

CHAPTER - I

INTRODUCTION

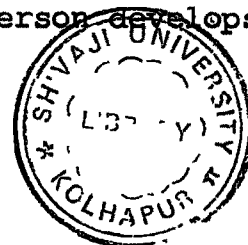
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### 1.1 WHAT IS EDUCATION ?

The word education is derived from the latin word 'Educure,' means to train, to bring up, to nourish, to lead out. Education is usually considered to be the acquisition of knowledge, the taking of subjects and courses, when infact it is nothing of the kind. It is a process of growth and development which takes place in students when they work at it under favourable or unfavourable circumstances. The content of education is not a body of knowledge. It is a cluster of attitudes, feelings, perceptions, insights, abilities and skill of which the ability to think independently and clearly is of the first importance, and the ability to experience life fully and honestly is certainly not less valuable.<sup>1</sup>

Knowledge as far as education is concerned is a means to this end and not an end in itself. For the student, there is no knowledge until the student involves himself in getting it, it is not so much knowledge as knowledge getting. Otherwise a body of knowledge is simply a name for organized information, and until the student does something with it, it is only a set of materials waiting to be transformed into living thoughts, ideas and attitudes.

Education is also defined in the Dictionary of Education (Carter V. Good, editor), both as, "The art of making available to each generation the organized knowledge of the past" and "The aggregate of all the process by means of which a person develops



abilities, attitudes, and the other forms of positive value in the society in which he lives".<sup>2</sup>

Education is a human centered concept. Schools, colleges, and universities created to nurture the potentialities of the individual student. The accepted aims of education are to involve students in the quest for truth, to expand their understandings, to lead them to re-examine their beliefs, to help them to discover the significance of self, and to induce them to participate actively in personally significant scholarly endeavour.<sup>3</sup>

#### 1.2 THE IMPORTANCE OF GEOGRAPHY IN THE STRUCTURE OF EDUCATION

Geography is an integral part of every student's life. Of all the students a student studies, geography is one of the most intimately connected with daily life. Everywhere he looks he sees in the natural and cultural environment signs of man's use and occupancy in changing and interlocking relationships distributed and arranged from place to place.<sup>4</sup>

The importance of geography in education, Rabindranath Tagore said, "The highest form of education is that which is not confined to imparting knowledge but which brings our life into harmony with all existence". It is geographic education that brings our life into harmony with all existence.<sup>5</sup> Of all school or college students, geography is the only one that can give man a picture and an explanation of it which meet the exigencies of a life, the horizons which are almost limitless.<sup>6</sup> In our narrowing world, geography has today a very special and concrete part to play in

preparing the child for life after school. Though much of its subject matter it can encourage attitudes conducive to full participation in adult life and thus has a very real contribution to make in the transformation process which we call education.<sup>7</sup>

The teacher of geography will need a philosophy as well as a technique if he is to serve his day and generation in the most effective way. He must know not merely what he has to teach and how to teach it, but he ought also to think out the reasons for teaching his particular subject, and the conclusions at which he arrives will largely determine his attitude to his task. It may also worthwhile to consider quite shortly why geography may justly be regarded as one of the most important subjects in the curriculum and what is the particular contribution which it has to make to the education of the future citizen.

Modern conceptions of education have to some extent discredited the attempt to isolate the special effect which each element in the curriculum is supposed to exert on the mental development of the child. Mathematics may encourage accuracy and the power of abstract thought, the classics may develop taste and habits of logical and critical thinking. But such endowments are not given exclusively by any particular subject. All subjects, if skillfully taught, go beyond the mere conveying of information. It develops general ability and the capacity to apply knowledge that has been acquired. At the same time it remains true that, even if all the subjects contribute to a common fund, each has its

own special value in the curriculum. We may then, try to determine the particular part which geography should play in education.

Today the idea of content of geography has changed during last half century. The idea of functions also changed. At one time the value of the subject would have been little more than the storing of the mind with facts of a certain type. Some of them might prove useful but many of which would doubtless soon be forgotten. Therefore, the geography remained unnatural and was practically disregarded in many places.

The realization that geography is a science which brought fresh conceptions of its value in education. It is an observing faculty. Geographer's pre-eminence was not so well marked in past days but the subject might share some credit with the other sciences in the curriculum for encouraging observation and developing accurate habits of thought and investigation.

It is generally concended that now adays, geography always be based on the sciences and should adopt the scientific method. Its outlook is humanistic. Geography's contribution as a humanity may be to help the pupil to understand the world of man, and to equip him to take his place and play his part in it in such a way that his judgements and his actions will be based on knowledge rather than on prejudice vague emotion. This can be done by putting certain ideals in the determination of a course of action and the curriculum in the subject.

The main function of geography will be to cultivate a sane and dispassionate outlook. It may help to engender habits of mind which will enable the student in after years to realise his responsibilities and to carry them out along these lines. It should help him to understand the problems of our environment of our country. It should foster intelligent citizenship of the native land. Geography will most readily link itself with the impressions which will come to him in adult life through the newspaper and the wireless, and in his conversation on current topics with his fellow citizens. If we can encourage him to be critical and to seek to understand as well as to be merely receptive, he will have acquired an attitude of mind which may help him to deal intelligently with the problems which will confront him.

### 1.3 CHOICE OF THE REGION

The region, for the study of 'geography teaching in senior college' selected as 'Shivaji University jurisdiction' on the following criteria.

- 1) Geography has claimed its importance in the country. Shivaji University, in this respect, not lagging behind. The subject geography, in Shivaji University, included in science faculty, but it is taught in Arts faculty and commerce faculty also. It, therefore, represents importance of geography teaching in Shivaji University, hence the region for study is selected.

2) The information regarding the dissertation work is easily available, as the author resides in Shivaji University campus, Kolhapur. Shivaji University runs post-graduate Department of Education and Geography. Higher authorities in the subject education and geography are easily available for consultation of work which is the main advantage to author. In addition, senior college teachers (geography) from different colleges visit to university frequently for the university work as examinations, which can be consulted regarding the various problems of geography teaching in Shivaji University. They can also be interviewed and discussions be possible for the purpose of this work.

3) Author of the dissertation is familiar with the region. She is rightly acquainted with the status of geography in the country and also the growing importance of geography in Shivaji University. Author also acquaints with the problems of geography teaching. She is experiencing in day to day work. The problems regarding teaching methods, teaching techniques, teaching material etc. grow rapidly alongwith the increasing number of colleges and increasing number of students in Shivaji University. To evaluate the present teaching methods, teaching techniques, in order to improve geography teaching in the study region is of a great exigency. Authour is related with this area, intend to make some addition, hence this region is selected for the study.

4) The study region comprises four districts, i.e. Sangli, Satara, Solapur and Kolhapur (Map 1). It covers both, the region of low

income and the region of high income where colleges run. The problems of colleges of geography teaching in low income areas might differ from the problems of high income areas as the geography requires many instruments for teaching. Hence to study it, this region is selected for the study.

#### 1.4 OBJECTIVES OF THE STUDY

General objective of the study is to make evaluation of Geography teaching at senior college level in jurisdiction of Shivaji University. This evaluation of geography teaching is made through the point of view of improvement of teaching methods and teaching techniques in geography. Following may indicates objectives of the study.

- 1) To make an assessment of present methods of geography teaching in senior colleges of Shivaji University.
- 2) To make an assessment of teaching techniques being used by the teachers in colleges.
- 3) To make survey of geographical instruments available for teaching of geography in the Departments of Geography in the colleges.
- 4) To understand the problems of geography teaching in colleges.
- 5) To understand the views of management body regarding the subject.
- 6) To understand views of geography teachers regarding availability of material, requirements of the teachers and co-operation of management body of the college.



7) To understand the views of the experts in subject regarding geography teaching in senior colleges. Some experienced, qualified teachers in geography, are interviewed and their views noted for consideration.

### 1.5 METHODOLOGY

The importance of the study lies in the fact that due consideration is given to the primary data. There are 110 colleges affiliated to Shivaji University. Out of which 50 colleges teach geography as principal subject at graduate level. Remaining colleges mostly teach geography at undergraduate level. The author sent questionnaire to the teachers of 50 colleges, 23 colleges had given response to the questionnaire (Map 2). Out of these 23 colleges, 12 colleges belong to urban area and 11 colleges belong to rural area. The districtwise distribution of responded colleges is given as below.

Table 1.1 Districtwise distribution of urban and rural colleges  
(Percentage figure).

District	Urban	Rural	Total
Sangli	8.70	13.00	21.70
Satara	13.01	13.00	26.01
Solapur	8.74	13.00	21.74
Kolhapur	17.55	13.00	30.55
Total	48.00	52.00	100.00

Source : compiled by author.

In Sangli district, about 21.70% colleges responded. Out of which 8.70% colleges are from urban area and 13% colleges are from rural area. Satara district responded 26.01% which 13.01% colleges are from urban area and 13.00% colleges are from rural area. The Solapur district responded 21.74%, out of which 8.74% colleges are from urban area and 13% colleges are from rural area. The Kolhapur district, 30.55% colleges responded out of which 17.55% colleges from urban area and 13% colleges are from rural area.

The questionnaire is prepared by giving detailed information about college teachers, views of the representative of the management bodies, information about teaching methodology adopted, information about examination system, syllabus is collected. Request is made to give frank opinion about the teaching of geography. The questionnaire is tested by two teachers, one management representative and three students in Kolhapur city. It is, then modified, finalized, cyclostyled and sent to the colleges. Response to these questionnaire is 46%. The classification of the collected questionnaire is made as under.

1) Information of the teacher

Detailed information of the teacher regarding his academic qualification, teaching experience, paper setting, research work done, or work in progress, views about syllabus, question bank system, continuous internal evaluation scheme etc. is collected and classified. About 46 teachers in 23 colleges are returned questionnaire satisfactorily.



## 2) Role of management

A geography requires practical work. Instruments are necessary, which requires financial assistance. Therefore, the secretaries of institutions namely, The Kansakhora Shikshan Prasarak Mandal, Sarud; Mahatma Phule Society, Islampur; Kasegaon Education Society, Kasegaon and Warna Shikshan Prasarak Mandal, Warnanagar are interviewed and views are noted.

## 3) Teaching methodology

Information about apparatus/instruments used in class, use of notes/points by the teacher in class, adoption of question answer method, discussion of the topic in the class etc. collected properly by the questionnaire.

## 4) Examination system

During last two decades, annual examination system, semester system were implemented. Views of the teachers are invited through questionnaire and classified. Opinions of the teachers regarding question bank system and continuous internal evaluation are taken into consideration.

5) Interviews of the two experts in discipline of Shivaji University, one from Poona University and one from Nagpur University were conducted. The experts from Poona and Nagpur University visited Shivaji University for the examination work, and they were interviewed.

The collected data is, then, tabulated. The tabulation is made on the basis of positive/negative answers of the teachers.

The important point of this data is that the qualitative data is converted into quantitative data by taking percentiles.

#### 1.6 THE CHAPTERISATION

The entire dissertation is divided into seven chapters. The first chapter "THE INTRODUCTION" deals with the meaning of education, importance of geography in the structure of education, choice of the region, objectives of the present study and the methodology adopted for the present study.

Chapter II "THE REGION" deals with the study region. The region selected for the study is Shivaji University. It is divided into four districts i.e. Sangli, Satara, Solapur and Kolhapur. Districtwise summary of physiography and educational development is presented here.

Chapter III "TEACHING TECHNIQUES IN GEOGRAPHY" deals with the theoretical background of the dissertation. It explains the meaning of teaching and nature of geography teaching. It also includes an explanation of teaching by direct observation, teaching by indirect observation. Specific material required for geography teaching is elaborated so that we could get an idea about optimum material for geography teaching. The topic helps in comparing the position of geography teaching with the optimum requirements of geography teaching.

Chapter IV "PRESENT POSITION OF GEOGRAPHY TEACHING IN GENERAL" is mainly divided into two sections. The first section

deals with the present status of geography teaching. The status of geography considered to get national picture and not much differed in Shivaji University. The second section deals with the examination system in Shivaji University. Since establishment, university carries various examination systems with modifications time to time. The discussion, of the current problem the continuous internal evaluation is made here. The views regarding continuous internal evaluation, of the experts in subject, teachers concerned, and students of different colleges are taken. Views of the students (two students from each college selected) are more important regarding the continuous internal evaluation are discussed in general and geography in particular, because geography requires various teaching aids, teaching techniques, equipments etc. hence stress is given on the students views.

Chapter V deals with "THE ANALYSIS OF THE SURVEY WORK". Analysis of information of teachers, role of management, teaching methodology, the examination system and C.I.E. Scheme is made.

Chapter VI "DISCUSSION" deals with discussion of different problems faced, theoretical back ground of the geography teaching, teaching methods, teaching techniques etc. To teach geography teaching material is required. An attempt has been made here to show gap between the optimum requirement of the teaching material and present available material in colleges. Similarly the comparison between teaching techniques at present and ideal teaching techniques is made. The role of college management is very important because financial help is of utmost importance for

geography teaching. Here an attempt is made to evaluate all these factors in order to improve geography teaching in senior colleges.

Chapter VII "CONCLUSION AND RECOMMENDATIONS" deals with summarization of the work done and on certain basis recommendations are made to improve geography teaching in Shivaji University.

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