



# Attitude of B.Ed. Teacher Trainees towards Pedagogy of Geography in Papum Pare District of Arunachal Pradesh

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## Abstract

*This study explores the attitudes of B.Ed. teacher trainees toward the pedagogy of Geography in Papum Pare District, Arunachal Pradesh. Data were collected from 200 third-semester trainees of Rajiv Gandhi University, Vivekananda Kendra College of Teacher Education, Hills College of Teacher Education, and Donyi Polo Teacher Training College. A structured questionnaire was developed and administered to the trainees, and personal interviews were conducted to gain deeper insights. Analyses were carried out using mean scores and percentages. Findings indicate that trainees hold a moderate attitude towards the pedagogy of Geography. However, a large number of respondents expressed concerns that the Geography syllabus is too difficult and outdated, making it less engaging and challenging to teach effectively. The study highlights the need for curriculum revision and a stronger emphasis on practical and contextualized approaches in B.Ed. Geography pedagogy.*

**Keywords:** Attitude, B.Ed. Trainees, Geography Pedagogy, Papum Pare, Teacher Education

## 1. INTRODUCTION

Education is not only a process of imparting knowledge but also a means of shaping attitudes, values, and skills that prepare learners for life. Within this broad domain, teacher education plays a crucial role in equipping future teachers with both subject matter expertise and effective pedagogical practices. The way a teacher trainee perceives a subject and its pedagogy strongly influences how that subject will be taught to future generations of learners.

Geography occupies a unique place in the school curriculum because it integrates natural sciences, social sciences, and environmental studies. It enables learners to understand the interaction between people and their environment, recognize spatial patterns, and appreciate cultural and ecological diversity. In Arunachal Pradesh, a state known for its rich natural resources, varied topography, and vibrant cultural traditions, the pedagogy of Geography is particularly significant. Local geographical features such as mountains, rivers, forests, and climatic variations offer immense scope for teaching Geography in a contextualized and experiential way.

Despite this potential, Geography as a subject often suffers from outdated syllabi, rote learning approaches, and limited practical exposure. For teacher trainees, who are in the process of preparing to teach Geography in schools, these limitations can shape their attitudes negatively or moderately, affecting how they may later teach the subject. Understanding their attitudes is therefore important for improving both teacher education programs and the quality of Geography instruction in schools.

This study specifically focuses on B.Ed. trainees in Papum Pare District of Arunachal Pradesh, examining their attitudes toward the pedagogy of Geography. By doing so, it seeks to highlight both strengths and concerns in the current system, providing evidence for policy makers, curriculum planners, and teacher educators to improve Geography pedagogy in teacher training institutions.

## 2. SIGNIFICANCE OF PEDAGOGY OF GEOGRAPHY

The pedagogy of Geography is not just about teaching facts and maps; it is about cultivating geographical thinking and environmental responsibility among learners. Its significance can be highlighted as follows:

1. **Understanding Human–Environment Relationships:** Geography pedagogy helps learners explore how human activities shape and are shaped by the environment, which is crucial in regions like Arunachal Pradesh facing ecological challenges.
2. **Developing Spatial Thinking:** Through maps, charts, and spatial data, learners acquire the ability to analyze and interpret spatial patterns, which improves decision-making skills.
3. **Promoting Environmental Awareness:** A strong Geography pedagogy can nurture sustainable practices and promote green culture, which is highly relevant in ecologically sensitive areas.
4. **Encouraging Field-Based Learning:** Geography offers natural opportunities for fieldwork, projects, and practical observation, which make learning more engaging and meaningful.
5. **Contextual Relevance:** By linking classroom teaching to local landscapes and cultural practices, Geography pedagogy makes education more relevant to students' lives.

In the teacher education context, effective pedagogy of Geography ensures that trainees are prepared not only to deliver content but also to motivate learners, use innovative methods, and integrate modern tools like ICT and GIS. Hence, the attitudes of B.Ed. trainees toward Geography pedagogy must be understood to improve teacher preparation and school-level teaching.

## 3. RESEARCH QUESTIONS

1. What is the level of attitude of B.Ed. trainees toward the pedagogy of Geography?

2. How do trainees perceive the current Geography syllabus in terms of difficulty and relevance?
3. What factors contribute to shaping their attitudes toward Geography pedagogy?

#### 4. OBJECTIVES OF THE STUDY

1. To assess the overall attitude of B.Ed. trainees toward the pedagogy of Geography.
2. To explore trainees' perceptions about the relevance and adequacy of the Geography syllabus.
3. To identify the challenges faced by trainees in understanding and applying Geography pedagogy.

#### 5. METHODOLOGY

**5.1 Research Design:** A descriptive survey method was adopted to study the attitudes of B.Ed. trainees toward Geography pedagogy.

**5.2 Sample:** The study sample comprised **200 B.Ed. trainees studying in the 3rd semester**. Respondents were randomly selected from the following institutions:

- Rajiv Gandhi University
- Vivekananda Kendra College of Teacher Education
- Hills College of Teacher Education
- Donyi Polo Teacher Training College

#### 5.3 Tools Used

**Questionnaire:** A structured questionnaire was developed to assess trainees' attitudes toward Geography pedagogy across domains such as interest, syllabus relevance, teaching methods, and availability of resources.

1. **Personal Interviews:** Conducted with selected trainees to gain deeper insights into their perceptions and challenges.

**5.4 Data Collection:** Data were collected directly from the trainees during classroom sessions with prior permission from institutional authorities. Interviews were recorded and analyzed thematically.

**5.5 Data Analysis:** The collected data were analyzed using **mean scores and percentages** to interpret levels of attitude and frequency of responses.

#### 6. RESULTS

1. **Level of Attitude:** The findings revealed that the majority of trainees exhibit a **moderate attitude** toward the pedagogy of Geography. While they recognize the importance of the subject, they feel less motivated due to curriculum and teaching challenges.
2. **Perception of Syllabus:** Most trainees reported that the current Geography syllabus is **too difficult and outdated**. They felt that it did not match the present needs of students and lacked local contextual examples.
3. **Challenges Identified:** Trainees highlighted difficulties such as heavy theoretical content, lack of practical exposure (like fieldwork and ICT tools), and insufficient training resources. Interviews

confirmed that many students find the syllabus discouraging and disconnected from real-life geographical issues.

## 7. DISCUSSION

The results suggest that B.Ed. trainees in Papum Pare hold a balanced or moderate attitude toward Geography pedagogy. This indicates neither a strong enthusiasm nor a complete disinterest, but rather a cautious engagement with the subject. Their concerns about the syllabus being outdated and difficult reflect a systemic issue in curriculum design.

In a district like Papum Pare, where the environment itself offers rich teaching opportunities, an outdated syllabus limits the potential for experiential learning. The lack of fieldwork and modern resources further contributes to a gap between theory and practice. If such issues remain unaddressed, future teachers may carry forward the same disengagement into their classrooms, reducing the effectiveness of Geography teaching in schools.

## 8. CONCLUSION AND RECOMMENDATIONS

The study concludes that B.Ed. trainees in Papum Pare District generally hold a **moderate attitude** toward Geography pedagogy, but their enthusiasm is hampered by a syllabus that is perceived as outdated and excessively difficult.

### Recommendations:

- **Curriculum revision:** Update the Geography syllabus to reflect current issues such as climate change, sustainable development, and local environmental concerns.
- **Practical orientation:** Increase field-based activities, project work, and the use of ICT in Geography pedagogy.
- **Local integration:** Incorporate case studies and examples from Arunachal Pradesh to make learning more meaningful and relatable.
- **Teacher support:** Provide training workshops and teaching aids to help trainees adopt modern pedagogical strategies.

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