



## NEED AND IMPORTANCE OF CONTENT CUM METHODOLOGY

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### **Introduction –**

Teacher education (Training) is a dynamic field. New or innovative thoughts and concepts always enter in this field e.g Microteaching, Team Teaching, Programmed learning or technology based Learning. Content cum Methodology is also a new trend or thought which was evolved in 1986 in education in India.

It is the result of policy of Education of 1986. According to the National Policy of Education the curriculum of schools was changed but the curriculum of teacher training colleges was remained as it was before.

In the period from 1986 to 1990 universities like Shivaji University, North Maharashtra University, Pune University, have changed their curriculum of B.Ed. on the guidelines provided by National Council of Teacher Education. At that time some of these universities have accepted C.C.M. as Theory Paper as well as some of them has included this concept as practical. Since 1991, University of Pune has included this concept as Practical in the curriculum.

The idea of C.C.M. was first suggested by N.C.T.E. in 1977 on the basis of following points:

- 1) Integration Content and Method is not new, in 1862, Spencer has suggested or stressed on this concept. One cannot divide the content of a subject and Method of the subject into two water tight departments. Content and Methods are the two sides of the same coin.
- 2) At B.Ed. level many methods are preached but not practical e.g. Project, Journal, etc. In C.C.M., the student gets opportunity of practicing different methods of teaching.
- 3) As there is advancement in technology and technology has been used in the field of education, student should get the knowhow about using technology in teaching learning process.
- 4) Integration of content and methods makes both the methodology and teaching learning process meaningful.
- 5) As there are changes in school curriculum, the training technology should be changed.
- 6) It becomes necessary that student should learn teaching by integrating content and method.
- 7) Use of appropriate methodology and teaching material which will be for the individual difference among the students.
- 8) Students will learn which type of learning experience should be used by making analysis of content.

**Definition:**

“Content cum methodology means integration of content of a subject and methodology used to teach that particular subject.”

**Advantages-**

- 1) The standard teaching will improve.
- 2) The teacher is able to analyze the content into different factors such as Concept, rule, principles etc.
- 3) The teacher will understand the relation between different branches of Geography.
- 4) The teacher will learn to prepare or develop the structure of a subject and also he will understand the concept of co- relation.

**Objectives of C.C.M. –**

- 1) To make the instructional process more effective.
- 2) To understand the structure of Geography.
- 3) To learn the analysis of content of Geography.
- 4) To study the relation between objectives, curriculum and Textbook.
- 5) To study the use of appropriate methods according to the age, standard of students and content of the subject.

**Structure of Geography:**

The study of content cum methodology starts with the concept of structure of a subject. Structure of Geography is comparatively new concept in the field of Education. Content of a particular subject is structured specifically content is organized in a sequence.

Because of this specific arrangement it is possible to study the subject in a systematic way. The subject is analyzed through the factors involved in a structure.

Structure of a subject is nothing but the Arrangement of different factors in that subject on a systematic way. It gives direction to the study of a subject and also explains the inter dependence and interrelation among the different branches, concepts, terms, etc. of the subject characteristics of structure.

**Topics:**

- 1) The structure involves as many factors as possible (units)
- 2) All topics or factors are related to each other.
- 3) All factors are arranged systematically.
- 4) Determination of the place of any factor is possible.

**Types of structure of Geography-**

- 1) Physical Geography
- 2) Regional Geography

- 3) Human Geography
- 4) Astronomical Geography
- 5) Practical Geography

**References –**

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- 3) Dr. Nalini Pichad, Dr. Ramdas Barkale - Pedagogical Analysis.