.). (1997). Teachers and the National Curriculum, Chapter 7, Reconstructing the Geography National curriculum, pp.96-111, professional Constraints, Challenges and Choices. London: Cassell.
- Kellough, R.D. & Kellough, N.G. (1996). Middle School Teaching: A Guide to Methods & Resources .New Jersey: Merrill.
- Kochhar, S.S. (1999). Teaching of Social Studies. New Delhi: Sterling Publishing House.
- Lounsbury, J.F. & Aldrich, F.T. (1986). Introduction to Geographic Field Methods and Techniques in Modern Geographical Research. London: Bell & Howell.
- Mangal, S.K. & Mangal, U. (2012). Essentials of Educational Technology. New Delhi: PHI Private Limited.
- Manual for In-service Education of Teachers and Teacher Educators in Geography (Higher Secondary Stage).(2009).New Delhi: NCERT
- McMillan, J.H. (2011).Classroom Assessment, Principles and Practices for effective standards-based instruction. Boston: Allyn & Bacon.
- Misra, R. P. (1983). Introduction. In R. P. Misra (Ed.) Contributions to Indian Geography: Concepts and approaches, Vol. 1 (pp. 1–10). New Delhi: Heritage Publishers.
- NCTE. (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education. New Delhi: NCTE.
- NCTE. (2009). National Curriculum Frame Work for Teacher Education. New Delhi: NCTE.
- Novak, J.D. and Canas, A.J. (2008). The Theory Underlying Concept Maps and How to construct Them, Technical Report IHMC Cmap Tools 2006-01 rev 01-2008
- Pandey, A. (2011). *Role of GIS in School Geography*, Journal of Indian Education, Volume XXXVII Number 3 November 2011.New Delhi: NCERT.
- Pollard, A. (Ed.). (2002).Reading for Reflective Teaching (Selective Essays).London: Continuum.
- Position Paper ,National Focus Group on Education Technology (2006), NCF-2005.New Delhi: NCERT
- Position Paper, National Focus Group on Teacher Education (2006), NCF-2005, New Delhi: NCERT.
- Position Paper, National Focus Group on teaching of Social Science (2006). NCF-2005, NCERT.
- Soler, J. Craft, A. & Burgess, H. (Ed.) (2001).Teacher development, exploring our own practice. New Delhi: The Open University.
- Smith, M. (Ed.) (2002). Teaching Geography in Secondary Schools. The Open University, Condon: New York.
- Weeden, P. (2013). 'How do we link assessment to making progress in geography' in Lambert D. and Jones, M. (Ed) *Debates in Geography*. Abingdon: Rout ledge.

#### Additional Readings

- Accha, S.L. (1976).Concept of Dictionary of Geography English-Hindi. Concept publishing company: Delhi.
- 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.
- Benjamin S.B.J., Thomas H. & George F. M. (1971). Handbook on Formative and Summative Evaluation of Students Learning. New York: McGraw Hill Book Company.
- Beyer, L.E. & Apple, M.W. (1998). The Curriculum Problems and Possibilities. SUNY Press: New York
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- Cohen, L. & Manion, L. (1989). Research methods in Education. Rout ledge: London
- Fletcher, S.S.F. (Ed.) (1915). Cambridge Handbook for teachers, the teaching of Geography .University Press: London Cambridge
- Frey, B.B. (2014). Modern classroom Assessment. Sage: New Delhi
- Garnett, O. (1934). Fundamentals in School Geography. Bombay: George G. & Harrop & co. Ltd.
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- Howes, N., and Hopkin, J. (2000) 'Improving formative assessment in geography' Teaching Geography, July, 25, 1, pp. 42-3.
- Varma, O.P. (1953). Geography teaching in India. Ambala Cantt: University Publishers.
- Walker, J. (1953). Aspects of Geography teaching in school. W.C.: Oliver and Boyd.

#### Teaching Learning Resources (Digital and others):

<https://www.geography.com/>

<https://www.atlapedia.com/>

<https://files.eric.ed.gov/fulltext/E11085996.pdf>

<https://www.geokniga.org/bookfiles/geokniga-remote-sensing-and-image-interpretation.pdf>

[https://ncert.nic.in/pdf/focus-group/educational\\_technology.pdf](https://ncert.nic.in/pdf/focus-group/educational_technology.pdf)

[https://ncert.nic.in/pdf/publication/journalsandperiodicals/journalofindianeducation/JIE\\_NOV2011.pdf](https://ncert.nic.in/pdf/publication/journalsandperiodicals/journalofindianeducation/JIE_NOV2011.pdf)

[https://cd1.edb.hkedcity.net/cd/cns/sscg\\_web/html/english/main06.html](https://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main06.html)

<https://www.geographyforgeographers.com/geography-resources-for-teachers.html>

[https://ncert.nic.in/pdf/focus-group/social\\_science1.pdf](https://ncert.nic.in/pdf/focus-group/social_science1.pdf)

<https://cmap.ihmc.us/publications/researchpapers/theoryunderlyingconceptmaps.pdf>

<https://www.open.edu/openlearn/education-development/assessment-secondary-geography/altformat-word>

[https://www.academia.edu/69963034/Assessment for learning in the Geography classroom can we bring about change to reflect evidence based practice](https://www.academia.edu/69963034/Assessment_for_learning_in_the_Geography_classroom_can_we_bring_about_change_to_reflect_evidence_based_practice)

<https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/assessment-in-geography/formative-assessment/>

<https://geognc.wordpress.com/wp-content/uploads/2014/10/geography-assessment-feb-2015.pdf>

[dokumen.pub debates-in-geography-education-9781136487613-9780415687782.pdf](https://dokumen.pub/debates-in-geography-education-9781136487613-9780415687782.pdf)

<https://www.scribd.com/document/415264895/COMPETENCY-BASED-AND-COMMITMENT-ORIENTED-TEACHER-EDUCATION-FOR-QUALITY-SCHOOL-EDUCATION-D-101>

<https://files.eric.ed.gov/fulltext/EJ1085996.pdf>

<https://ncert.nic.in/pdf/announcement/otherannouncements/teachersandresearchers/Geography%20Manual%20PGT.pdf>

<https://gyansanchay.csjmu.ac.in/wp-content/uploads/2022/09/Socio-Economic-Survey-and-Report-Writing.pdf>

### 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 skills, techniques. Pedagogy, school geography curriculum, geography teacher