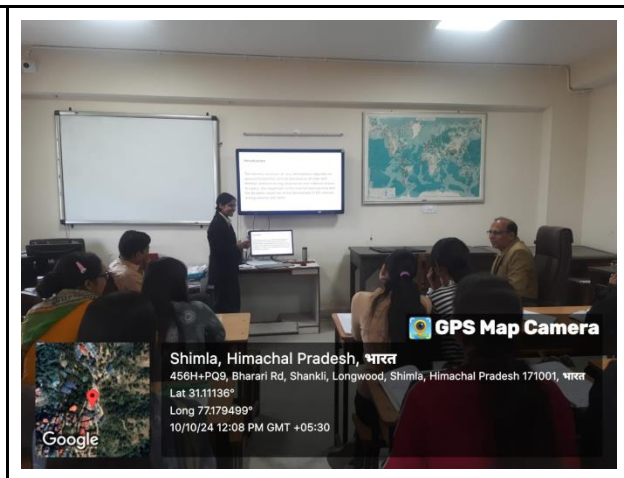


**RKMV Shimla**  
**Department of Geography**  
**2023-24**  
**TEACHING LEARNING ACTIVITIES**

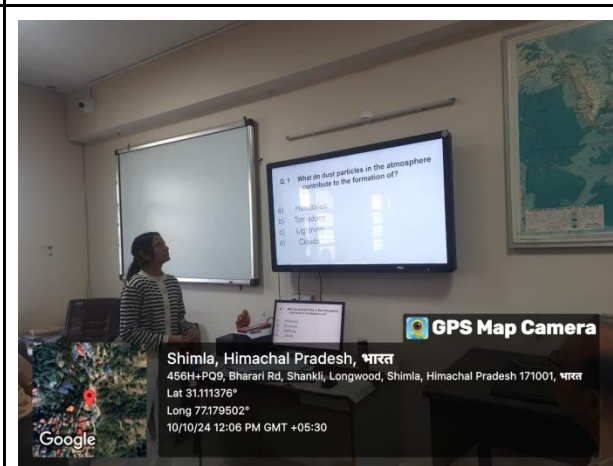
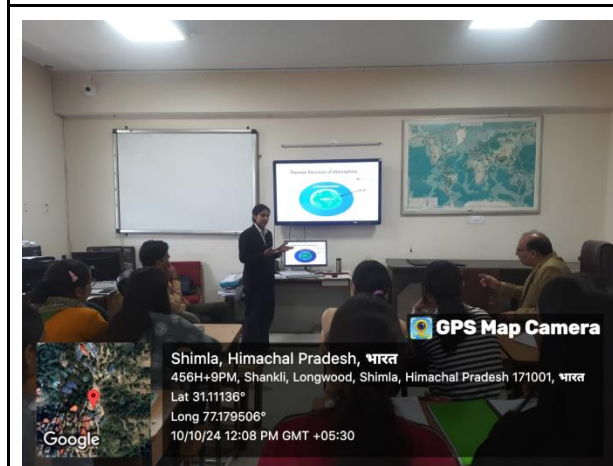
**1. MODE OF TEACHING**

**1.1 Blended Teaching**

In the Department of Geography, all faculty members are proficient in integrating technology into their teaching methods, employing a blended learning approach. This approach combines traditional lecture-based instruction with technology-enhanced teaching tools, making classroom sessions more engaging and interactive. For instance, teachers use multimedia resources, such as educational videos, PowerPoint presentations, and online platforms to complement their lectures and enhance students' understanding.



  
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## 1.2 Flipped Classroom Model

One of the innovative teaching techniques implemented by the department is the flipped classroom model. In this model, students are encouraged to learn the core content independently before attending the class. They engage with materials like videos, readings, and other resources at their own pace outside the classroom. This independent learning allows students to absorb the fundamental concepts beforehand. The classroom time is then utilized for active learning activities such as discussions, group work, problem-solving, and clarifying doubts. This strategy encourages deeper understanding and active participation from the students.

## 1.3 Mapping Student Progress

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The department also uses a systematic approach to assess students' progress. After evaluating students through classroom tests and mid-term examinations, they are grouped into three categories based on their performance:

1. Slow learners
2. Mediocre learners
3. Fast learners

#### **1.4 Tutorial and Remedial Classes**

To address the varied needs of these groups, the department organizes tutorial classes for fast learners. In these sessions, advanced topics and complex concepts are covered to further challenge and stimulate their academic growth.

At the same time, remedial classes are provided for slow and mediocre learners, focusing on revisiting basic concepts and strengthening their understanding. A unique and effective strategy employed in these remedial sessions is that fast learners are invited to take on the role of peer teachers, guiding and helping their classmates. This method not only reinforces the fast learners' understanding but also fosters a collaborative learning environment where slow learners can benefit from their peers' insights.

This blended teaching approach, supplemented with the flipped classroom technique and a tailored support system based on student performance, ensures that the learning process is inclusive, engaging, and caters to the diverse academic needs of students in the geography department.

## **2. CURRICULUM PLANNING AND IMPLEMENTATION**

Here's a detailed explanation of each point about the Department of Geography:

### **2.1. Teaching Schedule:**

The Department of Geography follows a well-structured teaching schedule, ensuring that classes are conducted systematically and efficiently. Each course has a predetermined timetable that aligns with the academic calendar of the college (Time Table Attached). This schedule helps both faculty and students plan their activities and stay on track with the syllabus, ensuring smooth completion of all topics within the allotted time. Regular classes, practical sessions, and additional tutorials or remedial classes are organized as per this schedule, which contributes to maintaining a disciplined and organized teaching environment.

  
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## **2.2. Learning Outcomes Defined:**

The department has clearly defined learning outcomes for each course. These outcomes are specific goals that describe what students are expected to achieve by the end of the course. They cover knowledge acquisition, skill development, and conceptual understanding. The faculty aligns their teaching methodologies, assessment methods, and curriculum with these predefined learning outcomes, ensuring that students are able to meet these goals. These outcomes are designed to reflect both academic and practical competencies relevant to the subject matter.

## **2.3. Curriculum Enrichment Practices (e.g. Projects, Surveys, Educational Tours, Industry Visits):**

The Department of Geography emphasizes curriculum enrichment practices to offer students hands-on learning experiences. These include:

- **Projects:** Students engage in individual or group projects, allowing them to apply theoretical concepts to real-world scenarios. For instance, they may conduct environmental studies or geographical mapping projects.
- **Surveys:** Field surveys are an integral part of geography, where students collect data directly from sources, enabling them to understand practical applications of survey techniques and geographic analysis.
- **Educational Tours:** The department organizes educational tours to geographically significant locations, where students can observe and analyze landscapes, ecosystems, and urban developments, thereby enhancing their field-based learning.
- **Industry Visits:** Students may visit organizations or industries related to geography, GIS, or environmental studies, helping them to connect academic knowledge with industry practices and career opportunities.

## **2.4. Internal Assessment Mechanism:**

The department employs a comprehensive internal assessment mechanism to evaluate student performance. This includes:

- **Quizzes:** Short quizzes are regularly conducted to assess students' understanding of specific topics.
- **Class Tests:** Periodic class tests help in evaluating the ongoing progress of students.

  
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- Presentations: Students are often asked to give presentations on various topics, which helps in developing their communication skills and deepens their understanding of the subject matter.
- Assessments: Other forms of continuous assessment like assignments or field reports are also used to gauge student learning.
- Mid-Term Tests (MTT): The department conducts mid-term tests to measure students' understanding of the subject up to a certain point in the course. These tests serve as a formal evaluation before the final exams.

### **2.5 Prompt Communication of Assessment/Results:**

The department ensures timely communication of assessment results to students. This transparency is maintained through:

- College Website: Results are displayed online for easy access.
- Notice Board: Students can also check their performance on the departmental notice board.
- Class Groups: Many times, assessment results are shared in class WhatsApp groups or other digital platforms for immediate updates.
- Submitted to COE: Results and internal assessment marks are promptly submitted to the Controller of Examinations (COE) for record-keeping and final results processing.

This combination of rigorous assessment and transparent communication ensures that students are aware of their academic progress, allowing them to focus on areas that need improvement while staying motivated in their studies.

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