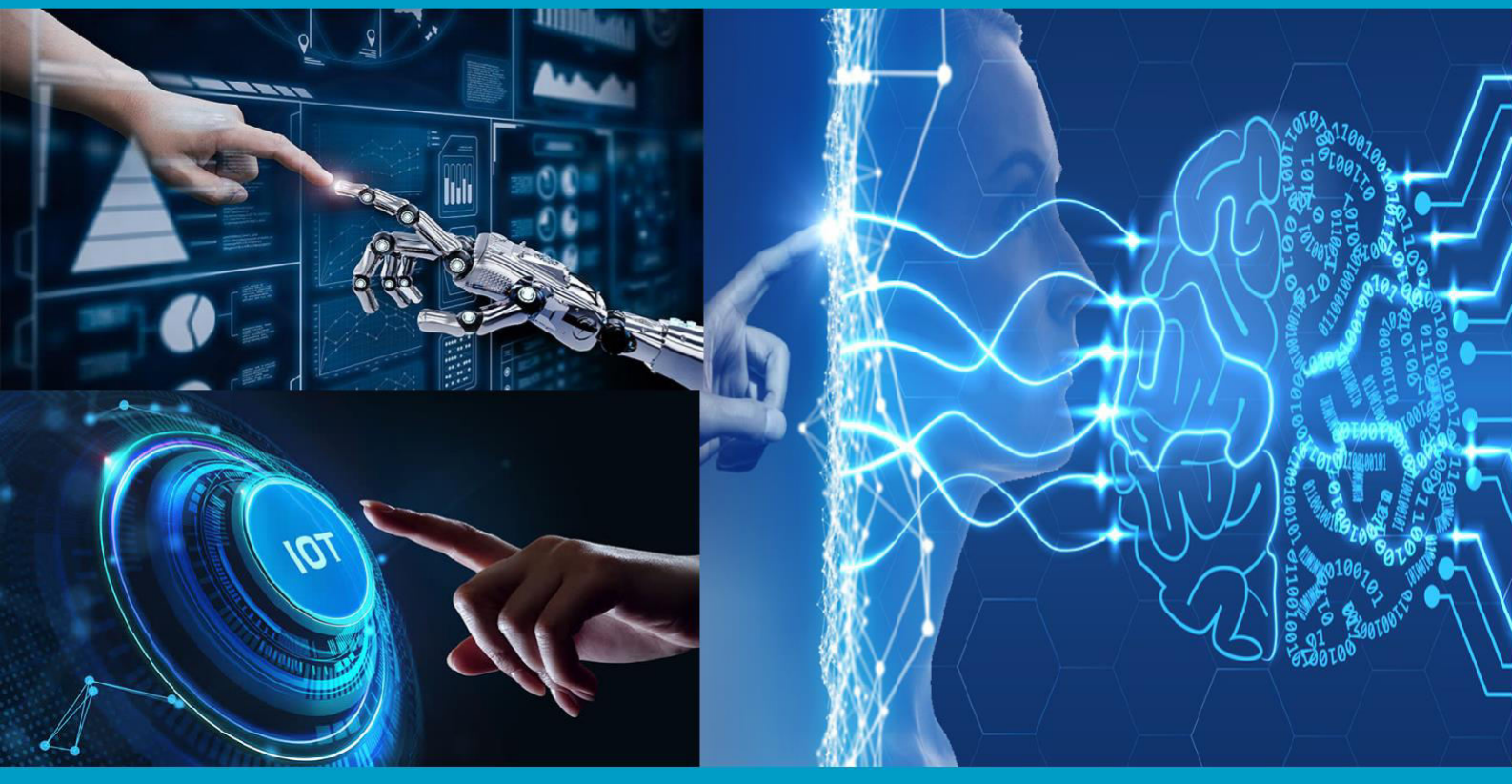
IJMRSETM

e-ISSN: 2395 - 7639



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

IN SCIENCE, ENGINEERING, TECHNOLOGY AND MANAGEMENT

Volume 10, Issue 3, March 2023

INTERNATIONAL STANDARD SERIAL NUMBER INDIA

Impact Factor: 7.580

International Journal of Multidisciplinary Research in Science, Engineering, Technology & Management (IJMRSETM)

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

Issues of Concern in Geographical Education

Dr. Mansoor Ali Khan, Dr.M.A.Khan

Lecturer in Geography, Churu Balika Mahavidyalaya, Churu, India

Lecturer in Geography Churu Govt.Lohia College, Churu, India

ABSTRACT: Geographer's cries are simple; we want our chance to make a permanent mark on every individual's mind with knowledge of Geography and its importance. Bring geography into the basics at every grade level. More than that a though, it needs to be organized and simplified. We need to take that a step further now and show more teachers how simple it is. This will ensure the reinforcing element of real spatial analysis and synthesis for higher level learning in the classroom. Geography solely preserves the language of maps and although humans have innate senses of the world around them, if geography education does not surround us in our educational experience we will get lost in the translation of that language. This multi-disciplinary subject quite simply develops those who study it as people who can understand the world around them, it promotes both their literacy and numeracy and can help communicative skills too. Let's hope geography continues to go from strength-to-strength within the education system. after all it is the subject of 21st century.

KEYWORDS: Geography, Education, Skills, Curriculum

I. INTRODUCTION

Geography is a discipline, rooted in ancient Greek how the civilization, literally meaning "to describe (graphic) the Earth (Geo)."Geography asks questions about Earth works, how it changes and why it is spatially organized the way it is. Although Geography has deep historical roots, it also makes use of modern spatial and statistical techniques, as well as modern technologies such as G.I.S and G.P.S and Remote sensing to understand our complex Earth. Geography is education is infused with several key concepts which include scale, the impact of humans on the environment and the impact of environment on humans and change over time and space. Much of geographic analysis is based on the spatial perspective, which makes heavy use of maps and related products such as satellite imagery, land surveys, slope maps and cartograms to understand location, pattern and relationships of objects and phenomenon. Sometimes Geography is organized in education and research in two divisions: Physical Geography, which includes the study of soils, eco-regions, climate, vegetation, natural hazards and the like Human or Cultural Geography, which includes the study of population, religions, cultures, languages, occupations, man-made structures etc. However in practice geography is a holistic discipline examining a multitude of perspectives and phenomena and therefore, human and cultural geography are often intertwined and geographic analysis is most often interdisciplinary. Geography education makes heavy use of critical thinking skills, real world data, field work and holistic thinking.

The assumption is made; knowledge of math and reading are not just learned but permanently engraved at every step individuals take through their primary and secondary educational experience. The basics, or core curriculum are reinforced at every grade level. Where is Geography? We struggle as a society to retain and reproduce geographic knowledge and we fail with its application and potential in our daily lives. The associations of spatial knowledge do not get processed as quickly or as frequently as mathematical, English or even historical knowledge. Nonetheless geography specifically is one of the curriculum cores of education identified and recognized.

Where does this failure stem? Geography has an unstable history of making a lasting impression upon educational curriculum systems. Today, education is left in the hands of each individual state. Where do they locate geography in their curriculum? What legislation has brought us to Geography for Life (GFL)? Researching each individual state's curriculum made available by nearly all state Departments of Education on the internet and conducting a conceptual analysis against the GFL standards results in a wide range of variation concerned that geographical education is neglected and lack structure and coherence in others.

What should be taught is a matter of debate, reflecting the wider debate about the development of geography. When the curriculums were reviewed some discussion followed as to just what the balance between "traditional" teaching of such things as "key maps" to be remembered and "modern issues" such as environmentalism should be. So system is there but it is not working in proper sense or in right direction. During many visits to different institutions and interaction with teachers and students, these issues were emerged as hard tool for learning. Before writing these, in

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

my mind there are some objectives on which author tried to draw some measures to make geographical education popular as well as practical to day to day life.

II. OBJECTIVES

1. To analyze and understand the issues of concern of geographical educations.
2. Try to find its solution in nature of geographical education.

ISSUES OF CONCERN:

1. ABILITY:- Use data to construct a reasonable explanation.

- How to use mental maps to organize information about people, places and environment.
- How to analyze the spatial organization of people, places and environments on Earth's surface.
- To gather, evaluate and synthesize data from a variety of sources.
- To draw on prior experience, interactions with other geographers with their knowledge of world meaning and understanding of textual features.
- To synthesize the information and create communicative knowledge.
- To communicate their discoveries in ways that suit their purpose and audience.

2. UNDERSTANDING:

- Investigations involve asking and answering a question and comparing the answer with what scientists already know about the world.
- Different kinds of investigations depending on the questions they are trying to answer.
- Types of investigations include describing objects, events and organisms ; classifying them and doing a fair test. Use of simple instruments.
- Explanations using observations (evidence) and what they already know about the world (scientific knowledge).
- Explanations which are based on evidence from investigations. Scientists make the results of their investigations public; they describe their findings in ways that enable others to repeat the investigations.
- Review and ask questions about the results of other geographer's work.

3. CHRONOLOGICAL THINKING:

- Interpret data presented in time scale.
- Explain change and continuity over time.

4. COMPREHENSION:

- Draw upon data in geographical maps. Draw upon visual and mathematical data presented in graphs.
- Draw upon the visual data presented in aerial photographs, remote sensing, GIS and field study.

5. ISSUES ANALYSIS AND DECISION MAKING:

- Identify problems and dilemmas in the past.
- Analyze the interests and values of the various people involved.
- Identify causes of the problem or dilemma.
- Propose alternative choices for addressing the problem.
- Formulate a position or course of action on an issue.
- Identify the solution chosen.
- Evaluate the consequences of a decision.

6. ANALYSIS AND INTERPRETATION:

(1) Problem Solving

- Build new mathematical knowledge through problem solving.
- Compare and contrast differing sets of ideas, values, personalities, behaviours and institutions.
- Analyze historical fiction of scientific views.
- Distinguish between fact and fiction.
- Compare different facts in a historical time scale (figure, era or event).
- Analyzing illustrations in geographical aspect.
- Consider multiple perspectives.
- Explain causes in analyzing geographical actions.
- Challenge arguments of geographical inevitability.
- Hypothesize influences of the past.

(2) Reasoning and Proof

- Recognize reasoning and proof as fundamental aspects of geography.

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs(quantitative analysis).
- Select and use of various types of reasoning and methods.

7. RESEARCH CAPABILITIES:

- Obtain and interrogate data.
- Collaborate with peers, experts and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works.

8. REPRESENTATION:

- Create and use representations to organize, record and mathematical ideas.
- Select, applies and translates among mathematical representations to solve problems.
- Use representations to model and interpret physical, social and mathematical phenomena.

9. UNDERSTANDING TECHNOLOGY:

- Select and apply technology tools for research information analysis, problem solving and decision making in content learning.
- Use technology tools and resources for managing and communicating personnel and professional information.

So, these 09 major issues of concern are today's basic hurdles in learning and teaching of geography in general. The scenario of geographical education is totally divided. Where in India there are few institutions which are working on the true spirits of geography but others who are in field of geography they have spirit but result is different. This is due to unfortunately reinforce the common view that geographic literacy consists only in knowing where things are. All geographers who are sensitive they feel this fact. If we will not go for serious attempt to cure it then it will be cancerous to our subject and like other species of animal kingdom and geographers will be part of history not present. So in my opinion there is a path in its own basic fundamentals and skills from which the new era will emerge and it will be long lasted based on its own concept-Environment adaptation. The path of solution in my own view is through nature of geography.

THE NATURE OF GEOGRAPHIC LITERACY:

Much attention has been given recently to the "Geographic illiteracy" of Americans. This attention has unfortunately reinforced the common view that geographic literacy consists only in knowing where things are. Where on a world map is Iran or Afghanistan? Through which countries does the Nile River flow? Where is Atlanta or any city located?

Knowing where things are only the first step in attaining geographic literacy. Ultimately geography is concerned with understanding why things are located where they are. To answer this type of question requires the use of a wide range of geographic themes, concepts and skills. "We must also be comfortable enough with the underlying concepts and principles of geography that our understanding of places and people will be enhanced, not limited." It discusses:-

1. Fundamental themes of geography,
2. Basic geographical skills and,
3. Likely outcomes of education for geographical literacy.

THE FUNDAMENTAL THEMES OF GEOGRAPHY – A geographer identifies the fundamental themes of geography and develops them explicitly for use use by teachers, curriculum developers and administrators.
The theme follows :-

(a) LOCATION: POSITION ON EARTH'S SURFACE – Absolute and relative locations are two ways of describing the position of places on the earth's surface. In many situations, it is important to indentify absolute locations as precise points on the earth. The coordinates of latitude and longitude are widely accepted and useful ways of portraying exact locations determining relative location—the position of one place with respect to other important places—is equally significant.

(b) PLACE: NATURAL AND CULTURAL CHARACTERISTICS- All places on earth have distinct natural and cultural characteristics that distinguish them from other places. The Natural characteristics derive from geological, hydrological, atmospheric and biological processes that produce landforms, water bodies, climate, soils, natural vegetation and animal life. Human ideas and actions also shape the character of places, which vary in population composition, settlement patterns, architecture, kinds of economic and recreational activities and transportation and

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

communication networks. One place may also differ from another in the ideologies and philosophical or religious tenets of people who live there, by their languages and their forms of economic, social and political organization.

(c) RELATIONSHIPS WITHIN PLACES: HUMANS AND ENVIRONMENTS-People modify and adapt to natural settings in ways that reveal cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human- environment relationships develop and what the consequences are for people and for the environment.

(d) MOVEMENT: HUMANS INTERACTING ON THE EARTH- Human beings, unevenly distributed across the earth, interact with each other; that is, they travel from one place to another, they communicate with each other, or they rely upon products, information, and ideas that come from beyond their immediate environment. The most visible evidence of global interdependence and the interaction of places are transportation and communication networks linking every part of the world. These demonstrate that most people interact with other places almost every day of their lives. Interaction continues to change as transportation and communication technologies change. We need to anticipate these changes and to examine their geographical and societal consequences.

(e) REGIONS: HOW THEY FORM AND CHANGE- The basic unit of geographic study is the region. The region is any area that displays unity in terms of selected criteria. We commonly use regions to show the extent of political power, such as nations, provinces, countries, or cities. However, there are almost countless ways to define meaningful regions, depending on the issues and problems being considered. Some regions are defined by a single characteristic, such as their governmental unit, language group, or landform type, and others by the interplay of many complex features. Regions are used in geographic education to examine, define, describe, explain, and analyze the human and natural environment. They define convenient, manageable units upon which to build our knowledge of the world and provide a context for studying current events. We may view regions as an intermediate step between knowledge of local places and knowledge of the entire planet.

(f) **BASIC GEOGRAPHIC SKILLS**- Geographers recommend a series of geographical skills for processing information needed in the study and analysis of important issues. Geographic information processing skills can be grouped under five sections:
(1) Asking geographic questions, (2) acquiring geographic information, (3) presenting geographic information, (4) Interpreting geographic information, and (5) developing and testing geographic information.

ASKING GEOGRAPHIC QUESTIONS- Geography is distinguished by the kinds of questions it asks--the "where?" and "why there?" aspects of a problem. It is important for students to develop and practice skills in asking such questions for them.

ACQUIRING GEOGRAPHIC INFORMATION- These skills range from identifying locations using grid systems, through making observations and acquiring information in the field, to obtaining statistical data.

PRESENTING GEOGRAPHIC INFORMATION- These skills involve preparation of maps, tables, and graphs, and coherent written or oral presentations.

INTERPRETING GEOGRAPHIC INFORMATION- Interpreting involves the ability to determine what a particular map, table, or graph says (e.g., describing trends portrayed on a line graph).
DEVELOPING AND TESTING GEOGRAPHIC GENERALIZATIONS- These are skills in making inferences based on information contained in maps, tables, and graphs.

LIKELY OUTCOMES OF EDUCATION FOR GEOGRAPHIC LITERACY: What learning outcomes should be expected if young people are provided with systematic instruction on the perspectives, information, concepts, and skills of geography?
First, young geographer will understand that absolute and relative locations are significant aspects of every natural and cultural feature on earth. For example, knowing the absolute location of India and its location relative to that of the backward societies in different states helps geographers to understand events in the country in recent years.

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

Second, geographers will be able to determine the significance of places in terms of their natural and human characteristics and how the meanings of places change over time. For example. geographers will be able to identify natural and human factors that led to emergence of any city as a major world city and describe how that city has changed.

Third, geographers will be aware of how people inhabit, modify, and adapt culturally to natural environments. For example, geographers will realize that rain forests have been used for hunting and gathering, for shifting agriculture, for forestry, and for plantation agriculture.

Fourth, geographers will examine how places are interdependent and the implications of that interdependence. For example, geographers will be able to examine the interdependence of nations viz Japan and the United States, India and SARRC countries and have some idea how it affects the daily lives of citizens.

Fifth, geographers will learn to use the concept of region to make general statements about reality. For example, geographers will identify areas of the world where cutting forests for firewood is a major energy resource; they will be able to describe and evaluate the human and environmental features found in those parts of the world; and they will be able to relate them to the consequences of deforestation.

In attaining all these goals, geographers will be able to use maps to ask and answer questions about important issues. For example, geographers will be able to examine maps dealing with population, land use, land forms, and vegetation to make inferences about the distribution of drought regions in world or special reference to any continent or country.

So, what should be taught is a matter of debate, reflecting the wider debate about the development of geography. When the curriculums were reviewed some discussion followed as to just what the balance between "traditional" learning and teaching of such things as "key maps" to be remembered, and "modern issues" such as environmentalism should be. Geographic literacy involves certain themes and skills discussed in this article. Geographers can use their knowledge and skills to enhance comprehension of the world and to think more effectively about it. For this there are different stages to define the approach and aim for issues of concerns in geography-

At Stage 1- Geography helps the pupil's general development, with such topics as "Geographical Descriptions" helping language skills by teaching terms such as "road, river and hill". Even at this stage, the importance of fieldwork is stressed with projects such as "mapping" suggested.

By Stage 2- "Thematic studies" are introduced including rivers, weather, settlement and environmental change as well as the study of foreign countries.

Stage 3- Further study into geographical methodology, the study of foreign countries and more "thematic studies" including the basics of tectonic processes, geomorphologic processes. weather and climate, ecosystems, population, settlements, economic development studies and environmental issues.

The end of each "Stage" involves progress in individual. Geography is one of the compulsory subjects in the National Curriculum. The aims of Geographical Education as: "to develop in young people a knowledge and understanding of the place they live in, of other people and places, and of how people and places inter-relate and interconnect; of the significance of location; of human and physical environments; of people-environment relationships; and of the causes and consequences of change, to develop the skills needed to carry out geographical study, e.g. geographical enquiry, map work and fieldwork, to stimulate an interest in, and encourage and appreciation of the world around us, and to develop an informed concern for the world around us and an ability and willingness to take positive action, both locally and globally."

We all geographers recommend this thought on Geographical Education to all people of the world. Attitudes and Values conducive to interest in their surroundings and in the variety of natural and human characteristics on the surface of the Earth; appreciation for the beauty of the physical world, on the one hand, and of the different living conditions of people, on the other; concern for the quality and planning of the environment and human habitat for future generations; understanding the significance of attitudes and values in decision making; readiness to use geographical knowledge and skills adequately and responsibly in private, professional and public life; respect for the rights of all people to equality; dedication to seeking solutions to local, regional, national and international problems on the basis of the Universal Declaration of Human Rights.

Geographer's cries are simple; we want our chance to make a permanent mark on every individual's mind with knowledge of geography and its importance. The arena to accomplish this is the curriculum that taught at every grade level. The steps for achieving goal are follows-

Step 1- Maps, Tools, and Technologies - globe, map tool, location, distance, direction, scale.

Step 2- Mental Maps - cognitive and memories.

Step 3- Spatial Information - locations, direction, analyse and organize.

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

Step 4- Characteristics of Place - Features, Natural.
Step 5- Regional Patterns - Define Region
Step 6- Culture, Experience, and Perception or viewpoint, perspective, identity, ethics.
Step 7- Physical Process or systems.
Step 8- Ecosystems-bio systems, ecological.
Step 9- Distribution and Migration of Population/People.
Step 10- Cultural Patterns and Mosaics or Societies.
Step 11- Patterns and Networks of Economic Interdependence or connection.
Step 12- Settlement Patterns, Process, and Functions
Step 13- Geopolitical Cooperation and Conflict or territory, geopolitics
Step 14- Human Modification of the Physical Environment or environmental modification.
Step 15- How Physical Systems Affect Human Systems or system interaction.
Step 16- Use, Distribution, and Importance of Resources - global resources, elements.
Step 17- Applying Geography to Interpret the Past.
Step 18- Interpreting the Present and Planning the Future.

The research has highlighted many aspects of geography education that may have previously been taken for granted or underestimated. States have not placed geography in an acceptable location of their curriculum. In addition to getting more involved nationally, geographers need to get involved inter- disciplinary. Get resident geographers represented at every discipline's organization annual meeting. If disciplines are not coming to us for integration models than take the integration models to them. Use the trickledown effect from the university levels to our advantage for dissemination. If that does not work than reverse, it. Enlighten elementary children to the point they want more geography. Then they are more likely to engage in secondary geography and even educate the public regarding the use of geographic knowledge and they are more inclined to insist on geography education for their children. Common sense and the basics will complement each. Bring geography into the basics at every grade level. More than that though, it needs to be organized and simple. We need to take that a step further now and show more teachers how simple it is. This will ensure the reinforcing element of real spatial analysis and synthesis for higher level learning in the classroom. Reversing the current trend on geography education and changing the location in curriculum is a challenging goal. Nonetheless success is very much attainable with geography teamwork. Geography solely preserves the language of maps and although humans have innate senses of the world around them, if geography education does not surround us in our educational experience we will get lost in the translation of that language.

III. CONCLUSION

It is interesting that right from the start the curriculum includes fieldwork elements. There has always been debate about whether geography is an art or a science; even today at most universities' geography may be studied as either a BSC (Bachelor of Science) degree or as a BA (Bachelor of Arts) degree. Yet modern geographical method is the link between all the branches of the subject - the methods of fieldwork. Geography is, after all, the subject about the world that is out there. It's also great fun- even if many of my fieldwork trips have involved atrocious weather.
This multi-disciplinary subject quite simply develops those who study it as people who can understand the world around them; it promotes both their literacy and numeracy and can help communicative skills too. Let's hope geography continues to go from strength-to-strength within the education system, and that its importance is recognized by making it compulsory in all institutions (all academic and technical) for at least some stage. geographical education is indispensable to the development of responsible and active citizens in the present and future world, Conscious that geography can be an informing, enabling and stimulating subject at all levels in education, and contributes to a lifelong enjoyment and understanding of our world, Aware that students require increasing international competence in order to ensure effective cooperation on a broad range of economic, political, cultural and environmental issues in a shrinking world, After all it is the subject of the 21st century.

REFERENCES

1. Albert, D. 2004. Geography in the (art) classroom. Perspective 32(3):9-11.
2. Brand, O. 2004. Washington Report. Perspectives 32(3): 12-14.
3. Fisher, C., and Binns, T. 2000. Issues in Geography Teaching. London: RoutledgeFalmer.

SSN: 2395-7639 | www.ijmrsetm.com | Impact Factor: 7.580| A Monthly Double-Blind Peer Reviewed Journal |

| Volume 10, Issue 3, March 2023 |

| DOI: 10.15680/IJMRSETM.2023.1003005 |

4. Gallavan, N. P., and Knowles-Yanez, K. 2004. Co-Mingling Geographic Education with Social Studies Methods. Journal of Geography 103(2): 64-75.
5. Gritzner, C. F. 2004. The Geographic "Mental Map": Can "Anyone" (Really) Teach Geography? Journal of Geography 103(2):43-45.
6. Hardwick, S. W., and Holtgrieve, D. G. 1996. Geography for Educators: Standards, Themes, and Concepts. (2nd Ed). New Jersey: Prentice-Hall
7. Marran, J. 2003. Assessing Geography for Life: National Geography Standards(1994)

Impact Factor:
7.580

INTERNATIONAL JOURNAL
OF MULTIDISCIPLINARY RESEARCH
IN SCIENCE, ENGINEERING, TECHNOLOGY AND MANAGEMENT

+91 99405 72462 +91 63819 07438 ijmrsetm@gmail.com