

CHAPTER - VII

CONCLUSIONS AND RECOMMENDATIONS

## 1.0 CONCLUSIONS AND RECOMMENDATIONS

In this dissertation evaluation of geography teaching in senior college is made through the view point of development of geography teaching in Shivaji University. The study oriented the assessment of geography teaching. It includes the study of different techniques. A teaching geography, present position of geography teaching, survey work and its discussion. While teaching geography certain constraints arise for which remedies are suggested.

1.1 In the first chapter the meaning of education is given. It is an acquisition of knowledge or it is a process of growth and development, which takes place in students when they work in favourable or unfavourable conditions. The knowledge explains in relation to education. Education is human centered concept. It helps to make realization of self significance.

1.2 Geography is an integral part in students every day life. It is connected with daily life. Its importance in education determined by giving a picture and explanation of the exigencies of a life. It encourages attitudes useful to full participation in adult life, therefore the geography treated as separate discipline in colleges.

1.3 Modern conceptions of education fail to isolate effect of each element in curriculum on the mental development of the child. Each subject has its own special value. Geography is a science which brought fresh conceptions of its value in education.

It adopts scientific method. Its outlook is humanistic. It helps to pupil to understand the world of man and his judgements and actions will be based on knowledge rather than on vague emotion. It helps to understand the problem of our environment of the country.

2.0 The region under study consists of four districts, Sangli, Satara, Solapur and Kolhapur. These are varied in geographical characteristics. The region consists urban areas as well as rural areas. Where colleges are located. The colleges in cities are in better position. It creates educational environment. The colleges in rural area are not in better position as compare to colleges in city areas.

2.1 Sangli district is located in Sahyadri range and its off-shoots of Mahadev range. The rain starts some times in the middle of June and lasts till the end of September. The western portion gets heavy rainfall. The north-east portion receives lower rainfall. The six tahsils of the district fall under broad drought zone. The Krishna, the Warna, the Yerala, the Morna are the important rivers in the district. Agriculturally the district is poor except river valleys. Jawar, sugarcane are the main crops of the district. The district has a total population of 1831212 in 1981. The urban population accounts 21.5 percent and rural population about 78.5 percent. About 46.87 percent total persons are literate. Percentage of urban literacy is 60.53 percent. While that of rural literacy is 43.13 percent.

2.2 Satara district is situated on the west of the Deccan plateau. The Sahydri range and Mahadeo range and their off shoots are two main systems of hills. The rainfall is not uniform all over the district. It is very heavy in western region and it goes on reducing towards eastern part. The eastern part of the district is prone to scarcity conditions. The Krihna, the Koyana, the Nira, the Man, the Venna and the Kudali are important rivers of the district. Agriculture is the main stay of economy. The jawar, bajra, rice, sugarcane are the main crops of the district. According to 1981, the district has 2039 thousand total population. About 86.9 percent persons residing in rural areas and 11.1 percent persons in urban area. About 48.15 percent people are literate. Urban literacy is 66.4 percent while rural literacy is 43.4 percent.

2.3 In Solapur district there is no important hill system. Several spurs of Balaghat range in north Barsi tahsil and scattered hills in Karmala, Madha and Malshiras tahsils are found. Climatically the entire district falls in the rain shadow area. The rainfall throughout the district is scanty. The Bhima, the Nira, the Man, the Seena and the Bhogavati are the main rivers of the district. Rabi and Kharif crops are taken. Rabi crops are more predominant. Jawar is most important crop grown in district. The district has 26,10,144 persons comprising 70.6 percent persons live in rural area. While 29.4 percent persons live in urban areas. 40.68 percent people are literate. About 34.9 percent persons are

literate in rural area while 54.55 percent persons are literate in urban area.

2.4 The Kolhapur district is traversed by Sahyadri mountain in the west and thrown several spurs in the east of the district. The rainfall is evenly distributed and varies from place to place. Highest rainfall is found in Bavada tahsil while lowest rainfall is in Hatkanagale tahsil. The Krishna, the Warna, the Panchganga, the Dudhganga, the Vedganga and Hiranyakeshi are the main rivers of the district. Agriculturally the district is rich. Rice, jawar, and sugarcane are the main crops of the district. Kharif is the main season of the district. The total population of the district is 25,06,330 comprising 75.2 percent rural and 24.8 percent urban people. The total literacy percentage is 45.36 percent. The rural literacy is 39.78 percent while urban literacy is 62.26 percent in the district.

2.5 The region under study, provides 421120 sq.kms. area with 9006330 persons. It consists 22.7 percent urban population and 77.3 percent rural population. The region contains 44.8 percent literates, out of which 69.8 percent literates are rural and 30.2 percent literates are urban. According to 1978-79, 7172,930 and 99 primary, secondary and higher institutes donate education to 13,94,127 children, 37387 pupils and 75497 students in Shivaji University.

3.0 The chapter deals with the teaching techniques in geography. The teaching is common and complex phenomenon. It is a process of

arranging condition under which the learner changes his ways consciously in the direction of his goals. Teaching is an art. It requires certain principles. It involves skills in guiding and learning. It consists primarily of guiding and directing the people and encouraging them towards effort in learning.

3.1 Nature of geography teaching is important. Teacher should make his students 'think geographically'. He should adopt proper methods. He should know new techniques of teaching geography. He must have good grip over the subject matter. He should bother about correct and proper aim of teaching geography. His aim should be specific. He must be aware of the distinction between ideals and reality in imparting geographic education. Now in changing world ideas of teaching geography are changing. That is content of geography is changing. It causes to change method of teaching geography. It is practicable to consider the difference between the real learning and the apparent learning. It initiates inductive as well as deductive thinking.

3.2 There are two types of teaching techniques. Those which rely on direct observation and those which rely on indirect observation. Teaching techniques are affected by abilities of the students.

Techniques based on direct observation includes field work. Its value lies in the observation of various facts. Urban landuse survey reveals the study of 'urban area'. Agricultural land use survey of the village gives detailed information about landuse

and the cropping pattern of that village. Village survey may reveal aspects of village life and economy which are not evident to laymen.

Teaching techniques based on indirect observation help to get much information by using second hand material. The ordinary lesson requires very limited equipments. Large scale maps provide useful documents to the students. A photograph gives reality to word. Aerial photograph gives three dimensional form of the terrain. Pictorial material can be used within the text books. Projected pictures are more useful to teach geography. Sample study approach avoids dullness in teaching. Statistical information gives weightage to geography teaching. Practical work in geography helps in understanding the problem regarding the lesson.

4.0 The geography is influenced by educational system of Great Britain. The geography was taught as optional subject at undergraduate level especially the pre degree level in most of universities in the country. Some universities recognize the place of geography in faculties of arts, science and commerce. It can be offered as an optional subject or special subject for degree examination.

4.1 Lecturing is the main method of teaching. Tutorials, seminars, are getting importance. The students mostly rely on class notes and text books. Laboratories are not adequate to teach geography. Qualification and geographic thoughts are the

new favourites. The system of examinations is based on text books rather than exciting reality of life. There is no uniformity in undergraduate programmes and curriculum in the Indian Universities. In affiliated colleges course load varies with the level of teaching work. Library facilities are very weak. Many colleges suffers from lack of adequate reading space. Equipments are poor in colleges. Field work is compulsory. Study tours and village survey are conducted in the colleges.

4.2 Geography is taught at undergraduate, graduate and post-graduate level. Lecturing is main method of teaching. Tutorials, periodic tests, seminars are conducted like examinations. Curriculum of geography covers physical basis of geography, regional study and practical work. The course load varies with the year. The position about equipments, books, etc. are not good.

4.3 Examinations occupy very important place in our educational system. It determines influence on the education system. Standard of teaching and carrier of students. It helps to make reporting to the parents and guardians about the progress of their pupils. At present annual system of examination is introduced. The C.I.E. Scheme is in operation. Three component system of examination is considered for implementation.

5.0 Analysis of survey work has revealed that about 95% teachers are qualified as per University Grants Commission rules, 80% teachers are experienced, 75% teachers are eligible for examinarship. Research activities are carried out. About 60% of

the teachers are members of the National Association.

In Shivaji University, geography included in science faculty, but also taught in arts and commerce faculties. About 50% colleges have offered geography to teach at degree level. About 80% teacher deny the suitability of the syllabus and 40% teachers accept interdisciplinary approach. Lectures allotted to papers are not sufficient. Extra work is necessary. Class notes to teach geography are essential. Question answer method is beneficial. About 53% teachers favour semester system and 47% teachers favour annual examination system. Question bank system of examination is highly appreciated by the teachers. Continuous Internal Evaluation (C.I.E.) scheme accepted and welcomed by 80% of the teachers. It ensures continuous contact with the students. The teachers feel that continuous internal evaluation (C.I.E.) scheme will enhance the status of geography teaching.

6.0 In the chapter of discussion the comparison between ideal teaching techniques and actual position of teaching techniques in geography is made. The two types of techniques field work and use of second hand material are considered. Both these techniques are necessary to teach geography. To frame the syllabus and to teach geography understanding capacity of the students should be considered.

In Shivaji University, field work is compulsory to B.A./B.Sc. degree. It includes project work, village survey and agricultural landuse. Lecture method is used. Question answer

method is in practice. Maps, photographs and models are less used. Pictures, charts, film projectors, slide projectors episcope are not used in colleges. Sample study method is partially used. The practical work in the classroom is continued. The space is not sufficient for classes and separate laboratories are not available.

In general position of geography teaching in senior colleges in Shivaji University is not satisfactory. There is considerable gap between the ideal techniques of teaching geography and actual techniques of teaching geography in colleges. There is also a gap between ideal and actual equipments in the colleges. But the gap of teaching equipments for geography between ideal and actual is large. It is very essential to fill up this gap to develop geography teaching in the senior colleges.

RECOMMENDATIONS

1. Urban landuse survey is not incorporated in the field work of geography in senior college. The students from urban are must get knowledge of urban landuse. Hence it is suggested that the urban landuse survey ought to be included in the syllabus of degree course.
2. Majority of the students are from rural area. Agricultural land use survey is kept alternate to excursion tour. It is suggested that the agricultural landuse survey should be compulsory in third year degree course.
3. Village survey reveals the complete knowledge of the village. It is suggested that socio-economic survey of the village should be strengthen.
4. The photographs, aerial photographs, charts are less used to teach geography. It is suggested that these should be used without fail. Aerial photographs must be included in practical work of degree course.
5. Projected pictures avoid most of the difficulties in teaching geography. It is suggested that the teachers should make use of these pictures.
6. Teaching equipments like episcope, slide projectors, film strips are costly and not available in weaker colleges. It is suggested that University should make provision of mobile laboratory of these equipments for the colleges.

7. Inadequate libraries hamper the development of geography teaching. It is suggested that adequate library facilities should be provided to the teachers.
8. Sufficient space for teaching and reading is extremely needed. It is suggested that colleges should provide space for it, to create healthy atmosphere to teach geography.
9. Syllabus reform to reduce 'descriptive studies' and to increase analytical aspects, inclusion of the quantitative methods are absolutely necessary, at graduate level.
10. Syllabus is framed by syllabus committee of the few members. It is suggested that syllabus outline should be sent to the colleges and suggestions should be invited from the teachers and then final syllabus should be framed or prepared.
11. There is one syllabus committee for forming syllabus in geography. It is suggested that there should be separate syllabus committees for each paper consisting of teachers and experts of the concerned paper. There should be also one co-ordinate committee to take final decision.
12. Laboratory and cartographical facilities are necessary to teach geography. It is suggested that the strengthening of laboratory and cartographical facilities should be emphasized.
13. There will not be development of geography without research. It is, therefore, suggested that preparing and encouraging of younger teachers to conduct research should be promoted.

14. It is also suggested that the co-ordinated development of teaching and research should be emphasized.

15. There is lot of he and cry about present examination system. Continuous internal evaluation is in experimental stage. It is suggested that 'three component examination' system should be implemented in Shivaji University.

16. It is observed that 'Question Bank' system is welcomed by many universities. It is suggested that implementation of question bank system should be strengthen the examination system.