Chapter-V

SUMMARY
AND
CONCLUSIONS
5.1 SUMMARY

A summarization of different points of various chapters of the entire thesis has been incorporated in this chapter. A summary, being the essence of the total work, contains the gist and lacks the details of logic and presentation. It is, therefore, desirable to refer to the main body of the thesis whenever the summarized statements do not convey the total meaning.

CHAPTER - I : INTRODUCTION

1.1 The word 'Geography' has been derived from two Greek words – 'geo' meaning 'earth' and 'graphy' meaning 'to describe'. Hence, Geography is a science which describes the earth.

1.2 Geography is considered a necessary background to citizenship. The student should know something about the world in which he lives in. The real value of Geography is that it helps man to live – to live with some knowledge of his environment. Hence,
Geography finds an important place in the secondary school curriculum. In the secondary school curriculum of Orissa, Geography is a compulsory subject.

1.3 Teaching is an art. It is a complex process. It involves certain skills. As there are no branded teachers to teach Geography, the headmasters entrust the teaching of Geography to any staff member of the school. Hence, the researcher was interested to know the teaching of Geography at secondary stage for which he conducted this study.

1.4 The secondary schools of Deogarh district have been included in the study, because (i) the working place of the researcher is Deogarh district (ii) the native place of the researcher is also Deogarh district (iii) Deogarh district is considered to be one of the backward districts of Orissa (iv) the S.C. and S.T. concentration is much high in the district of Deogarh, and (v) Deogarh district is entirely of hilly tract.
1.5 The district of Deogarh is located at the western part of Orissa. Previously, it was merged with Sambalpur district. With the reorganization of the state, this district became separated from Sambalpur district and started functioning as an independent district from 01.01.1994.

1.6 The problem was stated as "AN INVESTIGATION INTO THE TEACHING OF GEOGRAPHY AT SECONDARY STAGE OF DEOGARH DISTRICT".

1.7 The objectives of the study were: (i) to study the background characteristics of teachers teaching Geography in the secondary schools of Deogarh district (ii) to study the practices followed by the teachers teaching Geography in respect of (a) preparation for the lesson (b) presentation of the lesson (c) method followed (d) use of audio-visual aids (e) home assignments, and (f) evaluation (iii) to examine the extent of use of important teaching skills like (a)
introducing the lesson (b) questioning (c) reinforcements, and (d) use of black-board by the Geography teachers (iv) to examine the strengths and weaknesses of teaching Geography in the secondary schools of Deogarh district, and (v) to suggest measures, if any, for the improvement of Geography teaching in the secondary schools of Deogarh district.

1.8 The scope of the present study comprised of five chapters, namely Chapter I : Introduction; Chapter II : Review of related literature, Chapter III : Design of the Study, Chapter IV : Analysis and Interpretation of data, and Chapter V : Summary and Conclusions.

1.9 The study was limited to (a) the secondary schools of Deogarh district (b) Oriya medium secondary schools, and (c) Class –IX students.

1.10 The term ‘Secondary Stage’ has been operationally defined in this section.
CHAPTER - II : REVIEW OF RELATED LITERATURE

2.1 Review of related literature is an indispensable aspect of research. It acquaints the researcher with the works already done in the same area over a period of time and thus, avoids replication and duplication.


2.3 Scholars from Orissa like Chala (1990), Das (2002) and Kar (2006) have also studied various dimensions of Geography.
2.4 As no study on teaching of Geography at secondary stage of Deogarh district had been studied till date, the researcher was fascinated to conduct this study.

CHAPTER - III : DESIGN OF THE STUDY

3.1 Descriptive Survey method was followed in the study.

3.2 The population of the present study consisted of all the secondary schools of Deogarh district, all the heads of these schools, all Class-IX students of these schools and all the teachers teaching Geography in Class – IX of these schools.

3.3 The sample of the present study consisted of 70 schools, 70 Geography teachers, 70 heads of the schools, 5 experts and 700 students (380 boys and 320 girls).

3.4 The tools used in the present study were (a) questionnaire for the teachers (b)
questionnaire for the students (c) interview schedule for the heads of the schools (d) opinionnaire for the experts, and (e) observation schedule.

3.5 Scope of the tools has been described in this section.

3.5.1 Scope of the teachers' questionnaire has been described in this sub-section.

3.5.2 Scope of the Students' questionnaire has been described in this sub-section.

3.5.3 Scope of interview schedule for heads of the institutions has been discussed in this sub-section.

3.5.4 Scope of opinionnaire for the experts has been discussed in this sub-section.

3.5.5 Scope of observation schedule has been discussed in this sub-section.

3.6 Self-made tools were used in the present study.
3.7 Tools used in the study have been described in this section.

3.8 The procedure of collection of data from the respondents has been described here.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

4.1 Responses from the students have been analyzed and interpreted in this section.

4.1.1 The total number of students in the study was 700 (380 boys and 320 girls). These students were from two settings – urban and rural. The total number of urban students was 50 (30 boys and 20 girls) and total number of rural students was 650 (350 boys and 300 girls).

4.1.2 Motivation of students for learning Geography has been analyzed in this section.

4.1.2.1 Majority boys and girls from urban and rural settings read Geography because it was a compulsory subject in the secondary school curriculum.
4.1.2.2 74 per cent urban students and 80 per cent rural students had real interest for study of Geography. 40 per cent urban boys, 55 per cent urban girls, 63.4 per cent rural boys and 60.7 per cent rural girls can't pass Geography without attending Geography classes.

4.1.3 All the students (100%) said that their Geography teachers used books while teaching. 72 per cent urban students and 67.8 per cent rural students said that their Geography teachers did not show objects. 66 per cent urban students and 70.1 per cent rural students said that their Geography teachers did not involve them in discussion.

4.1.4 46.7 per cent urban boys, 55 per cent urban girls, 50.9 per cent rural boys and 64 per cent rural girls said that their Geography teachers did not use audio-visual aids.
4.1.5 Four important teaching skills i.e. introducing the lesson, questioning, use of black-board and reinforcement have been discussed in this section.

4.1.5.1 86.6 per cent urban boys, 85 per cent urban girls, 91.7 per cent rural boys and 93.7 per cent rural girls said that their Geography teachers did not introduce the lessons.

4.1.5.2 70 per cent urban boys, 75 per cent urban girls, 84.9 per cent rural boys and 88.7 per cent rural girls said that their Geography teachers did not ask questions during teaching.

4.1.5.3 All the students (100%) said that their Geography teachers used black-board.

4.1.5.4 Few teachers gave reinforcements always and majority teachers gave reinforcements occasionally. Positive verbal reinforcements like 'Good' and 'Thank you' and negative verbal reinforcements like 'No' and 'You are wrong' were given by the teachers.
4.1.6 All the students (100%) said that their Geography teachers gave home assignments occasionally.

4.2 Responses of the Geography teachers have been analyzed and interpreted in this section.

4.2.1 There were 70 teachers in the study. Of them, 62 (88.5%) were male and 8 (11.5%) were female. Majority teachers had B.A. and B.Ed. qualification. Majority Geography teachers had 10-12 years of teaching experience. No Geography teacher participated in workshops, seminars or conferences. However, 25.7 per cent teachers participated in in-service training programmes.

4.2.2 Only 17.2 per cent Geography teachers prepared the lessons. The teachers depended on atlas for their preparation.

4.2.3 All the Geography teachers followed their own method to teach Geography.
4.2.4 Only 34.3 per cent Geography teachers used audio-visual aids occasionally.

4.2.5 Four teaching skills (introducing a lesson, questioning, use of black-board and reinforcement) employed by the Geography teachers have been analyzed and interpreted in this section.

4.2.5.1 Only 44.3 per cent Geography teachers introduced lessons occasionally.

4.2.5.2 Only 17.1 per cent Geography teachers asked questions always and 31.5 per cent Geography teachers asked questions occasionally.

4.2.5.3 75.7 per cent Geography teachers used black-board always and 11.4 per cent teachers used black-board occasionally.

4.2.5.4 Only 34.3 per cent Geography teachers gave reinforcement always and only 15.7 per cent teachers gave reinforcements occasionally.

4.2.6 All the teachers said that they gave home assignments to the students.
4.2.7 All the Geography teachers said that they had neither reference books on Geography nor Geography method books in their schools. All the teachers said that the allotted three periods for Geography per week were insufficient to complete the course. In no school, Geography excursion was organized.

4.2.8 Responses from the Heads of the Institutions have been discussed in this section.

4.4 Responses from the experts have been discussed in this section.

5.2 FINDINGS

Teacher:

1. No teacher teaching Geography had studied Geography at +2/+3/M.A. level.

2. No teacher teaching Geography had studied Geography method at B.Ed. stage.
3. Even Physical Education Teachers (PETs), Hindi teachers and Sanskrit teachers were teaching Geography.

4. Geography was taught only by Arts teachers.

5. The teaching experience in teaching Geography varied from one year to 15 years.


7. No Geography teacher participated in Workshops/Seminars/Conferences. However, only 25.7 per cent teachers participated in in-service training programmes.

**Preparation for the lesson**

8. Very few teachers prepared the lessons before teaching them in the classes.
9. Very few teachers had personal Geography books and atlas.

**Method of teaching**

10. No teacher followed proper method to teach Geography. However, teachers followed their own method to teach the subject.

**Audio-Visual Aids**

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

12. The most commonly available aid for teaching Geography was 'Globe' in almost all the schools.

13. The sophisticated aids like Over Head Projector (OHP), Slides, Filmstrips etc. were not available in the secondary schools.

14. Teachers did not go for preparing low-cost and no-cost teaching aids.
**Teaching Skills**

15. No teacher teaching Geography introduced the lessons always. However, 44.3 per cent teachers introduced the lessons occasionally.

16. Very few teachers asked questions during teaching.

17. Majority teachers used black-board during teaching. Black-board was mostly used for writing key points, drawing pictures and maps and writing summary.

18. Few teachers gave reinforcements. Only positive verbal reinforcements like ‘Good’, ‘Thank you’ and ‘Excellent’ were given by teachers.

**Home Assignments**

19. All the teachers gave home assignments.
20. Majority teachers corrected home assignments in the Teachers' Common Room.

Facilities for Teaching Geography

21. In no school, reference books on Geography and Geography method books were available.

22. In the time-table, there were three periods for Geography per week which were found inadequate to complete the course.

23. No school organized Geography excursion.

Geography Curriculum and Text-Book

24. Majority teachers were not satisfied with the Geography curriculum of Class-IX as the proportion of local/regional geography was less.

25. Majority of teachers did not have clarity on the topics of Class-IX Geography.
Still then, they managed to teach the topics.

5.3 RECOMMENDATIONS

For effective teaching of Geography, the following recommendations have been made:

At Government Level

1. Geography should be separated from History and should form an independent compulsory subject in secondary school curriculum of Orissa.

2. At B.Ed. stage, some seats (at least 1%) should be reserved for Geography students. Students studying Geography at +3 stage should avail this opportunity.

3. Students admitted into B.Ed. course in Geography quota, should compulsorily opt Geography method.
4. In recruitment as teachers in secondary schools, there should be some reservation for Geography teachers.

5. Regular Workshops / Seminars / Conferences / In-service Training Programmes be organized for Geography teachers.

6. Regular Geography fairs be organized at Block / District / Circle level.

7. Finance should be allocated to every secondary school for purchase of minimum audio-visual aids on Geography.

8. At least 4 periods per week should be allotted to Geography subject in Class – IX.

9. In the Geography text-book of Class-IX, good number of local/regional Geography should find place.
At Institution Level

10. Each school should purchase adequate number of Geography reference books as well as Geography method books.

11. Each school should purchase adequate number of audio-visual aids on Geography.

12. Each school should develop a Geography room where the reference books and audio-visual aids on Geography be stored.

13. Each school should organize Geography excursion every year.

14. Each school should take part in Geography fairs in presenting Geography Projects and allowing the students to visit Geography fairs.

15. The Heads of the institutions should supervise the teaching of Geography teachers and should give necessary guidance.
16. The Heads of the institutions should encourage and allow Geography teachers to participate in Workshops / Seminars / Conferences / In-service Training Programmes.

At Personal Level of the Teachers

17. The Geography teacher should develop real love for teaching the subject.

18. The Geography teacher should plan and prepare lessons before teaching.

19. The Geography teacher should acquire adequate knowledge of teaching skills and should practise them in teaching–learning process.

20. The Geography teacher should use reference books and audio-visual aids to the maximum.
21. The Geography teacher should give home assignments regularly and correct them regularly.

22. The Geography teacher should develop real love for study of Geography among the students and motivate the students in preparing Geography projects as well as visiting Geography fairs.

23. The Geography teacher should develop proficiency in clarity of all the topics included in the Geography curriculum.

24. Remedial teaching for backward students should be given by the Geography teacher.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The present study is an humble attempt in the teaching of Geography in the secondary schools of Deogarh District. Many more studies can be conducted on this. Same such studies will be:
1. Studies can be conducted on teaching of Geography in the secondary schools of other districts of Orissa.

2. Studies can be conducted on teaching of Geography at Primary stage.

3. Studies can be conducted on teaching of Geography at Upper Primary stage.

4. Studies can be conducted on teaching of Geography at Higher Secondary stage.

5. Studies can be conducted on teaching of Geography in English Medium schools.

6. Comparative studies can be conducted on teaching of Geography in Oriya medium and English medium schools.

7. Studies can be conducted on teaching of Geography in the Primary / Upper Primary / Secondary / Higher Secondary schools of other states.
5.5 CONCLUSION

Geography is essentially a dynamic subject responding to the constant changes which occur in the world largely as a result of man's own continuous, restless search for more knowledge and more power whilst at the same time relating these changes to the comparatively unchanging physical world.

The study of Geography enables the individual to enjoy a richer use of his leisure. Geography shows how to study places. At the simplest level, children will be able to plan more interesting and rewarding journeys. At the highest level, adults are enabled to enjoy a greater understanding of the country-side or of any land-scape.

Geography offers opportunity for aesthetic experience. There is a fundamental beauty in the great natural phenomena. The glacier, the hurricane, the waterfall or the volcano offer something more for intellectual explanation.
Geography offers possibilities for experiences of intellectual and cultural worth. It uses science and scientific method. It gives ample scope for literary expression. It can have an aesthetic side and when children encounter great world problems, it can touch upon the emotions.

The main justification for Geography in school is that it is a worthwhile study for its own sake. The function of Geography in school is to train future citizens to imagine accurately the conditions of the great world stage, and so help them to think about political and social problems in the world around.

The importance of Geography has been beautifully spelt out by the Secondary Education Commission (1952-53) as:

*Social Studies, as a term is comparatively new in Indian Education. It is meant to cover the ground traditionally associated with History, Geography, Economics and Civics etc. if the teaching of these separate subjects only imparts miscellaneous and unrelated information and does not throw*
Successful Geography teaching depends on the positive attitude and interest of the Geography teachers. They should develop deep love for the subject and should try to be as effective as possible. Schools should help the Geography teachers in providing the right kind of Geography climate. Then only, the secondary school students will be proficient in Geography and, in turn, will help in building the nation. That is why, the Education Commission (1964-66), in the first line of its voluminous report has stated:

"THE DESTINY OF INDIA IS NOW BEING SHAPED IN HER CLASS-ROOMS"