

35

## Teaching Methodology in Geography at College Level

Asst. Prof. N. V. Narule

Indira Mahavidyalaya, Kalamb, Distt.- Yavatmal

### Introduction :-

Teaching is one of the main components in educational planning which is a key factor in conducting educational plans. Despite the importance of good teaching, the outcomes are far from ideal.

Successful teachers always keep in view that teaching must "be dynamic, challenging and in accordance with the learner's comprehension. He does not depend on any single method for making his teaching interesting, inspirational and effective".

Regarding the importance of Methodology it may be said that a Methodologist, like any other scholar will be required to carry on his self-education throughout his life because a well trained Methodologist will confront new developments in his science, judge their merits, relate them to past trends and make a reasoned choice as to what he wants to integrate into his own thinking.'

Now a days geography is considered as a part of the composite science of Human Society. Its purpose is to study the structure and behavior of human society. Therefore, it is one of the social sciences. Though all the social sciences have common purpose i.e. the study of man, yet each presents unique point of view and each has evolved its own technique of studying human affairs and solving social problems.

### Objectives :-

- To familiarize the student teacher with different methods of teaching geography in classroom.
- To develop an understanding the role of a teacher for application of methods in classroom.
- To develop an understanding of the merit and limitations of various methods.

Acquisition of permanent knowledge and skill in Geography teaching methodology at college.

### Methods :-

It may also be printed out that a meaningful solution of the problem depends on the methods which are available. In other words, it means that if a problem has been unsuccessfully examined at an earlier stage of discipline's evolution, it should be repeatedly attempted till a synthetic approach has been achieved. With this end in view we should talk about new Methodology in Geography in the field of teaching methods.

The instinct of curiosity is the master instinct among students. Students, experience proves, are curious to see things for themselves. Their environment is full of things and object about which students want to know everything. They have questions of which they want answers. The geography teacher exploits this instinct to make the teaching of geography interesting and meaningful.

### A) Observation Method :-

The principles aspects of observation method are 1) To observe, 2) To record, 3) To interpret. The technique of obtaining geographical information by direct observation is

basis to the subject.

Observation method for teaching geography may be used inside the class room as well as outside the class-room.

**Inside the class room** the following aids help observation:

- i) **Globe** : Globe is a useful aid by observation, students can develop such concepts as longitude, latitude, meridian etc.
- ii) **Charts** : Charts prepared by students themselves or those commercially produced also enhance students observation.
- iii) **Models** : Students observe things and they can convert the results of their observation into models.

**Outside the Class-room:**

The teacher can enrich students observation by adopting certain modes outside the class room. The teacher may use the following modes for this purpose Geography is essentially an observational science. Within the four walls of the class room, the teaching of geography is limited to the globe, maps and the text-book. The real geography exists outside the class room. The students should be made to observe geography facts like the temperature, pressure, direction and velocity of the wind, clouds, lakes and mountains. The first hand experience about these phenomena of nature gives clear understanding of natural happenings.

Outside the class room, there are fields, crops, soil etc. which also forms part of geographical content. On the spot observation of these entities followed by discussion in the classes enriches students knowledge of geographical facts. The teacher of geography would like to make students study the surrounding environment, the landscape and what it offers to man to make his living meaningful.

a) **Field Trips** : Field trips help in exploring the environment. Students may be taken out into the larger landscape to observe geographical objects,

prepare brief notes, and collect specimens and so on.

b) **Excursion** : Excursions educate as well as entertain. Students learn by interacting with the environment. Excursions to hill stations, to geographical monuments help students to understand certain phenomena.

**Merits of Observation method :**

1. Trains the pupils to observe and reason about the fact they observe. This method brings the students of geography into direct relationship with the environment.
2. By this method we interpret the unknown in terms of the known—the known by observation and experience. It is essentially an outdoor work. Nothing should be allowed to take the place of direct observation whenever this is possible. So this is direct method of gaining geographic knowledge.
3. The merit of this method lies in the work and not in the results. It is training in intelligent observation and not in collecting the data.
4. This method develops the habit of accurate thought and investigation.

It is based on the finding of psychology i.e. there is instinct of curiosity in every human being which prompts every human being to know.

**Limitations of Observation Methods :**

Observational study makes a big demand on the out-of-class time of teachers and the students, which the time-table of the college does not permit in Indian college.

1. Method is suitable for lower classes as the observation made by young students are necessarily limited.

2. Sometimes the observational study may degenerate into aimless wandering, wastage of much time and energy because of lack of understanding and direct action from the teacher. To let the students observe things without proper guidance and the knowledge may not be profitable at all. There must be proper guidance and the knowledge gained by observation must not be supplemented through methods as actual observation of student is always limited.

#### B) Laboratory Method :-

A geography Laboratory may be defined as a room in which are contained all written, audio and visual materials pertinent to geographic instructions. The class room itself may be converted into a laboratory. If it is relatively self-contained and has within it most of the materials that the teacher and the students will normally be utilizing. The physical arrangement of a class room thus made is such that book cases, magazine racks, newspaper holders and equipment almirahs surround the room.

i) The laboratory method of instruction, used so successfully in the natural sciences, has been adopted for application to geography with equal success.

ii) This method seems to have grown out of the directed study. The laboratory method places primary emphasis upon equipment and its use.

iii) So this method presuppose a well equipped room in which the students have access to books, magazines, maps, pictures, drawing and construction material and other type of material which will promote better work. In those situations a special room is not available, the teacher of geography can place these instruments in an ordinary class-room.

iv) The procedure of the laboratory method is similar to that of problem solving approach or a

completion of a project or preparation of charts, models, and maps or conducting of experiment to arrive at a general principle.

v) The teacher and the pupils both perform certain experiments based on scientific principles to make certain concept of geography clear. The students either individually or in groups make use of the material for solving different problems in geography.

vi) Practical work in geography constitutes the laboratory work.

vii) The data collected in the field or a from the statistical reports are transformed into maps and diagrams in the laboratory. After the field observation, the need of laboratory is felt to give concrete shape to the ideas.

#### Project Method Discussed :

Among all the methods of teaching geography, Project method is the most important which is frequently applicable to teaching-learning process. It is a method which stands against the traditional method of teaching where the theoretical knowledge from the book is accepted only received by the students. In propagating this method, American educationist John Dewey did much work.

Prof. Kilpatrick defined a project as " a purposeful activity which proceeds in a social environment."

Dr. J.A. Stevenson who perfected it as a method of teaching said " it is a problematic act carried to completion in its natural setting."

C. V. Good according to " A project is a significant unit of activity, having educational value and aimed at one or more definite goals of understanding." It involves investigation and solution of problems and frequently the use and manipulate of physical materials. It is planned and carried to completion

completion by the pupils and the teacher in a natural life-like manner.

Project may be individual or co-operative, large or small. It may be employed according to the mental age of the pupils. But that must be done under the guidance of an expert.

Psychologically, the project method is based on the principles of learning by doing encourages maximum amount of purposeful activity on the part of the pupils. Adopting method, the heart, head and hand are to be functional. That means both the physical and also the mental powers of the students are to be exercised or utilized.

#### Basic Principles of Project Method :

- 1) The project must be based on activity-mental or motor.
- 2) It must be purposeful in its action.
- 3) Under the project, the students must accumulate experience-manipulative, concrete or mental.
- 4) It must provide real experience.
- 5) It must be useful in nature.

#### The Role of the Teacher :

- i) In this method the role of the teacher is that of a guide and helper than that of task master.
- ii) Before performing the experiments in the class the teacher should test the apparatus by performing the experiments himself and if the experiment is successful only then he should perform the same experiment, to the students beforehand. The students should be encouraged to arrive at the results themselves.

#### Conclusion :

It may, however not be understood that all method intends to minimize the importance of teaching methodology in Geography. In spite of these limitations, all method is a very useful and effective for teaching in Geography.

#### References :

- Dr. S. Harichandan, Dr. Asam Shaik - Methods of teaching Geography.
- K. Prabhakaran, E-research Methodology,

36

अध्ययन, अध्यापन पध्दतीत  
शिक्षक व विद्यार्थ्यांचा सहभाग

प्रा.डॉ. विलास माहुलकर  
कला व वाणिज्य महाविद्यालय, बोरी अरब  
प्रस्तावना :

शिक्षणाच्या आंतरराष्ट्रीय स्पर्धेत आपल्याला टिकायचे असेल तर पहिल्यांदा आपल्याला नैतिक दृष्टी व गुणवत्ता सिध्द करावी लागेल. यासाठी नैतिक धोरणांमध्ये नाविन्यपूर्ण बदल करून अध्यापन पध्दतीतही नाविन्यपूर्ण तंत्र, कौशल्यांचा स्विकार सर्वच विद्याशाखांमध्ये करावा लागणार आहे. यामध्ये शिक्षकांच्या बरोबरच विद्यार्थ्यांच्या सहभागाचीही अत्यंत महत्वाची भुमिका असणार आहे. कारण सद्यस्थितीत भारतातील उच्च शिक्षण क्षेत्रात धोक्याची घंटा वाजत आहे. अपु-या नैतिक सुविधा, फ्रीस मधील भरमसाट वाढ, नोकरीचे व रोजगाराचे कुटलोही हमी नसणे, बेरोजगारीतली प्रचंड वाढ, महागाई, न्युनगंड, गैरसमज, आदी कारणांमुळे विद्यार्थी, पालक व समाज उच्च शिक्षणाकडे नकारात्मक दृष्टीने पाहत असून उच्च शिक्षणापासून कोसो दूर राहून अलिप्त राहू पाहत आहे व जे विद्यार्थी उच्च शिक्षण घेत आहेत. यातील विशेष करून कला, विज्ञान, वाणिज्य, शिक्षण व विधी विद्याशाखांच्या प्रवेशित विद्यार्थ्यांची सातत्याने वर्गातील व महाविद्यालयातील उपस्थिती अत्यंत नगण्य असून चिंतेचा विशय ठरली आहे. नाविन्यपूर्ण अध्यापन पध्दतीमुळे उच्च शिक्षणात विद्यार्थ्यांचा सहभाग निश्चितपणे मोठ्या प्रमाणात वाढेल व यातून कुशल मनुष्यवळ निर्माण होऊन साश्वत, चिरंतन व सर्वांगीण विकासाची प्रक्रिया अधिक गतिमान होईल.

- उद्देश :-
- प्रस्तुत संशोधन लेखाचे उद्दिष्ट्ये खालील प्रमाणे मांगत येतील.
1. उच्च शिक्षणातील विद्यार्थ्यांच्या गळतीचा अभ्यास करून ती रोकण्यासाठीचे उपाय शोधने.
  2. नाविन्यपूर्ण अध्यापन पध्दती, तंत्र व साधनांकडे शिक्षक व विद्यार्थ्यांचे लक्ष वेधून घेणे.
  3. उच्च शिक्षणातील नाविन्यपूर्ण अध्यापन पध्दतीत शिक्षकांच्या बरोबरच विद्यार्थ्यांचा सहभाग व सकारात्मक भुमिका वृद्धिंगत करणे.
  4. पारंपारिक व नाविन्यपूर्ण अध्यापन पध्दतीची चर्चा होणे.
  5. शिक्षण क्षेत्रातल्या सद्यस्थितीकडे अभ्यासकांचे, शिक्षक, विद्यार्थी व शिक्षण प्रेमींचे लक्ष वेधून घेणे.