

Geography Teacher's Views on Effective Methods of Teaching Geography

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Abstract

Teaching is one of the main components in education planning, which is a key factor in conducting educational plans. Despite the importance of good teaching, the outcomes are far from ideal. Successful teachers always keep in view that teaching must be dynamic, challenging and in accordance with the learners' comprehension. He does not depend on any single method for making his teaching interesting, inspirational and effective. Nowadays, geography is considered as a part of the composite science of human society. Its purpose is to study the structure and behaviour of human society. Therefore, it is one of the social sciences. Though, all the social science have common purpose, i.e. the study of humans, yet each present unique point of view and each has evolved its own technique of studying human affairs and solving social problems. It may, however, not be understood that all method intend to minimize the importance of teaching methodology in geography. In spite of these limitations, all methods are very useful and affective for teaching geography.

Keyword: Teaching Methodology, Geography

Introduction

These days geography is considered as a part of the composite science of human society its purpose is to study the structure and behaviour of human society. Therefore, it is one of the social sciences though all the social science have common purpose i.e., the study of man, yet each present unique point of view and each has evolved its own techniques of studying human affairs and solving social problems. Geography has also gone from different changes from time to time means that we have to understand the development journey of geography to understand this form of geography and geography too divided this development journey in three parts:

1. Geography in Ancient Age
2. Geography in Middle Age
3. Geography in Modern Age

Geography in the beginning did not have a very good scope. It was limited in subject matter. Man in fact, is a creature of nature which undergoes change constantly, it is the change which is the fundamentals of the development and process. Geography has also been progressive and changing as well as dynamic subject. Now scope of the subject of study of geography has wider and it has become very important. Every day we make use of the knowledge, of this subject, geography as a discipline can be split broadly

into two main subsidiary fields; the human and the physical geography. The former largely focus on the built environment how human create view, manage and influence space. The latter examine the natural environment and how organisms, climate, soil, water and land focus produce and interact. The difference between these approaches led to a third field the environmental geography which combines the physical and the human geography and looks at the interaction between the environment and humans.

Meaning of Geography

The Word 'Geography' was coined by an Ancient Greek scholar Eratosthenes in 234 B.C. It originates from two Greek words, one is Geo and another is Graphe. The meaning of the word Geo is earth, and Graphe means to study or description. The literal meaning is a Description of the earth's surface. But modern geography has not remained confined to only the description of the earth's surface, rather its dimensions have expanded very much beyond more description. It is largely, the study of the interaction of all physical and human phenomena and landscapes created by such interactions. It is doesn't specify what's to written or described the earth which is filled with numberless things of various nature.

Scope of Geography

The scope has grown up of its descriptive character. Nowadays an attempt is being made to establish a cause and effect relationship between various factors of geography. Geography is the science of all sciences. It involves the study of physical as well as social sciences. Its scope ranges from the physical sciences of Astronomy, climatology, Geology through natural histories of Botany and Zoology to the human studies of Anthropology, Ethnology, Sociology, and History. Geography has now acquired the status of science that explains the arrangements of various natural and cultural features on the earth's surface. It is a holistic and interdisciplinary field of study engaged in understanding the changing spatial structure from the past to the future. Thus, the scope is in various disciplines, like armed services, environmental management, water resources, disaster management, meteorology and planning, and various social sciences. Apart from that, a geographer can help in day-to-day life like tourism, commuting, housing, and health-related activities. The physical environment with human activities and the social and political activities of the man studied in this subject. From the point of view of subject matter, various departments are studied in physical, human geography. These are the departments and aspects of this.

Concept of Geography

Geography has had a very chequered course of development .It passed through different phases of rise & fall and at every new stage the concept of geography underwent a change. The environment of geographical thought and concept took place during the age of discoveries and explorations. The ancient Egyptians, Babylonians, Phoenicians, Greeks and Romans made valuable contributions to geographical concepts during the sixteenth, seventeenth and eighteenth centuries. More and more geographical concepts developed as geography gradually emerged from a descriptive approach of the classical times to analytical approach of the present time. Recent years have witnessed the greatest innovations in the various fields of geography due to its new concepts and techniques & rediscovering phenomena from a scientific and new approach. The most widely recognized concept of scientific geography treats the world as essentially an abode of man and solving national and international problems. The perspective of the present day geography is as wide as the earth as large as life itself. The human aspect of geography has been lately recognized because of the great revolution in educational psychology. Today we are more concerned with the needs & interests of the child has to live in a world of diverse things and events

where various human communities are settled. Hence for school purposes we shall define geography as “the study of the people of the world”. Modern geography is now considered to be a separate science requiring a detailed study of the territories of the world. Its instrument of study is the map like any other science it follows a scientific course. The geographers of today are now increasingly concern with understanding process, patterns and structure, and examining geographical data by techniques commonly used in other school disciplines. The integration of natural environments and their expressing on the landscape is the field of geographical studies. Modern geography is defined as a “Unifying Science”, the raw material it deals with is derived largely for other sciences and studies, it deals with the material in it’s owe way seeking and discovering the interrelation of phenomena and the integration between man & the phenomena. This concept of applied geography is of great significance in developing universal brotherhood and offers scope for geographical techniques of survey, analysis & synthesis for the solution of practical problems in the modern times of planned development. The introduction of statistical techniques has proved very useful for carrying out researchers in physical, economic, human and regional geography. The land use survey is a technique adopted by geographers for study of agriculture regions to bring about an improvement of the social services and understanding the processes of economic, regional & social development. Essentially geography was a study of mankind. Today geography can be defined as “geography is a science of man on the earth studying the action and interaction between man & nature”.

Branches of Geography

Geography can be regarded as an interdisciplinary science. There are two main branches of Geography. These are Physical and Human geography.

Physical Geography: It is the study and explanation of physical phenomena encompassing other such fields like geology, meteorology, zoology, and chemistry. It became a very popular subject during the latter part of the nineteenth century. It has a number of sub-branches which treat a different kind of physical phenomena.

Geomorphology: Geomorphology is concerned with the study of the landforms on the Earth’s surface. It includes the origin and development of landforms through erosion, transportation, and depositional processes of water, wind, and glaciers.

Climatology: Climatology is the study of atmospheric conditions and related climatic and weather phenomena. It includes the study of atmospheric composition, climatic regions, seasons, etc.

Oceanography: Oceanography is concerned with the study of various types of Oceanic format components and processes related to ocean floor depths, currents, corals reefs, and continental drifts, etc.

Bio-Geography: The subject concerned with the biological phenomena in earth. It is especially in terms of the distribution of various kinds of floral and faunal species. Biogeography may be sub-divided into plant or floral, animals or faunal geography, and human ecology.

Human Geography: It is the synthetic study of the relationship between human societies and the earth’s surface. It is made up of three closely linked components: the spatial analysis of the human population; the ecological analysis of the relationship between the human population and its environment and third is

the regional synthesis which combines the first two themes in an aerial differentiation of the earth's surface. It has a number of sub-branches.

Social Geography: The subject deals with the study of human society and the social phenomenon in a spatial context. A social geographer focuses on the study of the spatial arrangement of social phenomena in relation to the total environment. It is the analysis of social phenomena in space. Poverty, health, education, livelihood are some important fields.

Population Geography: It is the study of various dimensions of the population. For example population distribution, density, composition, fertility, mortality, migration, etc. It is also concerned with the study of factors affecting population growth, distribution, density, composition, etc.

Political Geography: The subject is concerned with the study of political units, states, and nations in relation to their geographical settings.

Medical geography: It is a recent development in the field of social geography. It deals with the study and diffusion of various diseases and their geographical causes. the spatial distribution of the healthcare system.

Historical Geography: The branch of social geography which is concerned with the past is called historical geography. The two main aspects of the field are (a) reconstruction of past environments at a particular point of time, and (b) the study of the sequence of changes that take place with the passage of time at a place.

Anthropogeography: It largely deals with racial phenomena in their spatial context.

Economic Geography: This branch deals with the location and distribution of economic activities at the local, regional, national, and search scale, spatial variations in the economic activities, and the different ways in which wealth is produced, distributed, exchanged, and consumed. In this branch, a detailed study of various human occupations like agriculture, manufacturing of goods, means of communication and transport, etc. is taken up.

Agricultural Geography: The subject deals with the study of the agricultural activities of man. It studies the spatial variations of agricultural activities over the surface of the earth and the influence of geographical factors on agriculture.

Cultural Geography: The subject deals with the study of various cultural aspects of man such as his clothing, housing, tools, language, religion, food habits, and their variations in time and space. It also deeply analyses the impact of geographical settings on human culture and the impact of human culture on the physical environment or geographical settings in a particular region.

Objectives

To understand meaning, concept and scope of geography teaching.

To develop an understanding of the importance of geography in graduate level education.

To develop an understanding of the aims & objectives of teaching geography.

Methods of Teaching Geography

Lesson plan

- (a) **Topic:** Serial number of lesson-plan, date, and time allowed, class, school's name and lesson/unit are mentioned under it.
- (b) **General Aims:** Here objectives of Geography are mentioned. There are three objectives of Geography - Behavioural, Disciplinary and Cultural.
- (c) **Specific Aims:** In this head, those objectives are mentioned which are obtained after teaching and these are written or noted in the order of change of behaviour these are different for each lesson unit.
- (d) **Previous Knowledge:** We consider here those facts which are known previously to students as they have already read them. Questions are formed for introduction on this base.
- (e) **Material Aids:** For making teaching effective and lesson more interesting we should use proper helping materials. It may be charts, models, pictures, things, figures, TV, radio or magic lantern etc.
- (f) **Introduction:** It is the main step of lesson-plan. We select questions relating with introduction of lesson in this step. Hence, teacher selects some questions based on previous knowledge for relating new knowledge with previous knowledge. These questions must be selected in such a way that may create interest and curiosity for reading new lesson in students. We take only 7 or 8 minutes for this purpose.
- (g) **Statement of Aims:** Just after the introduction, such questions are asked to students which are quite unknown to them i.e. they do not know the answer of those questions. These questions create problems. It should be brief, attractive and definite.
- (h) **Presentation:** The question which creates problem in the head statement of aims gets proper reply by division of many short questions i.e. question is divided into many short questions for better explanation and reply. Lesson is properly developed at this stage. This head is divided in two following steps: (1) systematically of content, (2) rightness of teaching method. Lessons are taught by question-answer method by using proper helping material and by using method to make interesting the lesson. Presentation must be interesting for success of lesson.
- (i) **Generalization:** Teacher derives new rules or principles on the basis of facts taught in the presentation under this method. If student himself derives new rules on the base of facts already known to him, then it will be presumed as success of lesson taught to him.
- (j) **Recapitulation:** After finishing the lesson, such questions must be asked from students which may indicate that what the students have learnt from the lesson taught to them. Whether they have understood the lesson completely or not. If there is any doubt, the teacher should make further explanation for clear and better understanding of the lesson.
- (k) **Home Work:** At least, some work is given to students to do at home, so that they may do practice at home. While giving home work to them, it should be kept in mind that hard questions should be given after simple questions already told to them or replied by them to maintain a mental status. Home-work should not be given as a load upon students; otherwise they will try to avoid it. Moreover, it is compulsory to make it checked on the next day.

Observation Method

Psychologist came to know the fact that children possess instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. The geographers exploited this fact to their own advantage. A thing observed and a fact discovered by the child for himself his own efforts become a part of mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. The principles aspects of observation method are:

- (1) To observe
- (2) To record
- (3) To interpret

The technique of obtaining geographical information by direct observation is basic to the subject.

Merits of Observation Method

- (1) Trains the pupils to observe and reason about the fact they observe. This method brings the students of geography into direct relationship with the environment.
- (2) By this method we interpret the unknown in terms of the known-the known by observation and experience. It is essentially an outdoor work. Nothing should be allowed to take the place of direct observation whenever this is possible. So this is direct method of gaining geographic knowledge.
- (3) The merit of this method lies in the work and not in the results. It is training in intelligent observation and not in collecting the data.
- (4) This method develops the habit of accurate thought and investigation.
- (5) It is based on the finding of psychology i.e., there is instinct of curiosity in every human being which prompts every human being to know.

Outside the Classroom

The teacher can enrich children's observation by adopting certain modes outside the classroom. The teacher may use the following modes for this purpose Geography is essentially an observational science. Within the four walls of the classroom, the teaching of geography is limited to the globe, maps and the text-book. The real geography exists outside the classroom. The children should be made to observe geographical facts like the temperature, pressure, direction and velocity of the wind, clouds, lakes, and mountains. The first-hand experience about these phenomena of nature gives clear understanding of natural happenings. Outsidesthe classroom, there are fields, crops, soil etc. which also forms part of geographical content. On the spot, observation of these entities followed by discussion in the classes enriches children's knowledge of geographical facts. The teacher of geography would like to make children study the surrounding environment, the landscape and what it offers to man to make his living meaningful.

- (a) **Field Trips:** Field trips help in exploring the environment. Children may be taken out into the larger landscape to observe geographical objects, prepare brief notes, and collect specimens and so on.
- (b) **Excursions:** Excursions educate as well as entertain. Students learn by interacting with the environment. Excursions to hill stations or to geographical monuments help children to understand certain phenomena.

Laboratory Method

A geography Laboratory may be defined as a room in which are contained all written, audio, and visual materials pertinent to geographic instructions. The classroom itself may be converted into a laboratory. It is relatively self-contained and has within it most of the materials that the teacher and students will normally be utilizing. The physical arrangement of a classroom thus made is such that book cases, magazine racks, newspaper holders and equipment surround the room. The laboratory method of instruction, used so successfully in the natural sciences, has been adopted for application to geography with equal success. This method seems to have grown out of the directed study. The laboratory method

places primary emphasis upon equipment and its use. So this method presupposes a well-equipped room in which the students have access to books, magazines, maps, pictures, drawing and construction material and other type of material which will promote better work. In those situations, a special room is not available; the teacher of geography can place these instruments in an ordinary classroom. The procedure of the laboratory method is similar to that of problem-solving approach or a completion of a project or preparation of charts, models, and maps or conducting of experiment to arrive at a general principle. The teacher and the pupils both perform certain experiments based on scientific principles to make certain concepts of geography clear. The students either individually or in groups make use of the materials for solving different problems in geography. Practical work in geography constitutes the laboratory work. The data collected in the field or a farm or from the statistical reports are transformed into maps and diagrams in the laboratory. After the field observation, the need of laboratory is felt to give concrete shape to the ideas.

Project Method

The project method consists in the following steps:

- (1) **Providing a Situation:** A project is never to be forced upon pupils. Situations may be provided by conversations or different topics, discussions on pictures, buildings or cities, by telling stories or taking out children on excursions and educational tours and trips.
- (2) **Choosing a Project:** After a situation has been provided, the next step is the choice of a good project. Only such a project should be selected as many satisfy some real need of the pupils and for the good of all of them. The pupil must feel that the project is their own.
- (3) **Planning:** After suitable choice has been made, the next step is preparing a plan for the execution of the project. The entire planning is to be done by the pupils under the guidance of the teacher, after a good deal of discussion. Each child should be encouraged to participate in the discussion and offer his suggestions. The entire plan should be put in black and white by the pupils if their project book is complete.
- (4) **Executing:** When the plan is ready the teacher should encourage the pupil to put it into practice. He should ask the pupils to assign duties and distribute work among themselves, according to their individual interests and capacities. Each must be given some duty to do for the successful completion of the project. Then, they should be asked to work in cooperation with one another till the project is complete.
- (5) **Judging or Evaluating:** After the completion of project, the student should be asked to review their work. They should note their mistakes, if any, and see whether they had proceeded, according to the plan or not. It is a sort of self-criticism which is very important from training and should never be neglected.
- (6) **Recording:** All the pupils should maintain a project-book in which they should put down a complete record of all the activities, connected with the project. This record will include the choice of project, its planning, discussions held, difficulties felt, duties assigned, references and books consulted, information gathered, experiences gained, guidance sought etc. Important points for further references and guidance are also to be noted down.

Regional Method of Teaching Geography

Sometimes back geography was taught on the basis of political divisions. Each country was studied separately with details of its mountains, rivers, climate, production, towns, people, industries, and trade. It had no connection with its neighbours. Such a method of teaching Geography was neither satisfactory

nor scientific. It is therefore, old method of teaching Geography. Now we take different countries, with common physical features, climate, production, mineral wealth and economic progress etc. at a time and study them together. It was Herbertson who gave impetus to this method by dividing the whole world into regions that are naturally different from one another. If Geography is the study of the interaction of man and his physical environment, it is clearly best to study different types of physical environment or different natural regions. Prof. E.A. Macanese argued that "The regional method of teaching geography is a method in which the area studied is divided into natural regions, each of which is studied separately. The major political divisions are, of course of great practical importance and must be taught sometimes. But for the purpose of relating the physical environment and human activities, the study of natural regions is most effective". "Regional Method of teaching geography is in fact closely related with the method of basing geographical teaching on home geography". It is advisable that the teacher should as much as possible start from the home region. The geography of the local surrounding should form the basis of advanced studies. Let the students now stretch their imagination and make use of their experiences and knowledge gained from the local surroundings to the distant lands. The students should be made to understand the casual relation of all these social and natural phenomena. Herbertson's classification of the world can be used in a modified form. His classification is of great value in subdividing the continents and in analyzing the factors which influences human activities. Those countries which lie within this climatic division may further be divided into 34 structural zones. In the study of a particular region there is considerable scope for a varied method to be employed.

Major Natural Regions of the World

The latest classification of the major natural regions of the world is given below:

1. Tropical Belt

- (a) The Equatorial Region
- (b) The Monsoon Region
- (c) The Hot Deserts
- (d) The Sudan Type Region

2. Warm Temperate Belt

- (a) The China Type Region
- (b) The Mediterranean Region
- (c) The steppes or Turan Type Region

3. Cool Temperate Belt

- (a) The Manchurian Type or St. Lawrence Type Region
- (b) The North-West European Type Region
- (c) The Prairie Region

4. Cold Belt

- (a) The Taiga Forests
- (b) The Tundra
- (c) The Ice caps

It should however be noted that this classification of natural regions is based on climate at least an approximation. The placing of regions in a particular category means that they have more resemblances

than differences. The limits of these natural regions are also approximate. The change from one natural region to another is often gradual and not abrupt or sudden.

Merits of the Method

- (1) **Quickest Way of getting Pupils Understand Geography:** As Prof. E.A Macnee has stated “The chief advantage of the Regional Method that it is the quickest way of getting pupils to grasp the salient features of the geography of any area. No other method can give so quick a start or so sound a basis for further study”.
- (2) **Orderly and Systematic:** It is a scientific orderly and systematic method. As has been stated above, each region is studied in relation to its structures, relief, climate, vegetation, mineral wealth, and life of man in a serial order.
- (3) **Lends itself to Independent Study:** The Regional method lends itself to independent study. It can be resorted to individual methods of teaching. After cultivating the regional consciousness of the pupils, they can be asked to investigate and write the account under each heading of the regional sequence, independently.
- (4) **Gives Clear Picture of the Co-relation of Physical Features with Socio-economic Activities:** This method gives a clear picture of the co-relation of physical features with the social and economic activities and other phases of man’s life. So, it helps in making pupils understand the drama of human development on this earth and its spread in the world.
- (5) **Promotes international undertaking:** This method makes it clear to student that although different regions are scattered over the whole world in separate belts, human life is almost similar, despite of political barriers. Thus this method broadens the outlook of students and inculcates in them the spirit of tolerance, brotherhood and universal compassion. Thus, it promotes international understanding.

Discussion Method

What are the Merits and Limitations of Discussion Method?

In the discussion method, as it is true with any group learning effort, the instructor typically relies on the students to provide ideas, experiences, opinions, and information. An instructor may use this during classroom periods, and preflight and post flight briefings, after the students have gained some knowledge and experience. Fundamentally, the discussion method is almost the opposite of the lecture method. The instructor’s goal is to draw out what the student’s know, rather than to spend the class period telling them. The instructor should remember that the more intense the discussion and the greater the participation, the more effective the learning. All members of the group should follow the discussion. The instructor should treat everyone impartially; encourage questions, exercise patience and fact, and comment on all responses. Sarcasm or ridicule should never be used, since it inhibits the spontaneity of the participants. In a discussion, the instructor act as a facilitator to encourage discussion between students.

Advantages of Discussion Method

- (1) **Emphasis on Learning instead of Teaching:** Discussion Method emphasizes pupil activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.
- (2) **Participation by Everybody:** In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning.

- (3) **Development of Democratic Way of Thinking:** Everybody cooperates in the discussion, and the ideas and opinions of everybody are respected. Thus, there is a development of democratic way of thinking and arriving at decision. iv. **Training in Reflective expression:** Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.
- (4) **Training in Self-expression:** During discussion, everybody is required to express his ideas and opinions in a clear and concise manner. This provides ample opportunities to the students for training in self-expression.
- (5) **Spirit of Tolerance is Inculcated:** The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each other's view. Thus, respect for the viewpoints of others is developed.
- (6) **Learning is Made Interesting:** Geography is an important subject. The learning of Geography is made interesting through Discussion Method. More effective learning is possible when the students discuss, criticize, and share ideas on a particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.

Tools of Geographical Observation

Globes and maps are the two basic tools of geographers because they are most useful models of the earth. However, they are not perfect and each has specific advantages and disadvantages. You will use maps and globes to apply the concepts of scale, Orientation, and latitude and longitude.

Geographers Ask the Following Questions

1. What are different places like?
2. How do places change over time?
3. How do people change and use the world around them?
4. How do people adapt to the world around them?

There are five themes of geography, which answer five important questions that can help organize information about places. They are:

Location: What is the location of the place?

Place: What is the character of a place?

Human Interaction: How do people interact with the natural environment of a place?

Movement: How do people, goods, and ideas?

Regions: How are places similar to, and different from, other places?

It is to answer geographical questions and apply the "five themes" of geography that geographers do the following:

The geographers collect information or data. For example, they might (a) conduct a census, a systematic counting of a population, (b) use data collected by computers or satellite to create remote sensing images, a method by which aeroplanes and satellites can produce photographs or computer generated images of section of the earth's surface. They might analyse information to look for pattern and possible causes and consequences of gathered information. They might also display information order to share findings with other people. To do this, they often use (a) maps and globes, (b) diagrams, and (c) tables and graphs.

The Globes

The globes are the three-dimensional model of the earth. They have the following advantages;

- (a) Most accurately represents the shape of the earth - shaped like a sphere;
- (b) Most accurately represents shapes of landmasses and bodies of water;
- (c) Most accurately represent parallels and meridian;
- (d) Most accurately represent direction; and
- (e) Most accurately represents distance - best tool to show the shortest distance between two places.

The Maps

What is a Map

There are many definitions, and this is one of them in the world of Harley and Woodward (The History of Cartography, 1987), maps are graphics representation that facilitates a spatial understanding of things, concepts, condition, process, or events in the human world. The maps are flat representation of the earth.

The Advantages of the Maps

- (a) It is easier to use, easy to carry around as it can be rolled or folded up. It provides an easy to use reference when collection into an atlas, a collection of maps and related materials;
- (b) It can show more details; and
- (c) It can present information about a wide range of topics-physical and cultural feature.

Classroom Management

Classroom management of the teacher is highly important among the factors which affect the success of the student. A teacher who shapes education in accordance with the students' levels can be regarded as successful (Creemers, Kyriakides & Antoniou, 2013). According to the results obtained, there are no teachers who have problems in classroom management and cannot maintain the order in the classroom within the scope of this study. Each teacher has a different style for classroom management and control system. For instance, the fourth teacher "makes an eye contact before verbal warning", the eleventh teacher "attracts the student's attention by asking questions", and the seventeenth teacher "raises his voice in noisy situations". In the light of the information obtained, it is seen that the teachers who have been interviewed in our study are effective because the fact that a teacher who provides the classroom management well will show his/her efficiency in teaching the course.

How do they provide the classroom management?

Teacher 1: Not paying attention to the rules and not compromising

Teacher 2: By taking a serious stance, asking questions

Teacher 3: Students are taught and managed by question-and-answer

Teacher 4: Oral prompts eye contact first

Teacher 5: Active teacher role

Teacher 6: It does not allow unnecessary talk

Teacher 7: By providing active participation in the course

Teacher 8: Gathering attention by doing question-and-answer

Teacher 9: Good dialogue and positive communication

Teacher 10: It provides good control; it takes place with jokes wherever necessary

Teacher 11: Attention to the student by asking questions

Teacher 12: During question-and-answer

Teacher 13: It provides with effective communication

Teacher 14: The course is drawing attention to the student's questions

Teacher 15: He does not give permission to those who speak without permission

Teacher 16: Eye contact

Teacher 17: Students are given the right to speak

Teacher 18: In noisy situations, the tone is amplified

Teacher 19: Attracting attention

Suggestions

A well equipped geography laboratory, well qualified teachers who are able to give the lesson in the best possible way, use of necessary materials to cover the subject, and active participation of the students will improve the teachers' efficiency on the teaching and provide them with an opportunity for more effective education in geography. It is necessary to give particular importance to visuality in order that the education in geography can be effective. For this purpose, various tours should be organized and land observations should be made. In addition, various materials from the lands can be brought into the classroom as the today's developing technology makes it possible. In teaching geography, useful information should be given to the students or its benefits should be explained. In addition, the students should be taught how and where the geographical information can be found. What matters is not to confuse the students through information overload but to teach them how to use the information.

Conclusion

Every day teaching process I faced with the problem of a motivation. Introducing of new methods can be the solution of that problem. Detachment from traditional teaching, innovated teaching involving the work of teachers and students on definite topics, represent the method of expressing creativity, knowledge, encouraging training skill and strengthening motivation. Here are already such international projects mainly relying on the previous knowledge of the students in such subjects as geography, and social sciences, respectively the ones where individual work, training, experiments etc. Has been required. Through their interactive and correlative qualitatively new way of learning.

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