



STUDY THE USABILITY OF GEO- LITERACY PROGRAMME FOR GEOGRAPHY TEACHERS

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Abstract

Present research paper explores about study the usability of Geo- literacy program for Geography subject. Geo- literacy emphasizes the development of the students geographical prospective through the study of the relationship between natural elements and human life through geographic reasoning and the applications of geographical elements. The objectives of the paper are i. To know the knowledge of Geographical concepts of School Teachers. ii. To study the understanding of the study about inter-relationship between nature and human life. iii. To study the usability of Geo- literacy program for Geography subject through School Teachers.

Research data collection tool 'opinionnaire' was used. Researchers developed a program based on Geo-literacy and give it to selected Geography teachers to read the program. Based on that teacher gave their opinions through 'opinionnaire'. The opinionnaire consisted of 20 questions in total. In this, 15 questions were closed ended and 5 questions were open ended. Information was collected from the teachers in qualitative and quantitative form. The Researchers ranked the options in the following criteria. The information was analyzed and interpreted using Chi square test.

The methodology of the research is a different type involving an interpretative, conversation, observations and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites etc.

Key Words: Usability, Geo-Literacy

Introduction:

Education is a holistic process, necessary to focus on development. Geography is gradual learning subject as it is related to social science. The present research is necessary for School Teachers to study the relationship between natural elements and human life through geographical reasoning and systematic decision making. Since, Geography is a subject

related to the social science, it is necessary to study how the accepted changes takes place, if the Geo-literacy program is developed to change the geographical perspective of the students. Geographical problems have arisen from Day-to-day keys at global scale. (e.g., Global Warming at global level & Air Pollution problem at local level) it is necessary to get guidance to school students on time. Humans are using natural elements for their own needs. Due to this selfish attitude, the balance of the environment is deteriorating on the large scale and if there is no awareness about it in time. This research is necessary, so that we do not have to face serious problems in the future.

Concept of Geo-Literacy:

Geo literacy is a system of understanding nature and human beings.

Geo literacy includes the study of geographical reasoning.

(National Geographic Society)

Therefore, considering the changed nature of literacy in the middle-ages, it is necessary for teachers and students to understand the relationship between natural factors and human factors, geographical reasoning and the application of geographical factors.

Importance of Geo-Literacy:

1. School Teacher develop the Geo-literacy for school level students is used as a tool to help clarify basic geographic concepts. Geo-literacy will be enhanced if school students construct knowledge based on experience.
2. To eliminate superstitions by inculcating geographical perspective through geographical factors in school subjects. (e.g., solar eclipse and lunar eclipse) Human life and nature-education is necessary. Because if the meeting of thoughts is established at school age, then it is certain that, he will not be able to cheat with nature. That is why the present research is important.
3. According to the saying 'Universe is my Home' the importance of present research is true scientifically arrange the geographical phenomena, to study the inter-relationship between nature and human life and to study how Geo-literacy can be done through that.

Geography is a significant subject for understanding the nature and its relationship human being. With due to its relationship with the problems of the world we live in. This information improves the critical thinking skills of students by teaching them how to read maps and interpret information on local and global scales. Therefore, it helps students understand the world. Thus, in order to have skills of geographical thinking and shape

human life, geography should be the center of life. This is why it is necessary to create awareness of geographical literacy among the students.

Significance of the Topic:

Present research gives the learner to express the thoughts in a proper way. Present study and develop the Geo-Literacy helps to the students to get raising effective citizens. Present awareness of Geo-Literacy also promotes effective learning and underpins continuous improvement of the personal, social, moral and economic well-being. The usability of Geo-Literacy program is very important to understanding and develops the relationships between nature and human beings. This study helps to develop qualities and helps students to get involved in society.

Present research enables to the Geography School Teachers to invent and construct new idea to understand the positive attitude towards sustainability. This study is important to help the Teachers to make decisions and develop their knowledge through their experiences. Present study is helps the Teachers to create learning environment to support and challenge the critical thinking and an investment in individual capability and self-responsibility.

Objectives of the Research:

Researcher defined the Objectives of the Research of the present research as per the Research title-

1. To know the knowledge of Geographical concepts of School Teachers.
2. To study the understanding of the study about inter-relationship between nature and human life.
3. To study the usability of Geo- literacy program for Geography subject through School Teachers.

Table No. 1: Research Methodology

Research Method	Data Collection Tool	Sample Selection Method	Sample Selection	Statistical Tool for Data Analysis
Survey Method	Opinionnaire (Qualitative and Quantitative data)	Purposive Sample	40 Geography Teacher	Chi-Square Test

Scope and Limitations:**Scope:**

1. This research study is applicable to all the Geography School Teachers of Pune city.
2. This research is applicable for secondary school Teachers of Geography subject.

Limitations:

1. The psychological aspects like thinking abilities, interest, motivation, behaviour, family background, readiness etc. no control over such variable.
2. This study is limited to 40 Geography secondary school Teachers in Pune city.
3. This study is concerned with SSC board Geography subject.

Population & Sample:

Population for the present research study is consists of secondary school Teachers in Pune city.

Sample & Sampling Method:

Sample for this present research study is consists of 40 secondary school Teachers from, Pune city were selected for create and find out the usability about Geo-Literacy.

Tools and Methods: Techniques, Procedure followed:

Teachers teaching Geography in Pune city were selected to find out the usability of Geo-literacy programme. Researchers used data collection tool 'opinionnaire' for present study. Researchers developed a program based on Geo-literacy and give it to selected Geography teachers to read the program. Based on that teacher gave their opinions through 'opinionnaire'. The opinionnaire consisted of 20 questions in total. In this, 15 questions were closed ended and 5 questions were open ended. Information was collected from the teachers in qualitative and quantitative form. The Researchers ranked the options in the following criteria.

Very Useful	Useful	Less Useful
3	2	1

The information was analyzed and interpreted using chi-square test.

Observation:

- Geo-literacy programme is a system of understanding 'interactions of nature and human life', 'interconnections-geographical reasoning' and 'implications of geographical factors- application of nature and human life is related to elements.

- Chi square test obtained the test value is 1.69. The chi square test statistical table value obtained for the degree of freedom $df=4$ is 11.34 for a significant level 0.001. (Ref. Henry Garrett 2010) Hence the hypothesis is accepted.
- Therefore, the hypothesis has to be accepted. There is no significant difference between the usefulness of Geo-literacy program and teachers' opinions.

Interpretations:

- There is no significant difference between teachers' opinion of usability of programme based on Geo literacy for std. IX Geography subject. This hypothesis has been accepted.
- The development of the Geo literacy program proved very useful.

According to Objective 4 Analysis and Interpretation of Qualitative form:

According to objective 4, Researchers find out the opinions of Geography teachers were studied through quantitative data along with qualitative data to examine the usability of programme, based on Geo-Literacy for std. IX Geography subject.

Observations:

- According to Geography teachers, Geo-literacy programme at the school level is useful for students to understand the interrelationship between nature and human life and Geo-Literacy program enhance and encourage students for positive thinking.
- The Geo literacy programme is useful as a guidance tool for Geography teachers and is based on psychological theories. Both major branches of Natural Geography and Human Geography were included in the program.

Interpretation:

- As per the opinions of the Geography Teachers, the Geo-Literacy programme is based on student centric activities and based on psychological theories. Geo-Literacy program is useful as a guideline in daily teaching-learning.
- As per the opinions of the teachers based on Geo-Literacy programme is useful for students to understand the relationship between nature and human life.

Main Result:

According to the Geography teachers, the Geo literacy programme developed by the Researchers is useful and suitable to use, as a guideline booklet for the study and teaching for the Geography Subject.

Conclusions:

1. The present Geo-literacy programme is very useful for ‘interactions of nature and human life systems and interconnection-geographical reasoning.
2. The Geo-literacy programme developed by the Researchers was very useful in terms of application of the knowledge about nature and human life. It is very useful to increase students’ geographical perspective and geographical reasoning by including examples.

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