

CHAPTER - V

ANALYSIS OF THE SURVEY WORK

- 5.1 Introduction
- 5.2 Information of the teacher
- 5.3 The role of the management
- 5.4 The teaching methodology
- 5.5 The examination system
- 5.6 Continuous Internal Evaluation

5.1 INTRODUCTION

Field work or survey work is universally respected approach to the study of Geography as it is primary source of data. Field work is merely concerned with research than with teaching. The study of geography teaching is necessary as its importance depends upon how we teach geography from primary to post-graduate level. Through this survey work, evaluation of the geography teaching in senior college is made. The analysis of the collected, classified, tabulated data is made and interpreted.

5.2 INFORMATION OF THE TEACHER

Analysis of the collected data, regarding the qualification of the teacher, it is noted that about 95% of the teachers in Shivaji University, the recruitment was done as per rules laid by the University Grant Commission. The teachers who are not qualified as per rules are informed by U.G.C. to satisfy the qualification within eight years of their appointment. It is also observed that the teachers are also trying to complete their qualification before scheduled period.

It is seen that about 80% of the teachers are experienced, those having experience more than five years. Remaining 20% teachers are below five years experience. This includes also the fresh appointment of lecturers.

The teachers having experience of five years of teaching are eligible for getting examinaship. By this rule, about 75%

of the teachers are eligible for examinarship; but it is observed that more than 60% of the eligible teachers do not get examinarship of any class. They said that there should be less possibility of this opportunity because distribution of examinarship is in hands of chairman of the Board of study and Chairman of the class concerned. The chairman distributes examinarship to his followers. It is observed that 5% of the teachers are such that they are getting continuously examinarships, except one or two gaps. While about the same percentage, they did not get examinarship once also in his career of ten years experience.

Research activity of the teacher is the soul of education system. While making enquiry of the teaching of geography, research work done by the teacher also investigated. The following table gives idea about different research activities of the teachers.

Sr. No.	Particulars	percentage	
		Yes	No
1.	Research work done/in progress	60	40
2.	Conferences/Seminars attended	80	20
3.	Membership of geographical Association	60	40
4.	Geography taught as an inter disciplinary subject	40	60
5.	Suitability of present syllabus	20	80
6.	Syllabus difficult for students	33	67

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Sr. No.	Particulars	percentage	
		Yes	No
7.	Participation in syllabus framing	6	94
8.	Consent of all teachers in preparing syllabus	67	33
9.	Syllabus committee of well qualified teachers	93	7
10.	Syllabus committee of related teachers to specific paper	94	6

It is observed that about 60% of the teachers are engaged in research activities. Major interest is in writing articles in newspapers, attending seminar/conferences, publication of research papers, arranging workshops for highschool teachers etc. Interest in Ph.D. work is very less. About six teachers in colleges secured doctorate degree in geography. It is observed that teachers are reluctant to work for Ph.D. dissertation. Huge expenditure of Ph.D. dissertation is main obstacle in the work. The extra curricular activities of the colleges is also one of the reasons, as teachers donot get time for Ph.D. dissertation work.

Attending the seminars/conferences workshops in the university, as well as in the country, is found more. About 80% of the teachers intend to go outside for seminars/conferences if they get opportunity. Remaining 20% teachers are not interested in these activities. They are satisfied at their places and wish to take part in other activities of the college.

National Geographic Associations are the associations where teachers of the geography in the country meet together and exchange their views. There are associations at university level, state level and national level. National Association of Geographers, India and Institute of Geographers, India; are two National level associations. It is observed that about 60% of the geography teachers in Shivaji University are the members of the either of these two associations. National association of geographers, India has got now international importance. About 40% of the teachers are not members of the geographic associations as they are interested in extra curricular activities.

Geography, like education is an interdisciplinary subject. It can be related with economics, as economic geography, sociology as social geography, history as historical geography, education as geography of education and so on. In Shivaji University the subject is included in science faculty. It is also taught in commerce faculty and arts faculty. In science faculty it is taught upto S.Y.B.Sc.level. In commerce faculty, it is taught upto F.Y.B.Com.level, while in arts faculty the subject is taught upto graduate level i.e. B.A.level. About 50 colleges in Shivaji University, geography is taught at B.A. level.

About 40% of the teachers accepted that the geography can be taught as an interdisciplinary subject, but 60% of the teachers deny this interdisciplinary approach. They plead that geography should not enter in other disciplines, but they could not explain

satisfactorily the oppose of treating geography as an interdisciplinary subject. It is also observed that teachers having B.Sc. or M.Sc. degree in geography are found very less in Shivaji University.

Present syllabus of F.Y., S.Y., T.Y. B.A.; F.Y.B.Com., S.Y., B.Sc. discussed with the concerned teachers. About 80% of the teachers agree that the present syllabus is not suitable. It is nothing but collection of topics from different books. There is no continuity in syllabus from lower level to upper level. They feel that the syllabus committee has not considered properly the outline of the syllabus. They feel that there should be change in syllabus suitably. But 20% teachers feel that syllabus is suitable.

As per opinions of the students, the syllabus is not difficult to them. They could prepare one question per topic and get through it easily. Of course their view is through the point of examination only. About 67% of students feel that syllabus is simple and remaining 33% students feel that syllabus is difficult.

Syllabus is framed by appointing syllabus committee. Members of the committee are mostly the members of the board of studies. Two or three experts of the subject are invited from the other universities. This committee meets 3-4 times together and syllabus of final stage comes out. It is observed that, most of the teachers do not know the structure of the syllabus. They come to know when it is finalised and circulated to the colleges.

Of course, this syllabus is out come of work of those few members, perhaps may not be fulfill all requirements. About 6% of the teachers get opportunity to participate in syllabus committee and remaining 94% teachers are in dark. The teachers opined that structure of the syllabus to be framed must be discussed by the teachers, hence the raw structure of the syllabus must send to the teachers in colleges for discussion and their views should be demanded and considered in finalising the syllabus.

About 67% of the teachers opined that the syllabus committee appointed for framing syllabus should take consent of the teachers concerned. The committee should send circular to the teachers giving idea of framing syllabus and them to suggest model of syllabus or syllabus committee should send model frame work of syllabus and invite improvements in it. They said that interested teachers can take part actively in this process of framing syllabus. About 33% of the teachers, especially the senior teachers deny this proposal of framing syllabus by taking consent of the teachers. They feel that framing of syllabus will be difficult if we use this method.

About 93% of the teachers opined that the syllabus committee should be of teachers who are actively engaged in teaching and research, well qualified and really interested teachers. Thorough discussion of syllabus is only possible when studied teachers included in syllabus committee. They also opined that such type of framing syllabus is rather difficult because of

groupism of teachers. Teachers in power only favour his followers and not opponents. But about 7% teachers deny this proposal. Their view is that university has appointed teachers for framing syllabus that means they are competent. Experienced teachers can do this job easily.

A view was put by the teachers in colleges that there should not be one committee for all papers of the subject. There should be separate committee for each paper, There should be governing syllabus committee who will take final decision about syllabus. About 94% teachers agree with this proposal. They feel that good out come will be there if this is accepted.

5.3 ROLE OF THE MANAGEMENT

The role of the management in developing the subject, is very dominating as it is financing authority. In the present study, the views of these authorities are considered. Table below gives percentage of views regarding different aspects.

Sr. No.	Particulars	Percentage	
		Yes	No
1.	Favourable views of institution about subject	67%	33%
2.	Facilities available in college		
	a) Sufficient books	33%	67%
	b) Required instruments	34%	66%
	c) Necessary budget	32%	68%
3.	Status of geography in college	80%	20%

To know the view of management body of the college, the interviews of the secretaries of the institutions were conducted. It is seen that about 67% of the secretaries are favourable for continuing geography in the college. Remaining 33% are not agree because they feel that monetary requirement is absolutely necessary for purchasing of instruments, maps, charts etc. But they have not rejected the importance of geography.

By survey it is observed that about 67% colleges have not sufficient books. About 66% colleges have no required instruments and about 68% of the colleges have no necessary budget provision for the requirement of the subject.

A worth while point is that the status of geography is increasing day by day. About 80% of the teachers accepted this view, but 20% teachers did not agree because they feel that geography deals with only description of the earth and not beyond that.

5.4 TEACHING METHODOLOGY

Teaching methodology of the teacher decides popularity of the subject, as understanding of the subject depends on it. Following table elaborates particulars of the teaching methodology.

As per university rule, the number of periods per paper per week are four. About 40% teachers feel that these four periods are sufficient to cover the syllabus in time. They say that there is no necessity of giving points or notes in the class. Students

Sr. No.	Particulars	Percentage	
		Yes	No
1.	Sufficient lectures for teaching	40	60
2.	Extra lectures required	93	7
3.	Use of black board	100	-
4.	Use of drawing fig. on board	100	-
5.	Use of maps in a lecture	100	-
6.	Use of instruments	7	93
7.	Use of class notes/points	74	26
8.	Dictation of notes/points in class	33	67
9.	Necessity of notes/points	93	7
10.	Teachers view about question answer method	87	13
11.	Response of students to question-answer method	12	88
12.	Doubts asked in the class	34	66
13.	Students understanding of the subject	86	14
14.	Satisfaction of teaching	67	33

can take points while lecture is going on. On the otherhand about 60% of the teachers are of the opinion that the periods allotted are not sufficient. They feel that there is necessity of providing points/notes to the students. Especially the students from rural area need notes. They demand directly to the teachers and because of circumstances teachers have to provide notes to them. Because of this reason extra lectures are necessary to

cover the syllabus. About 93% of the teachers feel need of extra lectures, especially in rural areas. Generally these lectures are taken either before college hours or after college hours and sometimes in vacation also.

Teachers agree and make use of apparatus/instruments in the class. All teachers (100%) are using blackboards, maps if available and draw the figures on the board as necessity exists. About 7% teachers are using instruments. Remaining 93% are not using because the instruments are not available in the department. Major instruments like episcope, slide projectors, film strips are not found in the department of geography.

Use of notes/points in the class is point of dispute. About 74% teachers agree that notes or points are necessary while delivering a lecture in class. It will help to link the topic properly, it will reduce the memorisation of the matter concerned. But about 26% teachers do not agree to keep the notes or points in the class while delivering a lecture. They feel that lecture without notes/points impress the students.

About 67% teachers are against dictation of notes in the class. They feel that dictation of notes reduces the tendency of the students to prepare notes of their own. On the otherhand, about 33% teachers especially from rural area feel that notes are necessary because students from rural area do not get time to prepare notes of their own. Those students are from farmer's family and have to help their parents in the farm, hence the notes are essential.

About 93% of the teachers agree that notes are necessary. These notes should be prepared by the students. They should take help of teachers in preparing notes. They should take notes varified from the teachers. The important problem is that students should put their attitude towards preparing notes of their own.

Method of question-answer in the class is beneficial to the students. It will help to understand the concept properly. About 87% teachers agree with this statement. But about 13% teachers do not agree with this statement because time alloted to the paper is not sufficient and it is very difficult to complete the syllabus, if they use this method in the class. But from the student-side, response to this method is very poor. About 88% students are not eager to give answers to the questions in the class. Only 12% students giving response to the teachers.

Mostly, the students hesitate to ask the questions in the class. About 34% teachers said that they initiate students to ask the questions in the class and get it solved. But 66% teacher's view is that students are not asking questions in the class though we inspire them.

About 67% teachers feel that they get satisfaction of teaching of course, satisfaction of the teacher depends upon understanding of the subject by the students. About 33% teachers are not getting satisfaction of teaching because of lack of facilities available in the department. They feel that students get difficulty in understanding because of lack of instruments.

5.5 EXAMINATION SYSTEM

Examinations are the only way to assess the progress of the students. In Shivaji University from its establishment annual examination system was in operation followed, later by semester system and again now the annual system.

Sr. No.	Particulars	Percentage	
		Yes	No
1.	Semister system	53	47
2.	Annual system	47	53
3.	Question bank system	80	20
4.	C.I.E. Implementation	85	15

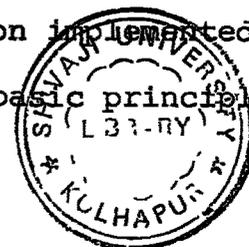
The views of teachers are taken about the examination system. It is observed that about 53% teachers agree to accept semester system. They feel that the semester system is beneficial to the students because it distributes strain of the students. While the 47% teachers agree to accept the annual system because, this system of examination helps to understand concepts in subject. Students could get time to think over the concepts throughout the year. They could understand and get easy to face the examinations at the end of the year.

Use of question bank in the examination is also widely discussed all over the country. Presently about 12 universities run this system of question bank in the examination. In some

universities difficulties experienced in preparing proper question bank of the subject, but totally it is found that system of question bank is beneficial and becoming popular in the students. In this survey, it is observed that about 80% of the teachers accept this system. The main reason is that by this system students should get questions in the examination. Though the number of questions is large, the advantage is that there should not be psychological tension on the mind of student. They should be familiar with the questions and could prepare these questions carefully. Care should be taken by the university, not to exempt even fraction of the syllabus. Questions should set on whole syllabus. Secondly there should be 100% possibility of the repetition of the questions set in the last examination. Once the concept of repetition of questions is cleared, the students will not keep options. Thirdly, this system will reduce mal practices in the examinations like leakage of question papers, keeping contact with the paper setters etc. Fourthly, because of 100% repetition of questions in the previous examinations, likely questions brocure in the market will reduce. Totally this system of question bank should become beneficial to all. On the contrary 20% teachers opined that this system will make more dependent to students on ready made question answers available in the market, hence may not be beneficial to the students.

5.6 CONTINUOUS INTERNAL EVALUATION

The scheme of continuous internal evaluation implemented in Shivaji Univesity since 1983-84. There are two basic principles



involved in this scheme; first, the teacher who teaches the subject must assess his students and this assessment has to be continuous. He should watch his progress, guide him, encourage him to apply his knowledge to the social conditions in which he is living and by this student will try to develop his personality. Second to overcome the drawbacks in the present education system.

Examinations alone can not certify the student's ability. But examination system is inevitable in the present circumstances, it can't be eliminated and reforms in this system in the past also have failed. However it is necessary to keep the present examination system for the time being as it is, but it must be supported by the scheme of continuous internal evaluation. There must be improvement in teacher student relation; there should be more communication between them, better understanding and encouragement for creativity. At present this can not be done through multiplying the number of tests and examinations or reducing the same. Further mere class room teaching and annual testing is not sufficient for improvement of the educational standard. Continuous internal evaluation will ensure continuous contact of the teacher with the student.

For every paper of 100 marks, there will be a university examination of 70 marks and an internal assessment of 30 marks. The nature of the scheme of internal assessment will be as follows.

(1). Periodical tests

10 marks are kept for this test. Two tests of one hour,

each paper shall be held in the course of the year along the lines of a university examination, there being one test in each term. Each test shall contain one essay type question, one objective type question and one question expecting short answers. The marks obtained by the candidate will be reduced so as to find out marks out of 10. For science students, for practical internal evaluation 10 marks will be assigned to the first test; 10 to the second test and 10 to the journal work. A student who fails to appear for the periodical tests should not be allowed to appear for it again on any ground.

(2) Field work/oral work/term paper/seminar

The field work is defined as educational experiences acquired by college students in a practical service situation. It is expected that, simple research oriented report of 5/7 pages to increase the research ability of the student to make his subject related to the society around him. Oral work is defined as an individual or group activity in which students and teachers talk over on some problem or topic. It can be in the classroom itself. It will receive the teacher and the students both from the monotony of routine lecturing. Term paper is an essay or written discussion of the subject of study/project/field work/seminar/symposium/workshop are social group techniques where in every individual gets an opportunity for speaking, lecturing, reading a paper, participating in discussion. Seminar is a form of class organization in higher education in which a

group of students study, discuss under general direction of the teacher.

(3) Home assignments

Each student will be given five home assignments per paper. There being two marks for each assignment. If the work is to be satisfaction of the teacher, the student will get two marks or else he will lose those marks. Therefore, the student should be asked to repeat home assignment till the teacher is satisfied with it.

The views about C.I.E.Scheme of the teachers are taken, and it is found that about 80% teachers agree to continue continuous internal evaluation in the subject. About 20% teachers do not satisfy with this system because they feel that there should be unnecessary burdon on the teachers. The scheme is not feasible and it is highly impossible to run this scheme because of large number of students in colleges, but after deep discussion Shivaji University has started this scheme and decided to continue it.