

SEMESTER - II**CPS 2b – Part II - PEDAGOGY OF GEOGRAPHY****Credits:4****Internal: 40 marks****Hours/Week: Theory-4hrs&Practical- 4hrs****External: 60 marks****Total: 100 marks****Course Learning Outcomes:****At the end of the course, the student-teachers will be able to**

- design non-scholastic activities in Geography;
- apply the process of evaluation in Geography;
- appreciate the significance of planning and teaching Geography;
- develop teacher professionalism and teacher commitment in the teaching of Geography;
- point out the importance of classroom climate and classroom management;
- review the organization of the schoolplant;
- identify and analyze the diverse needs of learners in Geography;
- prepare teaching and learning materials in Geography for both general and special students;
- construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- compile a question bank in Geography to aid student performance.
- design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

Unit I: Non-Scholastic Activities in Geography

Meaning of the term Co-curricular activities - Importance of Co-curricular activities – Guiding principles for the organization of Co-curricular activities- various Co-curricular activities related to Geography teaching - community resources, Excursion – social science club- nature calendar- Exhibitions and Field trips.

Unit II: Evaluation in Geography

Concept of Evaluation- Purpose of Evaluation- Continuous and Comprehensive Evaluation- Formative and Summative Evaluation- Achievement tests- Steps in construction- Preparation of Blue print- Preparation of an Achievement Tests in Geography-Item Analysis- Administering the test- Various types of Test items- Essay type, Short answer type, Objective type: Completion type, Matching type, Multiple Choice- Merits and limitations of Essay, Short answer and Objective type- Diagnostic Tests- Steps in constructing a Diagnostic test- Teacher made and Standardized tests.

Unit III: Planning and teaching Geography

Macro teaching –lesson plan, Unit plan, year plan- Herbartian steps- Format of a typical lesson plan – General instructional objectives and specific instructional objectives. Teaching aids, Motivation presentation, Application, Recapitulation and home assignment.

Unit IV: Teacher Professionalization and Teacher Commitment

Committed Geography teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – teacher commitment as unit of time outside the contact hours with students- teacher commitment as a focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘Professional knowledge’- teacher commitment as an engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. The Geography teachers – Qualities and competencies, Academic qualification professional training and special qualities required for Geography teachers.

Unit V: Classroom climate and classroom management

Meaning – Factors influencing – types – autocratic, democratic and Laissez Faire – Significance of classroom climate- classroom interaction analysis- classroom management – concept- principles of classroom management – factors influencing classroom management- Techniques of classroom management.

Unit VI: School Plant in Geography

School building and design of the school - Play ground, Library, Classroom, Records and Registers. Role of headmaster- Parent-Teacher association- Time Table- Co-curricular activities, Discipline.

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