

CHAPTER - VIDISCUSSION

## 6.1 INTRODUCTION

In this chapter, an attempt has been made to give comparative picture of the ideal teaching techniques to be used in teaching geography and the actual position of techniques used for teaching geography in senior colleges. In chapter 'Teaching techniques in geography' different teaching techniques are enumerated based on direct observation and also based on indirect observation. It is expected that the teacher should follow the techniques of teaching geography as given in this chapter. Detailed information of essential material required for teaching geography is given. It is expected that the teachers in colleges should use these material/instruments/apparatus while teaching geography in colleges. In the chapter 'The Analysis of survey work', the survey of the colleges is given and information regarding the actual position of teaching geography is collected from the teachers. Author has tried to correlate these two phenomena of ideal techniques to be used and actual techniques used for teaching geography. The gap between these two is pointed out while discussion.

6.2 It is expected that teachers should know the real meaning of the teaching and the students should know the learning process. Teaching and learning process are co-operative phenomena. The students should take part in discussion in the lessons and the evaluation of results. The teacher of geography should consider the difference between the real learning and the apparent learning.

He should make his pupil think geographically. He should adopt proper methods of teaching geography and improve methods adopted at present. He can adopt his own methods. He should handle new techniques to teach geography. He should use new approaches in teaching to develop right type of geographical concepts in minds of the pupils. Anyway the method of teaching geography be such that it makes understand the students. An important point is that it is necessary to consider abilities of the students. The distinction should be made between the able students and less able students. While teaching geography care of less able students should be taken. The less able students are interested in doing something. These students require 'skills aspect' of geography. Hence it is necessary to frame syllabus as per understanding capacity of the students. There is also necessity of thinking abler students while framing syllabus in geography.

The study of geography teaching in senior college is made by the author. She observed that the teachers are not satisfied with their work. They are competent to teach geography effectively, but they do not get sufficient time to read because they are engaged in extra curricular activities in the colleges. This work of extra curricular activities is compulsory to them. Therefore, they do not think to teach geography by any particular method or any particular approach. Secondly the books available in the library for the subject are limited. One or two books are available for each paper. Other reference books are also very

limited in the college library. Thirdly the material available for teaching geography is almost negligible. Available material/apparatus are out of use, hence not in use for teaching. Few colleges are exception to it. All these factors result discouragement of teachers. Ultimately the teacher uses only lecture method and finishes his portion before time scheduled.

6.3 There are two types of techniques. The teaching techniques which rely on pupils observation directly and those which rely on pupils observation from second hand material like photographs, maps. The teaching techniques based on direct observation i.e. field work is more useful to teach geography than the teaching geography based on second hand material. But all the time it is not possible to go for field work. Therefore teaching geography should be based on partly by direct observation and partly by indirect observation.

The teaching techniques based on direct observation includes field work. It consists urban land use survey, agricultural land use survey and village survey. The field work helps the student to correlate what is observed on the ground with the what is shown on the map. The study of urban area gives picture of features in cities (Urban land use survey page48). In the similar way the land use survey can be done to give detailed information of the agriculture and its relationship with the geographical factors (Land use survey,page49). The village survey reveals aspects of village life and economy of the village (Village survey

page 50). All those types of survey require maps of the region. These maps can be studied by the students and they can correlate the actual features on the ground with the features shown on the map. The students can observe, record it in notebook and interpret details of the actual positions of the villages surveyed. Of course, in all this work the students require help of the teacher concerned. Once the doubts are cleared, this technique of geography teaching is highly appreciated.

The field work is not always possible in the study of geography. Hence teaching techniques, based on second hand material are used. Partly these fulfill the need of field work. The ordinary lesson requires less equipments to teach geography. Chalk board is necessary, wall maps and atlases are used as per need of the lesson. Maps, photographs, pictures and models are partially substituting the field work. Especially the large scale maps of the region are used to teach geography. These maps give clear idea of the topographical features on the ground. A photograph can give reality to word. It has a stimulating effect on the pupils to keep them interested in learning. Pictorial material gives the clear mental image of the features on the ground. The projected pictures avoid most of the difficulties of using ordinary pictures. An episcope is used for projecting picture from a book. A film projector is most attractive form of visual aid; but teacher also uses this instrument must be familiar with the film projector. This instrument to teach geography will create arousing interest in learning and teaching process.

Perhaps, it may be the most effective way of showing the actual conditions of life in different lands. Sample study of the region avoids dullness in the work. It shows human response to environment. Statistical information gives much weightage to geography lessons. Practical work in the classroom helps to understand the problem regarding the lesson. It involves observing, thinking, writing, drawing maps, sketching, making graphs etc. Therefore practical work is necessary in the study of geography.

Field work in geography is universally respected approach to the study of geography. Survey work reveals the importance of the field work. In the syllabus of Shivaji University field work is compulsory to degree course. It consists of project work, village survey and excursion tour. In third year B.A./B.Sc. course village survey or excursion tour is conducted. A few colleges offered village survey while others conduct study tour during the second term of the academic year. The land use survey is not included in syllabus at the undergraduate level. Urban land use survey is also not included to degree level. The teachers from urban area feel that urban land use survey should be included in the syllabus. It may be either in the form of project work or in the form of urban land use survey, because students from urban area are acquainted with the urban life, they can study it easily; and correlate it with geographical factors.

Most of the colleges in Shivaji University are located



in rural area. Students taking education are also belonging to rural area. Hence there is need of study of rural area. Geography includes study of rural area, the study of rural settlement, the study of socio-economic activities etc. Especially, the <sup>Study of</sup> economic aspects are related with agricultural situation of the village. In Shivaji University at third year B.A./B.Sc. level land use survey is kept for study. It includes study of agriculture. It also includes study of rural settlement. In agricultural land use, students select a village for the study. They take map of that village and locate the position of one survey number (field) in the map with the actual field in the village. Use of land of that survey number is noted and similar way other fields are surveyed. By completing this field work, they can prepare land use map of the village. This resulting map will prove valuable not only in training the students to observe and record facts carefully but also in bringing to light certain geographical relationships.

Village survey reveals socio-economic study of the village. It includes survey of social, cultural and economic activities of the village. In this other economic activities than agriculture are also considered. Survey of the settlement is made. To survey the village, map showing the roads, footpaths, tracts, etc. is provided. On that map the locations of building can be located. These buildings can be classified as dwelling houses, commercial buildings, industrial buildings, etc. Geographical location of the village can be shown in relation to

natural or cultural factors like hill, water, road or railway station. Sometimes detailed study is incorporated. Information about occupational structure settlement, industries etc. collected and various maps can be drawn. This combined picture will give the idea about socio-economic condition of the village to the laymen. It is possible to make an overall assessment of the village and estimate can be made as to whether the village is a growing or decreasing community.

6.4 To teach geography always field work is not possible. In rainy season it is not possible to go out or sometimes field work is not necessary. Then the teaching of geography is done by the help of other means. The lecture method is used in colleges to teach geography. University has allotted four lectures per paper per week. Each lecture of 45 minutes. Some teachers feel that these lectures are sufficient while some teachers feel, these are insufficient to teach geography. The teacher uses chalk board, wall maps, atlases in the class. He draws figure on the blackboard. He writes, sometimes, major points on the chalkboard and explain with suitable examples. He tries to bring students in taking part in discussion. He uses question answer method. He asks skillful questions to the students to give maximum information of the topic to them.

Maps, pictures and models are useful to teach geography. In well established colleges, small scale maps are used for teaching. New established colleges, very less number of maps are



found. These teachers feel the necessity of maps. They are not getting satisfaction of teaching because of scarcity of maps in the department. Pictures are rarely seen in the colleges, hence use of picture is very limited. The colleges having good financial support purchased the pictures. Use of models to teach geography is quite negligible.

The photographs and charts have great importance in teaching geography. Especially aerial photograph has pivotal importance in the geography teaching. It gives three dimensional picture of the terrain. Hence the students of geography can get correct idea of the terrain by sitting in the laboratory. It substitutes the topographical maps. But unfortunately, the aerial photographs are not included in the syllabus of geography at undergraduate level or graduate level. It is observed that students do not get clear idea of the terrain of any region by using topographical maps. It is absolutely necessary, some teachers opined, that there should be inclusion of aerial photographs for the study of geography. Geography teaching also strengthened because of the teaching material. The pictorial material, the charts, are also not used to teach geography in colleges.

Projected pictures enhance the teaching of geography. An episcopes can be used to project pictures from book, similarly filmstrips, slide projectors and film projector can be used to teach geography. These aids of teaching geography, really strengthen the teaching. The teachers can also get satisfaction

from them. They can skillfully explain the different features by using projected pictures. Unfortunately the students do not get opportunity to have these facilities. The instruments required for projecting the pictures are very costly. It is beyond the financial capacity of the colleges. But at post-graduate level, these instruments are available. They can use these instruments. The college teachers feel that these instruments are necessary to teach geography. These instruments may be purchased by the colleges or university should make some provision to avail these instruments.

Sample study to teach geography, is very important tool. It represents the whole region. The teachers can make use of this to teach geography. The lesson can be strengthened by taking sample example of the region. It is also worthwhile to take sample area for the study and to make understand the students the geographical concepts which he wants.

Practical work in a classroom helps a lot to understand the problems in geography. The colleges conduct classroom practicals in second (B.Sc. part II) and third year of degree course. It includes the study of weather, maps, topographical maps and various statistical diagrams. Teachers feel the necessity of it.

6.5 Adequate teaching aids are necessary to teach geography effectively. Broadly the teaching aids are divided into two

groups. The minimum equipments and the optimum equipments. The minimum equipments may fulfill the need of teaching, but optimum equipments may strengthen the teaching of geography.

The minimum equipments, the chalkboard remains the essential equipment. Geography cannot be studied without diagrams and sketches. The chalkboard makes the work of teacher more effective. The students can grasp the lesson easily. Notebook is the mirror in which we can see the face of the teacher. The notebooks help to understand the concept which taught in the class while studying in his house. Students own copy of textbook is highly desirable. It ensures information and explanations in permanent form. He can use it efficiently according to his own time. A copy of Atlas helps to student a lot in his study hence it must be with him. Specialized atlases are outstanding aids to the teachers and also to the students. Students can get new knowledge. They should get habit of work which is important in education. Terrestrial globes are helpful to understand different features of the earths surface. Wall maps are comprehensible to all students for teaching geography. Various teaching appliances such as the apparatus for measuring temperature, atmosphere, pressure etc. required for teaching geography in the colleges. Models and collected specimen also used to teach geography effectively. Unfortunately except chalkboard and few maps, the colleges do not have sufficient appliances of teaching geography. Many teachers show regretfulness regarding the inadequacy of the teaching appliances to teach geography in colleges.

Optimum instruments, the opaque projector, duplicator, cinematograph, television strengthen the geography teaching. These instruments will remove the difficulties of the students in understanding the subject. Opaque projector projects an image of a photographic print within a moment. Film strip facilitates teachers work. Sterioscopic pictures give enthusiasm to students to learn. Duplicators, cinematograph are useful to show informative and educational films. Television, radio, taperecorder can be used by the teacher effectively. But unfortunately, these teaching aids are not found in the colleges. Teachers of colleges agree that the geography cannot be strengthened without these aids. There is also no possibility of having those instruments in near future.

The survey of the teaching geography in senior colleges in Shivaji University reveals that many colleges do not have sufficient teaching appliances in the colleges. It is observed that very less text books are available in the colleges and other reference books are not sufficient. Small scale wall maps are found, but large scale maps are not available. Very few colleges are having specimen collection, models, and sufficient books. The optimum instruments like opaque projector, projector, filmstrips, slide projector are not seen in the colleges.

General observation of the colleges regarding the space, it is found that many colleges do not have sufficient space for college. The colleges run in old buildings, in some places, in

buildings of highschools etc. The minimum requirement for the space for classes are not fulfilled. As far as geography is concerned, the space problem is necessarily be concerned. The laboratories are essential to do practical work. It requires more space, as to keep the appliances/instruments and make use of the applinces effectively. Teachers argued that the geography will not flourish until the requirements are fulfilled, The present work goes because it needs. They feel that to increase the status of geography in Shivaji University the care should be taken of the requirements of the teaching material, teaching aids, teaching techniques etc. The college teachers expect from the University Department to take active part in this matter and keeping contact with the college teachers and the managements of the colleges to increase the status of geography.