

THE ROLE OF TEACHING GEOGRAPHY IN INDIAN SCHOOL CURRICULUM

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ABSTRACT

The main focus of this paper is to describe the existing position of teaching geography and correspondingly in the elucidation the approach of sustainable development. In India, subject geography as deteriorating in social science which negligible role already overburdened school curricula. Geography is the necessary subject in Indian schools. At school level, a student learns about the landforms, climate, water resources, foods, different cultures and society. But primary school level, a students learn to environmental studies from surrounding environment which is also correlate with geographically, the children get introduced steadily with distant territories, states and country. In Indian school, geography subject thought by social science teachers till the secondary stages. Therefore, studied geography, history, economics, political science and society are in the single portion of the social science discipline. But after the completion the school level, in several circumstances, the student has no curiosity to further study in geography. This is one of the difficulties to generated understanding geography subject at school level. After all, the National Geography Curriculum (2000), aimed to contain incipient anxiety and issues of regional, national and global forms within the limits of geography teaching. Lastly, we will suggest and conclude the part of teaching geography on existing situation.

Keywords: Social Science, Teaching Geography, Indian School Curriculum.

Introduction: The subject geography refers to naturally how the world has been wrinking with steady means in terms of transport, communication and trade. Geography has also changes through time to time. Those days, geography was the part of concerted science of human society. Geography mainly explains into two broad types one is physical geography and another is human geography. The term *geography* first time used by Greek geographer Eratosthenes and literally means the description about the earth. In the beginning geography did not have a wide-ranging but today geography means wide depiction about the earth, also describes with numerous phenomenal. Therefore, the subject geography is one of the attractive subjects at present-day.

In India, the subject geography was introduced by British Government during early 20th century and also as a systematic subject. After that, many more changes from time to time. If we look the preceding back, Punjab University was the first University to start the teaching geography but Aligarh Muslim University was the first University to developed geography teaching through UG and PG course. There after all over the place gradually started the teaching geography after Independent. At present, geography is not a single subject, it also a multidimensional subject.

Objectives:

- To recognize the overall perception about geography subject.
- To describe the aims of teaching geography.
- To elaborate the role of geography subject and teachers in Indian school.
- Finally, to explore the direction and development of geographical education in India.

Database and Methodology: The present paper is based on secondary sources of data. The data collected from different parts mainly different journal papers, books, internet, government sites and so on. The methodology of the paper including the interpretation of data and analyse the table to show the study about geographical skills.

Overall Perception About Geography Subject: It is knowingly say that geography as a required subject till secondary level. From different sources as our personal observation about geography as:

- Just recognition the names of countries, states, capitals, rivers, hills and mountains that is no curiosity for a pupil.
- As just common think that we know all about the earth.

- Presenting the maps that are very tough to remember for every learner.
- Exciting for only general knowledge or quiz.
- Appropriate beneficial for competitive exam.
- Substantial to know about national and international matters.

Above the description about geography, here lack of understanding among teachers and students to preserve geography as a subject in school. This paper also undoubtedly describe that the how geography is more significant of our day to day life and what role play of teachers, students and government about sustainable development in India.

Aims of Teaching Geography: According to national pattern of education, from class 1 to 10th has been adherent to general studies. In this framework, general studies, components of geography such as environmental studies, nature studies, regional studies and social studies. The primary school stage followed the introduction of geography as a combined in social studies. The aims of teaching geography as:

- To initiate the learner in day to day daily life and intersperse with man and nature.
- To introduces the learner with our immediate environment.
- To participate in different environmental awareness programme and purity of school and society.
- To know how the environment has polluted at present day.
- To use natural resources through scientifically and avoiding their wastage.
- To appreciate how the people are dependent through each other.
- To describe the natural resources pure and don't destroy them.
- To know our country including physical and cultural realm.
- Finally, to understand of world issues, such as environment, population and resources.

The Subject Geography in Indian School: In Indian School, subject geography as a portion of the social science and also teach by social science teachers. At primary stages thought, environmental studies which has an integral approach. Thereafter, upper primary and secondary level, geography as a unit within social science studies which focuses awareness about pollution, conservation of resources, sustainable development including project and activities. But at higher secondary stage, including correctional approach which concern global warming, natural hazards, greenhouse gas, disasters and use of computer in mapping, GIS and field survey. Therefore, the subject geography as a multidisciplinary approaches which content with physical and human geography. The geography subject in Indian school is mainly general studies which has the important subject in school education. Because the subject about geography gives to understand and knowledge and also solve the problems such as economic, social, cultural as well environmental. The contents and details of geography syllabus as per National Geography Curriculum as follows:

Table.2: Contents and details of geography syllabus:

School stages	Contents	Details
Primary (I to V)	Environmental studies	Introduce to neighbouring Earth.
Upper primary (VI to VIII)	<ul style="list-style-type: none"> • The Earth: our habitat • Our Environment: • Resource and development: 	<p>Earth in the solar system, maps, globes, relief features, India and worlds.</p> <p>Natural vegetation, wildlife, human environment, transport, settlement and communication.</p> <p>Natural and human and their utilization.</p>
Secondary (IX to X)	<ul style="list-style-type: none"> • India and the people • Resource and their development 	<p>Location, physiography, climate, drainage basins, vegetation and population.</p> <p>Classification, natural, human, land, forest, agriculture, settlement, transport and communication.</p>

Higher secondary (XI to XII)	<ul style="list-style-type: none"> • Fundamental of physical geography. • India: physical environment and practical works. • Fundamental of human geography and related practical work. • India: people, economy and practical work 	<p>Interior of the earth, landforms and their evolution, climates, water resources and biodiversity.</p> <p>Physiographic, Climatic Condition, Environment and water resources and Introduction of maps, map scale, map projection, aerial photo graph and remote sensing.</p> <p>Introduce Human Geography, World population, Human development, activities, Transport, Communication and trade, Human Settlement and Map work.</p> <p>Location of India, Physiography, climates, natural vegetation and soils, natural hazards and disasters and data sources, compilation and processing, geographical representative of data, computer mapping, field survey and spatial information technology.</p>
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Source: Banerjee, (*The content of school geography in India*), *National Geography Curriculum* (2006 onwards).

Role of Geography Teachers in Indian School: The subject geography is thought almost all of the school boards such as CBSE, ICSE and State government boards in India. At primary stage, some of the school taught geography as an independent subject and others through environmental studies. But secondary stages, geography as an essential subject and in the higher secondary, geography as a subordinate subject.

The role of geography teacher in Indian school has very important from the primary to the higher secondary level. For appointment of a school teacher should required an essential qualification at different stages. For primary schools, the minimum qualification is complete the inter-mediate with two years Basic Training Certificate (BTC). For secondary levels, the crucial qualification for a teacher is complete the graduate in any social science subjects with two years Bachelor of Education (B.Ed.) degree, recognised by NCTE. So, the minimum criteria for appointment a teacher of geography is as a candidate must be bachelor in geography or social science subject with two years NCTE teachers training degree. For higher secondary school level, graduate not only the minimum qualification, it must be the Post Graduate degree in geography with two years Bachelor of Education degree. But some of the school boards, B.Ed. degree is not a compulsory.

The position of geography teachers performed more important than other social science subjects of school boards. Because geography is a comprehensive subject and all format level. It also the extensive range of natural and social science subjects. It is significant to say that candidate to improvement knowledge almost the adjacent earth, delightful forms and physical characteristics. Geography as a combined subject and a teacher delight in the teaching of that ability. The minimum qualification to appointing a teacher as part by NCTE rules as below:

Table.1: Minimum academic and professional qualification for a teacher appointment:

Levels	Minimum Academic and Professional Qualification
1. Elementary a. Primary b. Upper primary (middle school section)	<ul style="list-style-type: none"> • Senior secondary school certificate or intermediate or its equipment; and • Diploma or certificate in basic teacher's training of duration of not less than two years. • Senior secondary school certificate or intermediate or its equipment; and • Diploma or certificate in elementary teacher's training of duration of not less than two years. <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Graduate with Bachelor of Education or its equivalent
2. Secondary high school	<ul style="list-style-type: none"> • Graduate with Bachelor of Education (B. Ed.) Or its equivalent.
3. Senior secondary or intermediate school	<ul style="list-style-type: none"> • Master degree in the relevant subject with Bachelor of Education or its equivalent.

Source: NCTE, Govt. of India.

National Curriculum about Geography Subject: Education Commission popularly known as *Kothari Commission (1966)* suggested geography to be a required portion of social science in school curriculum, which is independent disciplinary approach. The national curriculum of India is essentially subject base. So the geography syllabus planned in itself like other social science subjects. In India, after Independence, geography advanced with numerous aspects such as poverty, population, illiteracy and economic development in nature. Geographical information also initiates throughout the planning commission of India due to balance of development. The main emphasis of the geography is as regional and economic geography over physical geography. The curriculum of geography has devious systems in the subject matter of study.

Therefore, in 1977, the national curriculum has undertaken a wide variability of changing where learner has to study geography into the social science till class X. The syllabus was a wide-ranging including physical, regional and economic geography. It is very interesting to know the details of the country, states, rivers, hills, mountain, plateau, cultural phenomenon and social process etc. But some of the students has not stimulating to take optional subject as geography in higher secondary level due to memorisation of maps, country, rivers which has very tough.

The national curriculum was modified again in 1986; the education was under the concurrent list. But, not to broadly held shift goals and subject matter in geography. Regional and economic geography was the main concentrate without profoundness. In upper primary level, world geography was started containing one country to another country. The National Council of Educational Research and Training (NCERT) ready a text book with expositive approach in 1988. The text book was not standard by the pupils due to various reasons and then the states like Kerala, West Bengal has different geography syllabus and maintain the force on teaching geographical thought with economic and regional emphasis.

Furthermore, national curriculum was revised once again in 1999. That was 3 major changes of geography curriculum. Firstly, introduce environmental studies at primary stage, secondly, included economic and regional geography with Indian context and finally, some of the practical working like GIS, computer mapping, remote sensing, disaster management etc. were introduced.

In 2000, National Geography Curriculum, a new shape in geography which inclusion of regional, state and global level issues for geography teaching. The new book of geography came out and the syllabus of the test designed by

NCERT. Due to various reasons of geography teachers, the government introduce to new curriculum in front of pupils. The government was more focus on practical works and understanding the conventional geography with corrective way along with project working.

Conclusion and Suggestions: The geography subject generally vast which correlates with other subjects. In India, subject geography predominantly as spatial distributional phenomenon. It is the portion of science because it devises various scientific descriptions. But, teaching geography as the part of social science teacher.

The teaching geography as a major role plays in Indian education. But it has lot of problems to teach geography subject. In India, geography just only the understanding but it should use practical techniques with national and international features. At school level, a student achieves keen knowledge about geography. On the other hand, the teacher of geography is as indolent to learn about the geographical information and most of the teacher hasn't a complete knowledge about geography subject. From the above description and our personal observation, we will suggest many more things to the development of geographical knowledge in school. These are as:

- Geography should be furnished with globes, world and Indian maps; different scales based maps, cartographic lab, computer lab, GIS software and class room projector etc. in school.
- Teacher should use different local, and regional maps with physical attributes such as physiographic, weathering, rainfall as well as society relate through projectors.
- Teacher should know their subject with fulfilments of knowledge with clearing the concept.
- To Awareness about geography subject among students and should give ideas about future prospects of the subject.
- Geographical knowledge and skills is substantial to our nation and its future. So, teacher should way to geographical benefits for our societies.
- Improve the understanding knowledge about geographical concept easily.
- Project work should relate with geographical information and practical concept about mapping.
- Lastly, geographers who write text books principally emphasis on easy to understand and interested to the subject.

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