Chapter-II

REVIEW OF
RELATED LITERATURE
2.1 IMPORTANCE OF REVIEW OF RELATED LITERATURE

The review of related literature is an important component of the research process. It enables the researcher to define and limit the problem side by side in avoiding unnecessary duplication and replication.

Analysis of previous research studies serves as a guide not only with regard to the quantum of work done in the field, but also enables one to perceive the gaps and lacunae in the concerned area of research.

In the words of Borg and Gall:

The review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research, whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the humanities.
The review of related literature includes synthetic and synoptic understanding of the research works already conducted in the same field over a period of time. The major purpose is to determine what has already been done relating to the problem under study. This rudiment knowledge not only avoids unnecessary duplication, but it also promotes in-depth understanding and insight necessary for the development of a logical framework into which the problem aptly fits.

The diligent search of different related studies provides insight regarding strong points and limitations that enable the investigator to improve his own investigation. Realizing the importance of review of related literature J.W. Best opined:

*The research for reference is an ever expanding process, for each reference may lead to a new list of sources. Although the older suggested does not exhaust the process of compiling a bibliography, it does provide a systematic plan for getting wider way.*
The need and importance of review of related literature according to D. Ary, L.C. Jacobs and A. Razavish are, "A thorough search through related research avoids unintentional replication of previous studies."

Lokesh Kaul, while laying the importance of related literature says, "Avoiding unfaithful and useless problems review of related literature is essential".

Moreover, Kulbic Singh Sidhu, realizing the importance of review of related literature opines, "It enables the researcher to know the means of getting to the frontier in the field of his research."

Above all, review of related literature pinpoints gross discrepancies in the previous studies which shed light on the present study under investigation.

Thus, it is crystal clear that review of related literature serves as a guide-post for the researcher to tell what has already been done and what needs to be
done in its proper perspectives. Therefore, thorough
diligent review of previous studies paves the golden
way for the researcher to conduct study in a
systematic manner.

The research studies related to the present
one conducted in India and Orissa have been
discussed hereunder.

2.2 INDIAN STUDIES

Some Indian scholars have conducted
studies on different dimensions of teaching Geography
which have been discussed hereunder.

of Geography Text Book of Standard VI,”

Ponkshe (1972) evaluated the Geography
text book of standard VI in the District of Dhule of
Moharastra. The objectives of the study were (i) to
analyze the text book in relation to the objectives of
the Geography syllabus for Standard VI. (ii) to study the text book in relation to the level of understanding of pupils in standard VI. (iii) to find out if it was necessary to make any changes in the objectives of the syllabus, and (iv) to make recommendations for improving both the syllabus and the text books.

A stratified random sample of sixty schools in Dhule district was selected. Of these sixty schools, twenty eight were urban and thirty two were rural. Forty nine were primary and eleven were secondary schools. All the 150 Geography teachers from these schools were respondents. A questionnaire was sent to the teachers in order to elicit their opinions. However, responses were received from only sixty teachers. Opinions of twenty five parents and twenty experts were also collected through questionnaires. Pupils' relations were gathered by conducting group interviews of fifty four pupils from eight schools.
Findings:

The findings of the study were:

1. The textbook was written according to the syllabus.

2. The textbook was greatly helpful in achieving the various objectives of the syllabus except for recognition of cause and effect relationship, stimulation of the power of observation and encouragement of the use of maps.

3. In all, two lessons were unduly long and three others were disproportionately small.

4. The language was easy.

5. Pictures, maps and figures were adequate in number. It was necessary to have colour pictures and bigger maps showing natural regions.
6. Exercises presented at the end of the lessons contained thirty five essay type questions, eighty four short answer questions. The proportion of objective type questions was very small.

7. Most of the questions in the exercises catered to two objectives namely search for knowledge in the lesson and stimulation of independent thinking. Map reading was neglected.

8. In the study of the natural regions, process should have been from the equatorial regions to the Tundra and not vice-versa.

9. Some portion of the physical geography from standard-V should be transferred to standard VI syllabus.

10. The text book should contain a large colour map showing natural regions.

Mascarenhas (1977) conducted a survey on the examination reforms undertaken by the Moharastra State Board of Secondary Education with special reference to the question papers set in high level English and in Geography. The objectives of the study were – (i) to survey the examination reforms undertaken by the Moharastra State Board of Secondary Education and (ii) to analyse the question paper in higher level and in Geography with the purpose of seeing their strength and weakness.
Methodology: The tools and techniques used were questionnaires, discussions, interviews and scrutiny of question papers and answer books. Data were gathered from the heads of training colleges in Moharastra, teachers of higher level English and Geography, the officers of S.S.C.E. Board of Moharastra, Gujarat and Andhra Pradesh. The sample of question papers scrutinized constituted ten question papers for higher level English and Geography. Also 510 answer books in higher English and 454 in Geography were re-examined.

Findings:

The major findings of the investigation were:

1. Between 1963 and 1965, six workshops were organized in Moharastra which helped to propagate the evaluation approach among paper setters, examiners and moderators. After 1965, these ideas were
found to have been crystallized in the paper set by the individual board.

2. The average pass percentage at the S.S.L.C. Examination was about 30 prior to 1966, which moved to 42 between 1966 and 1975. After 1975, there were four examinations (new course) with a pass percentage between 40 and 50.

3. The syllabus in higher level English in the old and new courses did not show any appreciable change. In Geography there was some significant change with the introduction of facts and figures in economic Geography. The course in Geography was full of factual information taxing the students’ memory.

4. A scrutiny of the past ten years’ question papers in English and Geography revealed domination of knowledge aspects.
5. In English, few students showed ability to discriminate, make inference or draw conclusions. Almost all questions needed recall rather than application.

6. Only cognitive domain was being tested.

7. No comprehensive scheme of internal assessment had been worked out.


De (1979) conducted a study on the development of a scholastic achievement test in Geography for Madhyamic students of West Bengal State. Objectives: The main aim of the study was to develop a scholastic achievement test in geography for the Madhyamic students of West Bengal.

**Methodology:** The final form of the test included nine different subtests, viz., classification, computation,
skill, sentence completion, analysis of relationship and map identification. The items were selected on the basis of difficulty values, discriminating powers and item-total correlation of the individual items. The tryout form and the final form of the test included 172 and 104 items respectively. The standardization sample (N-2000) was selected by adopting the stratified random sampling technique representing various geographical areas of West Bengal which included boys and girls and covered different categories of schools up to class X stage. Reliability, validity and norms for the test were established by adopting different methods.

**Findings:**

The findings of the study were:

1. The nature of the distribution of the test scores which were analyzed statistically in three ways, was nearly normal.
2. The reliability co-efficient estimated by split-half method was 0.91. the reliability co-efficient by K.R. Formula 20 was 0.93. the reliability co-efficient for each subtest obtained separately by K.R. Formula 20 ranged between 0.45 and 0.91.

3. The validity of the test was estimated by three ways and the test was found to be valid one. Factor analysis results indicated three principal factors, viz., geographical reasoning, geographical aptitude and geographical application.

4. Standard score, T- Score, percentile and letter grade norms were developed for the total boys and girls samples separately.

5. Boys were superior to girls in general scholastic ability in geography.

Ponkshe (1983) conducted a study to enlist and analyse the concept in geography covering the syllabi for standards VII, VIII & IX of secondary schools in Maharashtra State and to develop the methodology to teaching concept in geography.

Objectives: The specific objectives of the study were :- (i) to identify and enlist the concept in geography covering the syllabi of standards VII, VIII & IX of the secondary schools in Maharashtra State. (ii) to analyse the enlisted concepts, (iii) to investigate the extent to which the geography teachers could analyse the concepts and (iv) to develop a concept-oriented
method to teach concepts in geography and compare its effectiveness with that of the traditional method.

**Methodology:** The research covered the syllabi of geography of classes VIII, IX & X. The study was in two phases. In the first phase, the concepts were identified and analysed. In the second phase, the methodology of teaching concepts was developed and tried out in an experimental situation. The sample for the study was drawn in two phases. Twenty schools out of 162 Marathi Medium schools of Dhule district were selected on the basis of random stratified sampling method. Out of these schools, 611 students from 10 schools formed one group and an equal number of students from other ten schools formed the second group. Matched pair were formed on the basis of the scores of a pre-test. The first group was taught by the concept oriented method. The research tools comprised a questionnaire for the geography teachers, an interview schedule for experienced teachers and teacher-made objective tests based on the identified
concepts developed by the investigator, $t$ test was used to test the significance of difference between the mean scores of the two groups.

**Findings:**

The major findings of the study were:

1. The geography syllabi were not concept oriented.

2. Most of the geography teachers were trained. Nearly 75 per cent geography teachers had offered geography as a special method at training level. However, most of them were unable to formulate specific objectives to teach concepts, analyse the concepts properly and develop suitable teaching experiences for teaching geography concepts.

3. Most of the schools had neither adequate teaching aids nor adequate books on geography in their libraries. There was no tradition of organizing field trips to provide
direct experiences to understand and retain geography concepts. Films, filmstrips, slides, models, specimens and pictures were not used at all or if used, their use was not systematic.

4. The teachers did not lay stress on concepts while teaching. There was no provision for in-service training for the teachers.

5. The concept-oriented method was found more useful than the traditional method.


Bhatacharya (1984) conducted a study on effectiveness of various models for teaching geography in relation to Institutional resources.
Objectives: The major objectives of the study were: (i) to find out the effectiveness of teaching geography through the Concept Attainment Model in relation to Institutional resources. (ii) to find out the effectiveness of teaching geography through the Inductive Model of teaching in relation to Institutional resources. (iii) to compare the effectiveness of teaching geography through the Concept Attainment and Inductive Models of teaching in relation to Institutional resources, and (iv) to find out the interaction effects of different levels of educational institutions.

Methodology: The study was conducted with parallel group design with three treatments, viz. teaching with traditional method, Concept Attainment Model and Inductive Model. The data were collected with the help of Educational Institution Resource Status Index, Socio Economic status Index, entering Behaviour Test in geography prepared and standardized by the investigator. Other tools used for the data collection were Joshi's General Mental Ability Test and Joshi's
Study Habits and Attitude Inventory. Mean, t-test, F-test and three way analysis of variance in a 2x2x2 factorial design were used for analyzing data and drawing conclusion.

Findings:

The major findings of the study were:

1. The Concept Attainment Model group of students did not differ significantly in achievement from the traditional teaching technique group in high resource status educational institution.

2. The students taught through the Concept Attainment Model showed better achievement in geography than the traditional teaching technique group in average and low resource status educational institution.

3. The Inductive Teaching Model group proved itself to be more effective for achievement in geography in comparison to the traditional
teaching technique as well as the Concept Attainment Model irrespective of the resource status of educational institution.

4. The main interaction effects of high and low levels of educational institution resource status, Inductive and Concept Attainment Models of teaching, and achievement in physical and human geographical concepts were found significant beyond .01, .05 and 0.1 levels of confidence respectively.

5. No other combined interaction effect was found significant.

6. Achievement of Class-VIII students belonging to high resource status educational institutions was found significantly better in Geography in comparison to their counterparts in low resource status institutions in the Concept Attainment as well as in the Inductive Model groups.
7. The students showed better achievement in physical geographical concepts in comparison to human geographical concepts irrespective of the high or low resource status of the educational institutions.

8. The models of teaching approach produced better achievement in geography even in average and low resource status educational institutions.

The study implied that training in utilization of the models of teaching should be introduced in teacher education programmes of the country.

Palit (1985) conducted a study on the present position and problems of teaching Geography in the rural secondary schools of Solapur district.

Objectives: The specific objectives were:

i) To study the existing facilities available for teaching of Geography in rural secondary schools.

ii) To study the professional preparation of Geography teachers.

iii) To study the methods and techniques followed in the teaching of Geography, and

iv) To suggest measures helpful in improving the teaching of Geography.

Methodology:

The study was of the survey type. The investigator used the following tools for gathering information: (a) A questionnaire for Geography teachers, (b) Structured interview for Headmasters, parents and experts. (c) Visits and observation.
The questionnaire and the interview schedules dealt with different aspects of Geography teaching like teachers, students, objectives, curriculum, teaching evaluation and facilities such as library museum etc.

The copies of questionnaire were sent by post to all the secondary schools in rural areas of Solapur district of Moharastra. The number of schools covered was 155 and estimated number of Geography teachers was 360 (i.e. two teachers per school). Out of these respondents, 80 teachers responded. In order to check and validate the information furnished by the Geography teachers, interviews of 40 Headmasters, 20 parents and 40 experts were held. The investigator visited 20 schools and conducted discussions with students and teachers of these schools. He also observed the lessons of the teachers though no specific observation instrument was used. The data collected were analysed using percentages and arithmetic means.
Findings:

The major findings of the study were:

1. No facility of a Geography room nor museum was available in a large number of schools and the facilities of library and teaching aids were inadequate.

2. The teachers of Geography were academically and professionally well qualified. However, they could not participate in the In-service programmes and the activities of the subject teachers' association for various reasons.

3. According to the teachers, the objectives of teaching Geography could rarely be achieved through regular teaching due to inadequate time.

4. The majority of teachers followed traditional methods such as lecture or question answer method. However, they were aware of certain recent techniques and methods.
5. Geography excursions were one of the main co-curricular activities organized in schools.

6. The percentage of students passing in the subject of Geography was found to be very high (74%).


Objectives: Chaudhary (1985) conducted a study on preparation and evaluation of programmed learning material in Geography for secondary level with the objectives:

i) To prepare programmed learning material on selected items of the Geography syllabus, and

ii) to evaluate the programme in terms of learning inducted among the readers by
reading the programme. The secondary objectives of the study were to evaluate the effectiveness of the programme for,

iii) The rural and urban students separately.

iv) The boys and girls separately, and

v) For the individual institutions separately.

Methodology: The study was experimental in nature and employed the single group i.e. pre-test/post-test design. The sample of the study comprised 300 students (223 male and 77 female) of classes IX and X drawn from ten secondary institutions (six boys and four girls) of Faizabad city and rural areas in neighborhood. For collecting data the investigator prepared a programme material containing 226 frames (95 on 'movements of earth', 68 on 'air pressure' and 63 on 'major land form') following the standard procedure; and an achievement test in Geography on the content of the programmed learning material. The error rate of the programme was 4.5 per cent. The co-
efficient of validity of the achievement test was 0.49. The reliability of the test found by the method of rational equivalence was 0.91. The collected data were tabulated and analysed using suitable statistical techniques.

Findings:

The findings of the study were:

1. Students gained significantly on the knowledge of the subject by reading the programme.

2. The programme was equally effective in producing learning among the rural and urban population. However, the girls gained slightly more than the boys on this programme.

3. The mean gains for the different institutions varied to a fair extent but all these gains were highly significant.

Jani (1987) conducted a study on the present position of teaching Geography in the Secondary Schools of Gujurat.

**Objectives:** The objectives of the investigation were:

i) To study the prevailing position of the teaching of Geography in the rural and urban areas of Gujurat.

ii) To study the qualifications and experience of the teachers teaching Geography.

iii) To study the text books of Geography prescribed for different standards in Gujurat in the light of the curriculum of Geography.

iv) To study the availability of teaching aids and other facilities like library and their use in the teaching of Geography and
v) To study the prevailing position of the evaluation system in the subject of Geography in Gujurat.

**Methodology:** The method of study followed was that of Survey. For collecting the data, the researcher prepared a questionnaire. The data were analysed and descriptive statistics were used for data analysis.

**Findings:** The major findings of the study were:-

1. Fifty per cent of the teachers were not qualified in the subject of Geography.
2. About 52 per cent of the teachers teaching Geography did not have Geography as a method at their B.Ed. level training.
3. About 77 per cent of the teachers were teaching Geography through the lecture method and without the use of any teaching aids.
4. Facilities for teaching aids were not satisfactory in 52 per cent schools.
5. About 42 per cent of the teachers teaching Geography did not attend any refresher course or Orientation programmes.

6. About 83 per cent of the teachers were in favour of curriculum modification in the light of modern developments in the subject.

7. There was no clarity of teaching skills in 33 per cent of the teachers.


Problem: The study attempted to examine systematically the Geography syllabus prevalent in three major countries, the U.K., the U.S.A., and the U.S.S.R., and compare these syllabi with that of India.

**Objectives:**

i) To understand the basic structure of the educational system in these countries.
ii) To compare the expressed aims and objectives of teaching of Geography in these countries.

iii) To examine whether the teaching of Geography has been influenced also by difference on educational philosophy.

iv) To deduce from the physical and social environment of these countries the difference in emphasis, if any, on the objectives of teaching the subject.

v) To identify the important concepts emphasized in the syllabi and find out the resemblances and differences.

vi) To evaluate the apparent importance attached to the subject purely from the organizational criterion.

vii) To ascertain whether the given courses of studies for India ensure a common minimum standard of attainment as
compared to the standards attained in other
countries, and,

viii) To revise syllabus to make it more science
oriented, if needed.

**Methodology:** A documentary analysis of written
materials, both published and unpublished, was
carried out. The sources of such material were reports
published by UNESCO, the Council of Europe, the IGU
and NCERT.

**Major Findings:**

1. The British and American teachers in their
decentralized systems, stressed more the
utilitarian aims or extrinsic aims where as
geographers in India and in the U.S.S.R.
were very conscious of clarity fixed aims –
Social and democratic values were stressed
in the former case and social values and
Communistic upbringing in the latter.

2. There was wide agreement on Geography's
concern with world citizenship and
international understanding through the study of human problems in different parts of the world.

3. The widespread insistence on the importance of observation and reasoned deduction to enhance scientific rigour in the subject was reflected in the curriculum.

4. Three frameworks were identified to develop the theoretical content in the Geography syllabus. These were the regional, systematic and conceptual frameworks.

5. In India and in the U.S.S.R. the regional and systematic approaches were more propound. Revision took place very slowly.

6. The recent trend in Western Countries seems to be one of reverting back to basics.

7. The procedure of the scientific method allowed the recently developed conceptual approach to become popular in the U.K. and the U.S.A.
8. There were two approaches in sequencing the content-concentric and spiral arrangement. The U.S.S.R. syllabus arranges its content on the socio economic principle, and the Indian syllabus on the homogeneity as well as topological principles whereas in the U.S.A., the sequence of regional units is selected on concentric principles.

9. The U.K. and the U.S.A. try to adopt spiral principles which is the most likely advocated method in sequencing the content.

Problem: The study attempted to assess the relationship between achievement in physical geography through inductive and deductive programmes and traditional method of teaching.

Objectives:

i) To compare learning in physical geography through inductive and deductive programmes.

ii) To compare learning in physical Geography through inductive programmes and traditional teaching, and

iii) To compare learning in physical Geography through deductive programmes and traditional teaching.

Methodology: The sample consisted of 180 students (60 each in the Control Group, in Experimental Group I and in Experimental Group II) from randomly drawn schools in Patna. The experimenter developed
inductive and deductive programmes in Geography. Criterion test and retention test were prepared. Mean, S.D. analysis of variance and ‘t’ test were applied for the analysis of data.

**Major Findings:**

1. The three groups differed significantly with regard to immediate achievement.

2. Experimental Group I, following inductive programmes, was found to be significantly better as compared to the Control Group following the traditional method.

3. Experimental Group II, following deductive programmes was found to be significantly better than the Control Group.

4. The subjects following inductive Programme performed significantly better as compared to the subjects following deductive programmes.

5. The three groups differed significantly with regard to the retention sources.
6. The subjects following inductive programmes were found to be significantly better as compared to the subjects following the traditional method.

7. The subjects following deductive programmes were found to be significantly better in retention as compared to the subjects following the traditional method.

8. The subjects following inductive programmes were significantly better as compared to the subjects following deductive programmes.


Problem: It attempted to investigate the development of geographical concept of children of
different age groups with a purpose of construct improved geographical instructional material.

Objectives:

i) To find out the development of geographical concepts in girls and boys at different grade levels.

ii) To find out the relationship between intelligence and development geographical concepts at different grade levels.

iii) To prepare experimental teaching materials which would help in better concept formation, and

iv) To conduct an experiment to test the effectiveness of the improved teaching materials.

Major Findings:

1. Grade VI students achieved an average of 8.84 scores out of 100 scores. Girls’
achievement was 8.2% as compared to boys' 10% scores.

2. Grade VII students achieved an average of 10.87 scores out of 100 scores. Girls scored 9.90% and boys scored 11.82%.

3. Grade VIII students achieved an average 13.76 scores out of 100. Girls scored 11.23% and boys scored 17.26%.

4. After readministering the same diagnostic test in another experimental sample at Ambala, it was found that the performance of Grades VI, VII and VIII students was poor.

5. The impact of developed programmed learning materials revealed that about 92% students performed correctly on 90 per cent to 92 percent of the frames of the twelve programme units. None had a cumulative density of less than 0.47. The success of
Grade VI students in the test was between 92% to 94%, of Grade VII students 93% to 95% and of Grade VIII students it was 94% to 98%.


Problem: It addressed the problem of environmental education for protection and conservation of the environment.

Objectives:

i) To evolve an integrated environmental education and bring about an over-all awareness among younger generation about environmental education.

ii) To develop active and well-informed individuals for protecting and conserving the environment.
iii) To develop an understanding of the interactions and interdependence of the physical, biological, social, economic and cultural aspects of the environment.

iv) To develop in individuals the skills for identifying and solving environment problems.

**Methodology:**

Development of the geography curriculum has been attempted on the ecosystem concept, dividing the environmental components into lithosphere, hydrosphere and bio data (including the human population).

**Major Findings:**

A framework for an environmentally oriented geography curriculum at Secondary stage was presented.
PREMALATA PAHUJA, "Utility of Peer tutoring in the promotion of verbal, spatial abilities and academic achievement in Geography- An Experimental Study", Ph.D., Education, Agra University, 1992.

Problem: It attempted to assess the effectiveness of peer tutoring on verbal and spatial abilities and the academic achievement of the Secondary Stage students in Geography.

Objectives:

i) To study the effectiveness of peer tutoring on scholastic achievement in Geography.

ii) To use peer tutoring as an instrument in developing the verbal and spatial abilities of the students.

iii) To compare the verbal and Spatial abilities scores of experimental and control groups, and
iv) To compare the gains occurred in verbal and Spatial abilities of the experimental and Control groups after the experimentation.

**Methodology:** Five hundred students, both male and female of Classes IX and X offering Geography, formed the sample of the study. The tools used were a verbal test in Geography, a spatial ability test in Geography and a general achievement test developed by the investigator. A mixed group test of intelligence by P.N. Mehrotra was also used. Mean, Standard Deviation, Quartile deviation, skewness, Kurtosis, Correlation, t-test and analysis of variance were used for the analysis of data.

**Major Findings:**

1. The peer tutoring strategy had a significant role in increasing the verbal and spatial abilities as well as in raising the level of the entire academic achievement of the students in the subject.
2. The teaching strategy was found to be more useful for low and average achievers and learning disabled students.

3. Peer-tutoring was helpful in developing a sense of accomplishment.

4. In the peer-tutoring, the learners received feedback to their performance and got motivated for better comprehension.

5. The peer tutors made progress in mastering the subject.

6. The class-room climate was found to improve.

*M. P. SURWASE and R. S. CHINCHOLKAR,*
*"The Use of Educational technology in the teaching of Geography to Standard-V Text Book and Curriculum Research", 1997.*

Problem: It attempted to study the use of educational technology in the teaching of Geography to Standard-V.
Objectives:

i) To study whether the teachers are aware of the educational technology.

ii) To study which types of educational technology are useful in the teaching of Geography, and

iii) To see whether the teachers are making use of educational technology in their teaching.

Methodology:

The sample of the study comprised 40 schools covering primary and secondary schools in the academic year 1993-94. These were selected by using stratified random sampling method from Osmanabad taluka. Two questionnaires, one each for Headmaster and teacher, were prepared to gather the relevant information.

Major Findings:

1. Visual aids were available in many schools but audio and audio-visual aids were not available in the schools.
2. Geography teachers were not trained in using visual, audio and audio-visual aids.

3. The schools had purchased visual aids but very few audio or audio-visual aids had been purchased.

4. Teachers were not aware of educational technology.

5. Teaching of Geography by using various teaching models and by using audio-visual aids was found more effective in many respects; especially difficult concepts in Geography could be explained to students easily using these aids.

_P. L. MEHTA, “An Investigation into the problems of teaching Geography at Secondary school stage of West Bengal”, Ph.D., Edu., Kalyani University, 2002._
Mehta (2002) investigated into the problems of teaching Geography at Secondary school stage of West Bengal.

**Objectives:** The study aimed at:

i) To study the educational qualification of Geography teachers.

ii) To study the strategies employed by the Geography teachers in the teaching of Geography.

iii) To study the actual problems of teaching Geography at secondary school stage of West Bengal.

iv) To suggest steps for effective teaching of Geography at secondary school stage of West Bengal.

**Methodology:**

The tools employed in the study were (a) questionnaire for the students, (b) interview schedule for the Geography teachers, (c) Interview schedule for the Heads of the Institutions, and (d) Observation
schedule. The sample consisted of 1200 students of Class-X, 100 Geography teachers and 100 heads of secondary schools.

**Findings:** The major findings of the study were:

1. Majority of teachers did not possess proper qualification to teach Geography. They did not study Geography at any stage of +2, +3 or P.G.

2. No teacher received any training to teach Geography.

3. No teacher used proper method to teach Geography. On the other, teachers followed their own method to teach the subject.

4. Majority of teachers did not have clarity on different topics. Still then, they managed to teach the topics.

5. Very few teachers used audio-visual aids to teach different topics of Geography.

Kalita (2005) studied the availability and usability of teaching aids in the Secondary schools of Assam.

Objectives:

The objectives of the study were:

i) To study the availability of audio-visual aids in the secondary schools of Assam.

ii) To study the extent of use of audio-visual aids by the Geography teachers in teaching Geography.

iii) To study various problems of availability and usability of audio-visual aids in the secondary schools of Assam.

iv) To suggest measures for better availability and usability of audio-visual aids in the secondary schools of Assam.
Methodology:

Survey method was followed in the present study. The sample consisted of 1800 students of Class-IX who were randomly selected. The sample also consisted of 220 Geography teachers and 100 Heads of the secondary schools.

Different tools used in the present study were: (a) Questionnaire for the students, (b) Interview schedule for the Geography teachers, (c) Interview schedule for the Headmasters etc.

Findings: The major findings of the study were:-

1. Majority schools did not possess the minimum audio-visual aids for teaching of Geography.
2. The most commonly available aid for teaching of Geography was the ‘globe’ in almost all the schools.
3. Finance was the main problem to procure audio-visual aids.
4. The sophisticated aids like Over Head Projector (OHP), Slides, Filmstrips etc. were not available in the secondary schools.

5. Very few teachers used audio-visual aids while teaching Geography.

6. Teachers did not go for preparing low-cost and no-cost teaching aids for teaching different topics of Geography.

2.3 STUDIES IN ORISSA

A few studies have been conducted in Orissa on teaching of Geography which have been discussed below.


The chief objectives of this study were:

1. To identify and locate the problems of teaching Geography.
2. To enquire into the causes of these problems.

3. To obtain, analyse and interprete the opinions expressed by the Geography teachers in the questionnaire.

4. To record the findings of the study and to recommend suggestions for improvement, and

5. To point out areas of future study.

Through opinionnaires, questionnaires, interview schedules and observations, the various problems in the area of teaching like teacher, syllabus, method of teaching, text book, Geography room and evaluation were studied critically. One hundred Geography teachers from Kalahandi district constituted the sample of the study. Findings of the study revealed that most of the teachers did not study Geography as a subject in their academic career. Many teachers were not professionally trained. The syllabus
of the Geography text book was remarked as theoretical and narrowly conceived. The method of teaching Geography was not scientific. Evaluation procedure was also not scientific.


**Objectives:**

The objectives of this study were:-

1. To study the educational qualifications of teachers teaching Geography.

2. To study the method followed by the teachers to teach Geography.

3. To study the audio-visual aids used by the teachers to teach Geography, and

4. To study the evaluation procedure in Geography.
The sample of the study consisted of 50 Geography teachers, 50 Headmasters and 200 students. The tools of the study were questionnaire for the teachers and students and interview schedule for the heads of the institutions.

Findings:

The major findings of the study were:

i) No teacher studied Geography as a specialization.

ii) Even Physical Education Teachers, Hindi teachers, Sanskrit teachers, and Science teachers were teaching Geography.

iii) Teachers teaching Geography followed their own methods of teaching. iv) Audio-visual aids were rarely used.

v) Evaluation was not scientific.

Objectives:

The objectives of the study were:

1. To study the educational qualifications and teaching experience of the teachers teaching Geography.

2. To study the strategy of teaching Geography.

3. To study the homework and its evaluation in Geography.

Sample:

The sample of the study comprised 200 teachers, 200 Headmasters and 1000 students.

Tools: Tools of the study were:

i) Questionnaire for the teachers.

ii) Questionnaire for the students.

iii) Interview schedule for the Headmasters.

Findings:

Findings of the study were:
i) Very few teachers studied Geography at their graduation level.

ii) The teaching experience in teaching Geography varied from one year to 26 years.

iii) Majority teachers followed lecture method to teach Geography.

iv) Few teachers used audio-visual aids.

v) Home assignments were given from the exercises and were corrected by the teachers.

2.4 CONCLUSION

From the above studies, it is clearly evident that no study has so far been conducted on teaching of Geography at Secondary Stage of Deogarh district in the State of Orissa. This has motivated the researcher to conduct his research on this untrodden path, rather than the beating bush.

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