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## IMPACT OF CONTENT ENRICHMENT PROGRAMME ON ACHIEVEMENT OF CONTENT IN GEOGRAPHY

RADHIKA INAMDAR

### Abstract:

*Teacher occupies a very important role in the field of education. He or she is like the sun around which the whole solar system revolves. He is the friend; philosopher and guide of the student without a well equipped teacher, teaching of any subject cannot take place.*

### INTRODUCTION

To be a good teacher, besides of other qualities updated knowledge of the subject is very essential. Keeping this objective in mind the University of Pune has included a new activity in the revised B.Ed. syllabus of 2008 and that is – Content Enrichment Programme.

Being a teacher educator the researcher wanted to see the effectiveness of the programme on the achievement of B.Ed. student –teacher in the subject Geography (content knowledge).

Following reasons were motivated the researcher to do experiment in this area.

- 1)The student teachers admitted to B.Ed. Course are from different faculties such as Science, Arts, and Commerce etc. Many times they do not have deep knowledge of the subject Geography though they have opted for the method Geography.
- 2)Basically Geography is a scientific subject which has derived many concepts from basic science such as Physics, Chemistry, Biology, Zoology, Botany etc. and for the teaching of these concepts student teachers should require understanding of these concepts which is possible only for students from Science faculty. The students from Arts & Commerce faculty find it difficult not only for teachers but also exam point of view.
- 3)In B.Ed. course the student has to complete lots of Activities a Practical work the syllabus is very exhaustive and require hard work and lot of time, unfortunately due to some reasons student teacher did not find ample time to complete all the activities. Same is the case with content enrichment for this purpose multimedia program may act solution to this problem. If we provide multimedia program in geography it will be helpful for the student teachers to enrich their knowledge and motivate them to use technology in their daily teaching which will save their time and energy.

### STATEMENT OF THE PROBLEM –

A study of effectiveness of the content enrichment programme, on the achievement of B.Ed. student teacher in the subject Geography.

**Operational definitions of the terms used –**

- 1)Content enrichment programme - The programme which include discussion, Tutorial, self study, surprise tests and lectures organize to enrich the content of B.Ed. student teachers.
- 2)B.Ed. student teacher – Student studying in the B.Ed. course.
- 3)Objective of the study – To study the effectiveness of Content enrichment programme.

**Scope & Limitations –**

Researcher has selected topics from 5th student textbook for Geography. This research is limited to forty (40) students from Tilak College of Education, Pune, India.

**Procedure –**

The researcher administered achievement test, content knowledge test to students at the beginning of the course. Then the content enrichment programme was carried out which involved self study, discussions, seminars and lectures by experts over the year.

At the end of the year, again the researcher administered content knowledge test to the students. This data was collected and analyzed with statistical technique.

**Statistical tools of research – Mean**

Data analysis and interpretation –  
N = 42  
Mean – Pre test – 7.98  
Mean – Post test – 11.93

The difference between the Mean of pre test and post values showing hereby that, the achievement of the students in post test after attending content enrichment programme is better.

**CONCLUSION –**

In the result of this study the content enrichment programme has proved to be effective, when used in the proper direction.

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