

University of Rajshahi

Rajshahi-6205

Bangladesh.

RUCL Institutional Repository

<http://rulrepository.ru.ac.bd>

Institute of Education and Research (IER)

PhD Thesis

2011

Challenges and Prospects of Geography Teaching at Secondary Level: A Case Study on Rangpur District

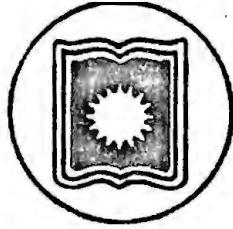
Shah, D.M. Feroz

University of Rajshahi

<http://rulrepository.ru.ac.bd/handle/123456789/1008>

Copyright to the University of Rajshahi. All rights reserved. Downloaded from RUCL Institutional Repository.

Challenges and Prospects of Geography Teaching at Secondary Level: A Case Study on Rangpur District



A dissertation submitted to the Institute of Education and Research,
Rajshahi University, Rajshahi, Bangladesh, in fulfillment of the
Degree of
Doctor of Philosophy

Researcher

D.M. Feroz Shah
Ph.D Fellow, Registration No- 422
Session: 2005-2006
Institute of Education and Research
University of Rajshahi

Supervisor

Dr. Sayed Rafiqul Alam Rumi
Professor
Department of Geography and Environmental Studies
University of Rajshahi

Institute of Education and Research
University of Rajshahi, Rajshahi
Bangladesh

November, 2011

Dedicated
To
My Beloved
Parents

CERTIFICATE

It is my pleasure to certify that this dissertation entitled *Challenges and Prospects of Geography Teaching at Secondary Level: A Case Study on Rangpur District* was based upon original research conducted by its author **D.M. Feroz Shah**, a fellow of the Institute of Education and Research (IER), and a candidate for entrance to the degree of Doctor of Philosophy (Ph.D) of Rajshahi University. The dissertation was completed and be submitted for examination.

I would like to recommend and forward this dissertation to the University of Rajshahi through the Institute of Education and Research for necessary formalities leading to its acceptance in partial fulfillment of the requirement for the degree of **Doctor of Philosophy** in Education.

Rafiqul A. Rumi
22.11.11.

Dr. Sayed Rafiqul Alam Rumi

Professor

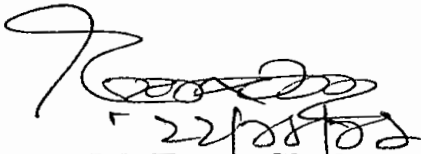
Department of Geography and Environmental Studies

University of Rajshahi, Bangladesh.

(Supervisor)

DECLARATION

I do hereby declared that this dissertation entitled *Challenges and Prospects of Geography Teaching at Secondary Level: A Case Study on Rangpur District* submitted to the Institute of Education and Research (IER), Rajshahi University for the Degree of Doctor of Philosophy (Ph.D) in Education was an original work of mine. No part of this dissertation in any form has been submitted to any other university /institute for any diploma or degree.



D.M. Feroz Shah

Ph.D Fellow, Registration No- 422

Session: 2005-2006

Institute of Education and Research

University of Rajshahi, Rajshahi

Bangladesh.

ACKNOWLEDGEMENTS

First of all my humble acknowledgement goes to my respected supervisor Professor Dr. Sayed Rafiqul Alam Rumi for his scholarly supervision and empathetic cooperation at every stage of my research without which this study would not have been possible.

I would like to express my gratitude to the Institute of Education and Research (IER), University of Rajshahi for offering all kinds of academic support and facilities for the research work. I am grateful to Dr. M. Nazrul Islam, Professor and Director of the Institute for giving me suggestions in preparing the questionnaires and organizing the thesis. I would like to thank Dr. K. Moudud Elahi, Professor and Pro-Vice Chancellor, Stamford University ,Dhaka who took trouble to check the first draft of my research proposal, and Dr. Sk. Amjad Hossain, Deputy Director (NAEM) who also gave me guidelines for the field study. I would like to thank my other teachers Dr. Akter Banu, Assistant Professor, M. Khaleduzzaman, Assistant Professor and Md. Rubayet Jahan Assistant Professor of IER for their cooperation and support for this work. The office staff of IER, especially Mr. Jalal Uddin Ex. Office Secretary, Mr. Enamul Haque, Office secretary, Mr. Abdul Halim, Office Assistant, Mr. Gaffer and Mr. Saiful Islam deserve thanks for their overall official and technological support.

I am indebted to Mr. Jahirul Islam and Mr. Enamul Haque, Professor of English, Rajshahi University for giving me valuable suggestions in the Ph.D conversion seminar. I would like to thank Mst. Rokeya Begum, Principal,

Govt. Teachers' Training College, Rajshahi, Mr. Golam Mostafa (Ret. Principal), Govt. Teachers' Training College Rangpur, Professor Nurul Haque Chowdhury, Department of History, University of Rajshahi, Mr. Dinesh Chandra Gosh, Acting Principal, Govt. Teachers' Training College, Rangpur, Mr. Jakir Hossain, National Curriculum and Textbook Board (NCTB) and Mr. Mojibur Rahman, Assistant Professor OSD, DSHE and a fellow, Institute of Environmental Studies (IES) deserve thanks for their cooperation. I am grateful to my dear M.Phil and Ph.D fellows Mr. Amjad Hossain, Mr. Emran Akter, Mr. Sakender Ali and Mr. Mainul Haque Ansari, researchers of IER for their suggestions and help.

I would like to express my heartiest gratitude to Professor Begum Kohinoor Principal, Govt. Teachers' Training College, Feni, Mr. SM Abu Sayeed, Vice Principal, Govt. Teachers' Training College, Dhaka, Mr. Krishna Chandra Roy, Vice Principal, Govt. Teachers' Training College, Feni, Mr. Abul Bashar, Assistant Professor (Geography), Govt. Teachers' Training College, Sylhet, Mr. Nisit Kumar Kundu, Lecturer (English), Govt. Teachers' Training College, Rangpur, Mr. Nasir Uddin Ahamed, Assistant Professor (Political Science), Govt. Teachers' Training College, Rangpur, Md. Sanaullah, Associate Professor (Education), Ms. Sirin Akter, Assistant Professor (Political Science) Govt. Teachers' Training College, Rajshahi, Sk. Rejaul Karim, Associate Professor (Education), OSD(Ph.D Fellow), DSHE, Bangladesh, Dhaka, Mrs. Simul, Librarian, Govt. Teachers' Training College, Dhaka, Md. Hafijur Rahman, Lecturer (Management), Chalk Ishubpur Degree College Sader, Rangpur, Dr. Md. Delwar Hossain Titu, Assistant Professor, BSMMU, Dr. Abdul Awal Khan, Professor, IER, University of Dhaka, Dr. Md. Aolad Hossain, Mr. Ranjit

Podder, Assistant Professor of English, Govt. Teachers' Training College, Feni and Dr. Sarder Abdus Satter, Director(Training), DSHE, Bangladesh, Dhaka. All of them were generous enough to sign and forward my papers for deputation and necessary help.

I am indebted to my wife Ms. Hasina Ahamed, my sons D.M. Israk Abid Rhine and D.M. Rusaf Ibn Feroz who all have been deprived of my love and care during my stay at IER for long two years. I am also indebted to my father who was deprived of filial responsibilities during the said period. I am also grateful to my brothers, sisters, brother-in-law, sister-in-law and mother-in-law who took care of my wife and children in my absence.

I would like to thank Jahirul Islam of Active Computer Centre for helping me in formatting the thesis. My thanks go to all others who have helped in many ways to complete this research and thesis, and made it possible for timely submission.

D.M. Feroz Shah

ABSTRACT

The present research was an attempt to study the challenges and prospects of Geography teaching at the secondary level of education in Bangladesh and to suggest some ways out. Though the study was based on the status and challenges of Geography teaching in Bangladesh, in the course of the study the researcher has tried to identify needs for teaching Geography in schools as well as needs for Geography teachers for professional development.

Mixed method was used to conduct the study. This study employed questionnaire survey, face-to-face interview, document analysis, and observations to collect data. Sample size was 240 (Students: 200, Geography teachers: 20, Head teachers: 20). Random sampling procedure was used to select the respondents from students of class nine and ten. All the Geography teachers, head teachers were selected from each study schools.

The study showed that secondary school Geography teachers in Bangladesh faces many challenges i.e. did not have separate post for Geography teachers, separate Geography class room (Since the subject have practical classes so they need separate classroom), available teaching aids, teachers with Geography background, poor curriculum and teaching materials, lack of subject based training, and position of subject at daily class routine. The study also revealed that education authority needs to do some attempts such

as; appoint Geography teachers who study Geography at degree level, trained teacher to gather up-to-date knowledge and methods, allocate a separate room for Geography (if possible), review present Geography curriculum and incorporate modern concept in order to improve the present the Geography teaching-learning situation, and to enhance the prospects of the subject because the respondents expect it would be a compulsory subject at secondary level in Bangladesh.

CONTENTS

	Pages
Certificate	i
Declaration	ii
Acknowledgements	iii
Abstract	vi
Table of contents	viii
List of Tables	xii
List of Figures	xii
List of Abbreviations	xiii
<i>Chapter One</i>	<i>1-35</i>
Introduction	
1.1 Introduction	1
1.2 Level of Education in Bangladesh	3
1.3 Concept of Standard of Education	4
1.4 Importance of Geography Education	6
1.5 Correlation of Geography with Other Subjects	8
1.5.1 Geography and History	9
1.5.2 Geography and Political Science	9
1.5.3 Geography and Economics	9
1.5.4 Geography and Language	10
1.5.5 Geography and Mathematics	10

1.5.6	Geography and Natural Science	11
1.5.7	Geography and Geology	11
1.5.8	Geography and Agriculture	11
1.6	Definition of Some Specific Terms	12
1.7	Review of the Relevant Literature	14
1.8	Conceptual Framework	21
1.9	Rationale of the Study	24
1.10	Objectives of the Study	29
1.11	Limitations of the Study	30
1.12	Study Area	31
1.13	Organization of the Study	33
<i>Chapter Two</i>		<i>36-47</i>
Methodology		
2.1	Introduction	36
2.2	Research Methodology	36
2.3	Sources of Data	37
2.4	Sample Size and Sampling Procedure	38
2.5	Data Collection Period	41
2.6	Data Interpretation	41
2.7	Designing the Instruments	42
2.8	Validity and Reliability of the Questionnaires	43
2.9	Conducting the Interviews of the Respondents	45
2.10	Conclusion	47

Chapter Three **48-65**

Secondary School Level Geography Education and Curriculum in Bangladesh

3.1 Introduction	48
3.2 History of Geography Education in Bangladesh	48
3.3 Value of Geography at Secondary Level	50
3.4 Importance of Geography Curriculum	51
3.5 Objectives of Geography Curriculum	52
3.6 Objectives of Geography at B.Ed Level	54
3.7 Principles of Geography Curriculum	55
3.8 Methods of Teaching	56
3.8.1 Traditional verses Progressive Mode of Teaching	58
3.9 Place of Geography at School Curriculum	60
3.10 Curriculum Planning and Course Development	63
3.11 Motivation of Teachers and Students	64
3.12 Conclusion	65

Chapter Four **66-78**

Challenges and Prospects of Geography Teaching-Learning in Bangladesh

4.1 Introduction	66
4.2 Present Situation of Geography Education at Secondary Level	67
4.3 Importance of Geography Learning	69

4.4	Geography Teaching at Secondary Level	70
4.5	Academic Background of Geography Teachers	70
4.6	Scope of In-service Training for Geography Teacher	72
4.7	Continuous Professional Development on Geography	73
4.8	Setting Arrangement at Geography Classroom	73
4.9	Geography Lesson Plan and Its Advantages	76
4.10	Uses of Lesson plan by Geography Teachers	77
4.11	Conclusion	78
	<i>Chapter Five</i>	79-108
	Analysis of Result	
	<i>Chapter Six</i>	109-119
	Summary, Findings, Recommendations, and Conclusion	
	Bibliography	120-123
	Appendices	124-135
	Appendix-1: Questionnaires for Geography Teachers	124
	Appendix -2: Questionnaires for Head Teachers	127
	Appendix -3: Questionnaires for Students	130
	Appendix- 4: Observation Checklist	132
	Appendix -5: List of the Visited Schools	133
	Appendix -6: Map of Working Area	134
	Appendix -7: Map of Working Area	135

LIST OF TABLES

Table-1	: List of the Visited Schools	39
Table-2	: Traditional Verses Progressive Mode of Teaching	59
Table-3	: Teachers' Qualifications and Training on Geography	71
Table-4	: GTs and Ss opinion on interest of Geography	79
Table-5	: Teaching Geography at School	80
Table-6	: Training of Geography Teachers	82
Table-7	: Class Observation by HTs	82
Table-8	: Position of Geography at School Class Routine	84
Table-9	: Co-operation in Teaching Geography	85
Table-10	: Teachers Problems of Teaching Geography	87
Table-11	: Use of Teaching Aids	89
Table-12	: Problems of Geography Education at Secondary Level	92
Table-13	: Satisfaction of Present Geography Curriculum	94
Table-14	: Separate Geography Room and Teaching	101
Table-15	: Teachers Comments on Practical Classes	103

LIST OF FIGURES

Fig. 1	: POME model	27
Fig. 2	: Teaching Geography at School	81
Fig. 3	: Class observation by HTs	83
Fig. 4	: Teachers' Problems to Teaching Geography	88
Fig. 5	: Use of Teaching Aids	90
Fig. 6	: Separate Geography Room and Teaching Aids	101
Fig. 7	: Teachers Comments on Practical Classes	104

LIST OF ABBREVIATIONS

AHT	:	Assistant Head Teacher
BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
DSHE	:	Directorate of Secondary and Higher Education
FSSAP	:	Female Secondary School Assistance Project
GoB	:	Government of Bangladesh
GT	:	Geography Teacher
GW	:	Group Work
HT	:	Head Teacher
IBS	:	Institute of Bangladesh Studies
IER	:	Institute of Education and Research
M. Phil	:	Master of Philosophy
MDG	:	Millennium Development Goal
NCTB	:	National Curriculum and Textbook Board
PD	:	Project Director
Ph. D	:	Doctor of Philosophy
PROMOTE	:	Program to Motivate Train and Employ Female Teachers in Rural Secondary Schools
RRC	:	Regional Resource Centre
RU	:	Rajshahi University
SBA	:	School Based Assessment
Ss	:	Students
TQI	:	Teaching Quality Improvement Project
TTC	:	Teachers' Training College



Chapter – One

Introduction

CHAPTER ONE

Introduction

1.1 Introduction

‘Education removes darkness, enlightens human life and thus illuminates individual, society and state. The main medium of what is beautiful and benign, noble and majestic around us is education. Through education, it is possible to form and enriched nation by the integrated power of individual’s creativity and sense of collectiveness. But the present system of traditional education is enough to achieve this goal. To this end, it is imperative to ensure quality and modern education’ (MoE, June 2011).

The Constitution of the Peoples Republic of Bangladesh (1998, article 17(a)) mentioned that, ‘the state should adopt effective measures for the purpose of

- (a) Establishing a uniform mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law.’

Tuathail (1996) describes ‘In societies such as Britain, the mass education systems that developed in this century have tended to see the ‘everyday knowledge’ possessed by children as in need of correction. The early promoters of Geography in schools such as

Halford Mackinder were suspicious of the cultural activities of the people.'

In Bangladesh, there were three major levels of education. Among the levels secondary level was very important because it was the terminal education of many of the students. In 2005 (BANBEIS, December 2006), completion rate was 19.98%, dropout rate was 41.45%. at secondary level. That means many students were leave school before Secondary School Certificate examination and entered into different vocations.

Geography was one of the important subjects taught at the secondary level in the government and non-government schools approved by the National Curriculum and Text Book Board (NCTB). It was a subject that enabled students to explore and understand the relationship between human beings and the earth through the study of space, place and environment (CDC-HKEAA, 2007, p.1). Geography could make a useful contribution to the understanding and solution of numerous rapidly changing spatial and environmental issues in global, national and local contexts.

Geography was a compulsory subject in the 9th-10th classes until 1996. From 1997; it was treated as an optional subject for secondary level. The current situation was almost similar as before. The subject needed trained and experienced teachers to make its content easy, understandable

and enjoyable. But the problems were schools did not have separate post for Geography teachers. General teachers were teaching the subject. So, students were failing to understand the subject matter because of lack of experienced and trained Geography teachers. As a result, students were being deprived of learning this realistic, interesting and helpful subject. To develop a prosperous nation, we have to improve the quality of teaching-learning activities at secondary schools as well as the Geography education because it was part and parcel at the mentioned level.

1.2 Level of Education in Bangladesh

Level of education of different countries was not same. In Bangladesh, education starts from primary level and moves to higher education.

Present education system of Bangladesh shown below-

The Education System of Bangladesh

Age	Class	Structural System of Bangladesh	
22+		M.Phil/ Ph.D	
21+	16	Masters(Post Graduate)	
20+	15	Degree/Graduate (Honours)	Degree/Graduate (Pass)
19+	14		
18+	13		
17+	12	Higher Secondary	
16+	11		
15+	10	Secondary	
14+	09		
13+	08	Junior	
12+	07		
11+	06		
10+	05	Primary	
09+	04		
08+	03		
07+	02		
06+	01		
05+		Pre-Primary	
04+			
03+			

Source: 'Tulonamulak Shikka' (Wahab and Islam 1999,. page-51)

1.3 Concept of Standard of Education

Standard means a level of quality or achievement or something used as a measure in order to make comparisons. It was very difficult to define and measure the standard of education as it was a relative term. There was no norm or established standard form to which we could compare the present

secondary education and then we can make comments if the present secondary Geography was standard or below standard. We able measured standard of Geography education by students' classroom performance, home task and assignment done by them, their rapid responses, internal examination results and marks obtained by them in this subject, year final examination results and finally Secondary School Certificate results. Standard also could be measured through the use of knowledge of the subject in practical circumstances. It was also compared with the same level of students of same disciplines of the neighboring countries. To describe the standard of education, Miller (2001) mentioned that 'All learning is to take place within the context of a work situation or real-world environment with emphasis on workplace competencies. Proponents believe this will foster in students a greater desire to learn because the subject matter has greater relevance to their goals.'

Standard is related to quality. EFA (Education for All) published a report in 2005 named as *Understanding Education Quality*. This report cited educational quality mentioning UNICEF. UNICEF strongly emphasizes what might be called desirable dimension of quality, as identified in Dakar Framework. Its paper *Defining Quality of Education* recognizes five dimension of quality: Learners, environment, content, processes, and

outcomes, founded on “the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF, 2000).

To maintain the standard, it was natural for all teachers to give the highest priority to enhancing students’ quality, depth and breadth of learning and thereby help them achieve satisfactory results in the examination.

1.4 Importance of Geography Education

Geography was an integrating discipline that provides a dynamic understanding of a rapidly changing world. It examined the interrelationships between people and their environment. Geography also studied the interaction of people. Geographers investigate these interactions in terms of location, space, scale, and time. This subject involved both natural and social sciences with a focus on the major issues facing societies.

According to Bednarz in *Geography for life: National Geography Standards 1994* ‘Geography is composed of three interrelated and inseparable components: subject matters, skills, and perspectives. Subject matter was the basis on which geographic skills are bought to bear. These skills are: (1) asking geographic questions, (2) acquiring geographic information (3) organizing geographic information (4) analyzing geographic information (5) answering geographic question. Knowledge

and skills must be considered from two perspectives: spatial and ecological.'

Geography was a diverged discipline offering a wide range of specialisms. Students of this subject were taught atmospheric environment and global warming, transportation, natural resources, forests, agriculture, water resources, environmental hazards and others relevant topics that help them to be ideal citizen of the country.

'It does in the belief that Geography education makes a significant contribution to the development of citizenship and citizenship competencies through its approach to knowledge and issues. It is important that the essential role of Geography education in citizenship articulated so that students who study Geography (1) are literate in the subject matter of Geography; (2) know how to apply Geography, its fundamental themes, skills, and perspectives to a wide range of political, economical, social and environmental issues, and (3) are better informed so they may actively participate as citizens in their local communities, the nation, and the world' (Stoltman, 1990).

In this regards, Geography education was very important in secondary education as well as other levels of education. Considering this importance, Geography was taught as a core subject in primary to higher secondary level. It is seems that those who study the subject, are usually

very much resourceful and can gather knowledge about the country and the world, and can store relevant Geographical knowledge in their mind. From professional and personal experience in present, it shows that most people, including secondary students, do not know the Bangladesh district names and their locations. They cannot explain different types of climates, soils, location of mineral resources of the country and why that resources were located there. This situation rose because they did not study Geography or Geography was not a compulsory subject at secondary level in Bangladesh. Now-a -days, climate change was a burning issue in the world .A geographer or geography students knew it better why it was happening than others, and able to shown a good citizenship manner.

Geography was able to offer a range of important subject- based skills and transferable skills. As such, it affords new challenges and skills to students and equipped them for a large number of potential occupations such as naval forces and met department.

1.5 Correlation of Geography with Other Subjects

The main objectives of education was maintains bridge and equity with various branches of knowledge. To fulfill these objectives students learn many subjects. Now the time was for co-ordination and adjustment. So no

subject was teaching individually. Teaching of particular subject should be carried out in correlation with other subject. Geography was a subject that is closely related with other subjects.

1.5.1 Geography and History

Geography and History are highly related and before 1950, both the subjects were taught integrated. The two subjects called a twin where Geography emphasized on place and History emphasized on time. History deals with men of different times whereas Geography deals with places and man's economic activities in relation to environment. Considering the importance of the subject, Education Commission Report (2004) mentioned that Geography and History will be a combined compulsory subject at secondary level in Bangladesh.

1.5.2 Geography and Political Science

Geographical location sometimes determined the political and administrative framework of a country and any countries political importance depended on its Geographical location. This scenario was applicable through out the world. So, Geography and Political Science were linked closely.

1.5.3 Geography and Economics

Economic Geography was a pioneer branch of Geography that linked two subjects. Geographical location and transportation system influenced

which place was suitable for industry, agricultural activities, fishing, farming and settlement. In any economic activities, Geographical location and its elements were considered with importance. Most part of the world, human economic activities depended on Geographical location.

1.5.4 Geography and Language

Geographical location of any area influenced its language and literature. To learn a language of a particular area means to learn the Geography of that area. Background of a literary work based on the relief of the area, its soil, vegetation and climate. Characters of stories, novels etc. influenced by its physical environment. Thus Geography and Language were intimately related.

1.5.5 Geography and Mathematics

Geography and Mathematics have much many things in common. Mathematics deals with number and measurement. Actually number and measurements are formed on environment, and through Geography we understand our environment. That means we understand Geography better with the help of mathematics. Geography belongs to some content such as space, planets, latitude and longitudes, practical Geography were closely related with mathematics.

1.5.6 Geography and Natural Science

It seems that Geography was a part of Natural Science and it strongly related with the subject. Many Geographical contents were the subject matters of some natural science like-Physics, Chemistry, Agriculture, Biology and Zoology. Geography education emphasis on cause and effect relationship thus the subject was treated as a science. Different rules and laws of science were followed in Geography learning.

1.5.7 Geography and Geology

Geography and Geology were called twin subjects. Many contents were same in both subjects. Geology mainly discussed about the earth surface and interior part of the earth. Some Geological knowledge was effective in Geographical aspects like – volcano, earthquake, formation of the interior parts of the earth etc.

1.5.8 Geography and Agriculture

Geography and Agriculture were supplement of each other. Agricultural productions were influenced by Geographical elements. A Geography student could contribute in agriculture by knowing and applying the practical knowledge of soil qualities and classification, weather and climate, and crop diversification. Man's activities on aerial differentiation were the subject matters of both subjects.

Rajshahi University Library
Documentation Section
Document No... D-3429
Date... 14/11/12

1.6 Definition of Some Specific Terms

Secondary Level

According to the Education System of Bangladesh, Vi- Xii classes were called secondary level. Within it, Vi-Viii was called junior secondary level and ix-x was called secondary level. Higher Secondary level means the xi-xii classes. In this study, secondary level means ix - x classes.

Geography Teachers (GT)

Geography teachers means the teacher who teaches Geography at secondary level either they studied Geography at degree or master's level or not.

Status

Status means the level of importance attached to the subject. Status also indicated the place of Geography in Bangladesh secondary curriculum, and how seriously teachers and students have taken Geography. It was also used similarly with standard and quality.

Challenges

Challenges have many meanings. It means a call to engage in a contest or fight. It also means a new or difficult task that tests somebody's ability or skill; or to question whether a statement or an action was right, legal etc.

Challenges were the problems that we have to solve to get good results. In this study the word challenges used to determine the obstacles of Geography teaching in secondary level i.e. curriculum of Geography, GTs, teachings aids, school environment, class routine, interest of the authority etc.

Challenges are wide-ranging and difficult to anticipate especially in the light of quick changes in the society and the economy and in the quality and concerns of students as well as limitations in resources, training and time for implementation (Blekin, Edwards, and Kelly, 1992).

Prospects

Prospects have several meanings. It means a probability or chance for future success, especially as based on present work or aptitude or a vision of the future; what is foreseen; expectation.

Prospects mean the possibility that something will happen or an idea of what might or will happen in the future or the change is being successful.

Prospects also mean the desired expectations that we wish to achieved for the betterment of our students. In this study prospects used to mean continuous improvement, the curriculum documents and others necessary supports have to be assessed continuously and formatively after the start of implementation in terms of how they could meet the stated aims and

objectives in the public examinations mention in Geography curriculum at secondary level in Bangladesh.

1.7 Review of the Relevant Literature

Molyneux and Tolley (1988) suggested that 'The teacher of Geography, like every other teacher, will need a philosophy as a technique if he is to serve his day and generation in the most effective way. He must not know merely what he has to teach and how to teach it, but he ought also to think out the reasons for teaching his particular subject; and the conclusions at which he arrives will largely determine his attitude to his task.' Jabber (1962) emphasis on teaching aids used by the teacher into their teaching learning process. In that time Geography was a part of social science. Das (1990) identified that appropriate teaching methods used by the teacher make content effective in his study *a study on the successfulness of teaching methods of Geography at secondary schools*.

The subject Geography is not important only in Bangladesh; it is important many countries of the world. During the last part of Nineteen century, a group of Geographer in Royal Geography society thinks that 'Geography should be placed in University Curriculum for all round development of knowledge'(khan,1994).

To make Geography interesting, teaching aids are the key instruments. Teaching aids make lesson enjoyable, long lasting and enhance student's observation power. 'All Teaching aids should be used to supplement the process of teaching. ... Various types of teaching aids such as optical instruments models, charts, atlas etc. are used in teaching of Geography. These aids are important for Geography teacher because he can make his lesson more illustrative and explanatory by making use of one or more of these teaching aids' (Molyneux and Tolley, 1988).

This study undertakes the status and standard of the subject. Kendal, Richards and Ryan (2005) made a document on *Sequenced Benchmarks for Geography and History* for Department of Education, USA. In the documents they find out that 'The National Geography Standards provide an example of how Geography content can be organized conceptually in a way that prepares students for later learning. It is not likely accidental that the topics and ideas organized and sequenced in the pages that follow are in line with these standards.' In 1997 The National Research Council released its assessment of Geography's disciplinary status, *Rediscovering Geography*, which identified research challenges for Geography. With reference to geographic learning:

'Geography needs empirical data to address questions about education standards, curriculum design, materials development, teaching strategies,

and assessment procedures. More broadly, the discipline needs (1) baseline studies of the current state of geographic education, (2) an agenda to shape a systematic program to research in geographic learning and geographic education, and (3) a support system to ensure this program is carried out and that the results are disseminated' (Bendarz,1997).

Saad (1962) had done a study on *a qualitative analysis and evaluation of changes in Geography textbooks in the ninth and tenth grades of secondary high schools of East Pakistan*. She revealed that textbooks have been changed after liberation. Begum (1988) had done a study on *A study on Necessity of Geography as a compulsory subject at this Secondary School level in Bangladesh*. She emphasize on understood of textbook to the students, validity of content and pictures, facility of contents into the classroom. She stated that textbooks were not up to the mark and classroom facilities failed to meet the students need.

'Textbooks play a very positive role within the US education system, particularly in the realm of social studies, of which Geography is a component. Textbooks are the heart of the social studies enterprise, the primary curricular resource for most elementary and secondary social studies teachers' (Finkelstein et al., 1993; McCutcheon, 1981; Stodolsky, 1989, cited in Bednarz, 2004).

Khan (1985) has done a vast study on secondary level Geography title on *A Study of teaching Geography at the secondary school level in Bangladesh*. His study based on the reflection of the objectives of curriculum the textbook and standard of Geography teaching compare with international standard. He described that curriculum objectives did not reflect in textbooks of Geography and the contents were not international standard. Banu (1988) differentiates the content percentage of Geography textbook as physical Geography and human Geography at the secondary level in Bangladesh on her study *Balancenness of Geography curriculum of secondary level*. Gopsil(1994) suggested that 'At present Geography is one of the important subjects in school curriculum. ... The subject matter of Geography includes study of natural environment of man and also the study of social and cultural environment. Thus Geography has a very wide scope, unparalleled by any other subject' (Gopsil, 1994).

Teaching-learning of Geography at urban and rural areas are not same. Urban schools have enough infrastructures, trained and experience teachers and teaching aids and good quality students whereas rural schools faces many problems mentioned above. Islam (1992) stated that there was a significant difference of Geography teaching between rural and urban secondary schools. Urban schools Geography teaching is more

effective that the rural ones. 'The inclusion of Geography as a core subject in Goals 2000: Educate America Act (Public Law 103-227) is the culmination of a decade of reform in Geography education. There is now a widespread acceptance among the people of the United States that being literate in Geography if students are to leave school equipped to earn a decent living, enjoy the richness of life and participate responsibly in local, national, and international affairs' (Geography for life: National Geography Standards 1994).

Present Geography syllabus/textbooks from class six to eight of social science and general science published by national curriculum and text board, 2003 bought under review to meet the purpose of the study.

Geography contents of those books shown below:

Social Science

A. Class six	B. Class Seven	C. Class Eight
Total Chapter - 14 Geography related chapter – 4 Chapter Nine- Continent Chapter ten – Asia Continent Chapter Eleven – South Asia Chapter Twelve - Bangladesh	Total Chapter - 14 Geography related chapter – 3 Chapter Eight- Continent Europe Chapter Nine – North America Chapter Ten- Bangladesh	Total Chapter - 10 Geography related content chapter – 3 Chapter Seven - Africa Chapter Eight- Australia Chapter Nine – Bangladesh

Source: NCTB textbook for class six-eight, 2008

From the above curriculum, we see that physical, mathematical, Geography was absent. In the subject they discussed only regional Geography.

Subject: General Science

A. Class six	B. Class Seven	C. Class Eight
Total Chapter - 19 Geography related chapter-1 Chapter Fourteen – Earth Surface	Total Chapters - 24 Geography related chapter-3 Chapter Sixteen – Earth Crust and rock Chapter Seventeen – Sea and Ocean Chapter Eighteen – Weather and Climate	Total Chapter – 26 Geography related chapter-1 Chapter Twenty-four - Rotation of the Earth: Time and Change of Season.

Source: NCTB textbook for class six-eight, 2008

Geography was a challenge for teachers if they did not apply teaching methods related to Geography contents. Finkelstein et al. (1993) mentioned textbooks play a very positive role within the US education system, particularly in the realm of social studies, of which Geography was a component. The National Geography Standards provide an example of how Geography content can be organized conceptually in a way that prepares students for later learning.

Students enjoyed Geography classes if the teacher used Geography-teaching aids and follow the selective teaching method (Kendal, Richards and Ryan, 2005). Bednarz (1997) stated that Geography needs empirical data to address questions about education standards, curriculum design, materials development, teaching strategies, and assessment procedures. Aydin (2011) identified that students have a positive attitude to the Geography lesson.

1.8 Conceptual Framework

The conceptual framework have been constructed on the basis of research objectives, and literature review in respected field ,and focuses on present situation of Geography teaching-learning at secondary level in Bangladesh, curriculum/syllabus of the course, teaching methods used by the Geography teachers, facilities and teaching-learning environment of schools and prospect of the subject. According to Miles and Huberman (cited in Fang Hsu, Chia,2003), a conceptual framework provides the foundation of the study to investigated by presenting the fundamental constructs, variable, and dimensions of research, and examining the relationship among them.

Geography offers most hopeful line of work for a better understanding between the peoples of the world. It was a realistic science oriented

informative subject. Geography inquires five fundamental questions- What, Where, Why, When and How. Through the questions, we could guess easily what was happening in the world and where, when, why and also how. Therefore, learning Geography was very important of each person.

Geography was an intellectually challenging and worthwhile subject on this count, and should be attractive to students for both academic and carrier preparation purposes as well as for their personal development.

In 1950, a *Geography Education* conference held at Montreal in Canada attended by prominent Geographers of all over the world selected the objectives as-

- a) To encourage children to think for themselves.
- b) To prepare them for one of the many careers which demand knowledge of Geography.
- c) To increase their leisure time occupations such as reading or travel.
- d) To provide a training in world citizenship or in other words to create a spirit of international understanding and goodwill (Shah, 2005).

In the study, curriculum treated as the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations, and values under the auspices of

the that school (Doll,1996). Here curriculum of Geography has been studied for exploration. Under the exploration, it was tried to assess whether the present curriculum is latest or not, and the curriculum id enough to meet the need of students desire, and also there any changes need to improve the curriculum or not.

Secondly, teaching strategies or methods was the key component of teaching –learning process. Quality of education depends on eminence of teaching techniques of teachers. It helps students to understand the topics and go insight it. Teaching strategy enlarge students competencies in the practical fields. This study spotlights on the methods followed by the teacher in their classes. Teaching methods were linked face to face classes, group discussions, brain storming, reflective practices, independent study, participatory approach and field study.

Thirdly, the teaching-learning environment of Geography classes as well as schools has been explored. To ensure the quality of education, congenial education friendly atmosphere is must. Sound and bias free environment leads teaching-learning activities to reach its goal.

Finally, the prospects of Geography listed from the comments of the respondents what they gave in the questionnaire, to meet the purpose of the study.

1.9 Rationale of the Study

To mention the Geographic view of our World, Geography Education Standard Projects (1994) in America mentioned that 'Geography is for life in every sense of that expression: lifelong, life-sustaining, and life enhancing. Geography is a field of study that enables us to find answers to questions about the world around us-about where things are and how and why they got there. We can ask question about things that seems very familiar and often taken for granted' (Geography for Life: National Geography Standards, 1994).

Bangladesh was an agriculture based country and over population, illiteracy, natural hazards were the major problem in it. Though government of Bangladesh initiated to increase the literacy rate but the result is not so hopeful. In 2005, secondary age population (11-15 years) was 173, 41,882 and enrolment (class 6-9) was 73, 98,552. Gross enrolment rate was 42.66% (BANBEIS, 2006). That means dropout rate of this stage was very high. It was universally believed that education was the pre-requisite of all sorts of development. Without ensuring quality and standard secondary education for our children, it would be very difficult for us to acquire sustainable development and to face the challenges of Millennium Development Goals (MDGs).

It was revealed from personal experience and interview with students and secondary school teachers, Geography has a great demand. There were also misconceptions of the subject that it was not interesting and students have to involve in drawing maps and others cartographic task. But when the teachers and student came to contact with a real Geography teacher, then they changed their mind through his presentation. Geography developed the pupils the power of observation, imagination, thinking and reasoning. So they choose the subject till today. In B.Ed course, trainees were very interested to choose Geography as an optional subject in all Teachers' Training College (Govt. TTCs, Non Govt. TTCs, and Private Universities etc). In 2003-04 seasons 614 students admitted in Rangpur Teachers' Training College. Among them, 166 students (27%) were chosen Geography as an optional subject. On the other hand, Mathematics was chosen by 135 students (21%), Physics 80 students (13%), and Chemistry 54 students (8.70%)(Admission Record, TTC Rangpur, 2003-04 Session). Bangladesh Open University (BOU), Dhaka International University and some other Universities taught Geography at their teacher's training program (B.Ed Course). National Education Commission Report -2003 mentioned Geography as a compulsory subject at secondary level and allocation 50 marks for it. Geography and History is called social science part-1.

Curriculum was the key component of any subject. NCTB was the authority who selected the curriculum at secondary level in Bangladesh. National Curriculum and Textbook Board Published their curriculum and syllabus report in 1995. First part of the report (junior secondary level) Geography content was mixed with general science and social science. Second part of the report (Secondary level) Geography was treated as a compulsory subject for class nine and ten.

Presently, Geography was a compulsory subject at Class IX –X for humanities group. The curriculum of the subject was somehow balanced but South Asia was absent in regional Geography. Barnard (1933) mentioned that ‘At one time the value of the subject would have been little more than the storing of the mind with facts of a certain type, some of which prove useful in the pupils future career, but many of which would doubtless soon be forgotten. ... The realization that Geography was a science and can be taught as such brought a fresh conception of its value in education. ... Geography has established its position as a science; but no one studies science from a nationalist standpoint’ (Barnard, 1933). Greer (1987) made a very joyful comments-‘the world’s wonderful place; how can Geography teachers make it so boring?’ Really any teachers as well as Geography teacher have no right to make the subject boring and non-interesting. To conduct fruitful class teachers must adopt some

methods and techniques. He needs lesson plan and use teaching aids relevant to the topic. Thus they need training in their respective subject. But professional training situation of secondary schools teachers were disappointing. In present situation (2005), only 53.53% school teachers are trained (BANBEIS, 2006). Lack of professional training they do not know how to teach Geography and other subjects properly.

There was no separate post for Geography teachers at secondary schools (government and non government both). General teacher was (assign by headmaster) teaching Geography. When collecting the data, some teacher informed researcher that they were not interested in teaching Geography but the authority forced them to do it. It was one of the causes of unsatisfactory teaching- learning process of Geography at secondary level. Preparing to teach Geography a teacher may follow the **POME** Model (Molyneux and Tolley, 1988).The model below-

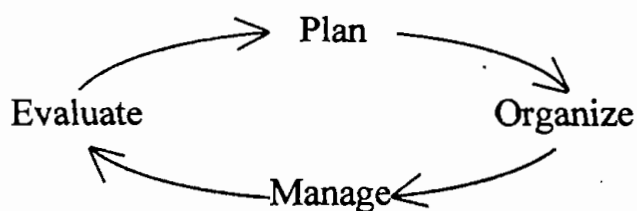


Fig. 1 POME model

Geography education could help student to cope with new information technology based world. Thus it need to know the present situation of Geography education at secondary level in Bangladesh such as Geography teacher, curriculum, teaching methods and strategies, teachings aids, congenial atmosphere, students needs and enjoyment, and attitudes of authority . Every day we need Geographical knowledge. Thus the researcher selected the title to investigate the challenges and prospects of Geography education at secondary level in Bangladesh in respect of Rangpur district.

Aydin (2011) revealed that the problems of teaching Geography based on not to give enough importance to the teaching and learning Geography and not to be able to answer the questions of what, where, and how will teach Geography. Erden (1998) has stated this method effects the students' enjoying Geography and effect their learning the names of country, city and mountain. Bednarz and others (1994) have described Geography has an important application field in our lives and this should be conveyed to the students.

The rationale of the study was to determine the secondary school students' perceptions about Geography lesson, teaching methods, problem of teaching subjects, curriculum and course, physical facilities and their expectations. To determine the perceptions and expectations of

the students from secondary level has been thought to describe the present situation of Geography lesson and its handicaps in use and to compose suggestions to develop its qualifications would attribute to increase the productivity of the lesson as well as teaching-learning process, uses of teaching aids and enhance teachers competencies in teaching Geography.

1.10 Objectives of the Study

1.10.1 General Objective

To study the challenges of Geography teaching -learning condition and the role of relevant stakeholders of Geography at secondary level in Bangladesh to overcome the challenges and find out the prospects of the subject.

1.10.2 Specific Objectives

- 1.10.2.1 To examine the present status of Geography teaching at secondary level.
- 1.10.2.2 To study the challenges of Geography teaching at secondary level.
- 1.10.2.3 To evaluate the appropriateness of Geography curriculum at secondary level.

1.10.3.4 To justify the physical facilities of Geography classroom in secondary level.

1.10.3.5 To identify the prospects of Geography as a compulsory subject at secondary level in Bangladesh.

1.11 Limitations of the Study

In Bangladesh, according to BANBEIS (2006) the total number of secondary schools was 18,500 (Public: 317, Private junior: 4322, Secondary: 13861) and the number of madrasas is 13,408 (including Dakhil Madrasas). Among the huge number of secondary schools and madrasas, the researcher bought only 20 schools of 4 upazilla's of a district. If the number of schools would more and another 2/3 districts were covered then study will more fruitful. The researcher considers head teacher, GT and Geography students of class nine and ten of schools as respondents of the study. But the curriculum specialists of Geography, decision makers, NCTB personnel's, School Managing Committee members were the stakeholders of the study. They did not consider under the study due to lack of time and others relevant reasons.

Through the current study, the researcher has tried to critically assess the present approach to Geography teaching at secondary level. In this study, the researcher considers the Govt. and non-govt. Secondary schools only.

This research has also studied the attitudes, trends and the motivation of the secondary Geography teachers as well as the students. Yet the researcher would try to overcome all the limitations of the research following necessary guidelines of expert supervisor.

1.12 Study Area

Rangpur district (Rajshahi division) was an area of 2307.78 sq km, is bounded by Nilphamari district on the north, Gaibandha district on the south, Kurigram district on the east and Dinajpur district on the west. Main rivers are Tista, Jamuneshwari, Karatoy, Chikli and Ghaghat. About 80% area of the district is composed of alluvial soil of Tista basin and 20% Barind land. Annual average temperature: maximum 32.3°C, minimum 11.2°C; total rainfall 2931 mm.

Literacy and educational institutions: Average literacy rate 26.7%; male 33.5% and female 19.4%.

Educational institutions: university college 1, college 64, medical college 1, technical college 1, teacher's training college 3, cadet college 1, polytechnic institute 1, vocational institute 1, law college 1, homeopath college 1, music school 1, high school 282, junior high school 38, madrasa 370, government primary school 722, non-government primary

school 444, kindergarten 20, satellite school 44 and NGO operated school 193 and community school 20' (Banglapedia, CD Edition, February 2007).

Study area Rangpur district was important for many reasons. It was an old district headquarters. There are 8 upazillas in this district and numbers of secondary school is 359, and number of teacher was 6630(DEO, 2007). Four upzilla out of eight like = Rangpur Sader, Mithapukur, Gongachara and Kawnia have been selected for collecting data.

To consider the number of institutions and teachers the studies get a good result from the study. So researcher has selected the district for study

Meet district education officer (DEO) of the district have been collecting the list of secondary schools. Moreover the researcher worked at Rangpur many years. He has a keen interest in the Geography teaching-learning situation in his working district.

The researcher also hoped to have access to every school and it has been a reality to get all possible help from all quarters concerned. As the socio-economic conditions of all the upzillas (UZs) are almost similar, the findings of the study are expected to be representative of other secondary schools of the district, as well as of the whole country.

Twenty schools have been selected from four upzilla out of 359 secondary schools of the district covering urban, suburban and rural areas and different socioeconomic and socio-cultural strata. The number of

government secondary schools in the district is only three, which is very small in number in comparison to the number of non-government schools. The researcher went to one government school and there the subject Geography was not taught. The following are some other reasons for selecting the study area and study schools-

- a) As far as knowledge goes, no study like this has been conducted in this district.
- b) There are 359 secondary schools in the district from which the researcher could select necessary number of schools taking into account the social, Geographical and economic differences.

Stipulated time, monetary budget and above all the ability of the researcher have encouraged him to accomplish the study in this area.

1.13 Organization of the Study

The present study was consisting of six chapters to meet the purposes of the research objectives. First chapter was the introduction chapter that contains background and present situation of Geography education in Bangladesh, importance of Geography education, its correlation with other subjects, concept of standard of education, definition of some specific terms, level of education in Bangladesh, literature review for the study, conceptual framework that constructed from literature review, objectives of the study, limitation, and description of the study area.

Methodology of the study described in second chapter. This chapter consist of methodologies and techniques that used in this study, source of data, sample size, sampling procedure, data collection period, selection and no. of respondents, questionnaire for respondents, data analysis and mentioned how to presented data.

Third chapter described secondary school level Geography education and curriculum in Bangladesh. This chapter discussed about history of Geography education, its curriculum, importance of curriculum, objectives of curriculum and B.Ed course curriculum, methods used in Geography teaching-learning, traditional vs modern methods, curriculum planning and development and motivational techniques of teachers and students.

Fourth chapter emphasized on challenges and prospects of Geography teaching- learning in Bangladesh that included present situation of Geography education, Geography teachers, their qualifications, training, CPD training, and used of lesson plan by them in teaching-learning process.

Fifth chapter was very important because collected data analyzed in this chapter according to the objectives of the study. The collected qualitative and quantitative data gave proper treatment according their merit.

Necessary table, figures were used to presentation data and made comments on data.

Chapter six was the concluding chapter of the study. Summary, findings and recommendation of the study were shown in this chapter and made a conclusion of the study. A list of topics mentioned here for further study.

References, appendices of respective documents and maps of the study area included at the end of the dissertation.



Chapter – Two

Methodology

Chapter TWO

Methodology

2.1 Introduction

Advanced learners of current English dictionary determined the meaning of research as a careful investigation or inquiry especially through search for new facts in any branch of knowledge. So the way to search the new facts systematically was called research methodology. The following were the systematic approaches to conduct this research work successfully.

2.2 Research Methodology

To complete a research, a researcher has to adopt some methods to collect data. Several methods and techniques have been applied to collected and interpreted data. The methods and techniques usually used in data collection in a social science research were –Survey, Interview, Observation, Case study, and Content Analysis. The conducted study, the researcher used mixed methods (due to use of qualitative and quantitative data) in research, and then the researcher has chosen to use questionnaire survey, interview and observations methods.

Researcher used survey, interview and observation methods for data collection for the present study. Data for this research have been collected through structured questionnaires separately prepared for Geography teachers (GT), head teacher (HT) and the students (Ss) of the selected schools. One-observation checklist has been used to observe the teaching activities and physical facilities present at schools.

2.3 Sources of Data

All the sources from which data have been collected called data sources. Data sources were two kinds; primary sources and secondary sources. In the present study researcher used both the sources.

Primary data have been collected from 20 secondary schools through questionnaire, interviews of the respondents Head teachers (HTs), Geography teachers (GTs) and Students (Ss) and there have been chosen observation of teaching learning activities. For close observation, researcher visited one or more schedule Geography classes taken by Geography teachers. Three sets of questionnaires have been prepared; one set for headmaster, one set for Geography teachers and one set for students. Besides, one observation checklist has been used to observe the teaching learning situations and physical facilities prevailing at the

schools. Textbooks, handout and other materials used in classroom teaching have been considered as primary source of data.

Secondary data have been collected from books, journals, Bangladesh statistical yearbook, Government Gazettes and circulars, dissertations, documents, Internet and websites.

2. 4 Sample Size and Sampling Procedure

Total sample size for the study was 240. This includes 200 students (20×10), 20 Geography teachers, and 20 head teachers. Students studying in classes ix -x from the selected schools have been brought under the study. Five students from each class have been given questionnaires and interviewed. They have been selected randomly for the purpose. Students in each class have been divided into slots like 1, 5, 10, 15, 20, 25 or 50, 45, 40, 35, 30 and so on, and the first one from every slot has been taken as a respondent. In absence of the first one of any slot, the second or in some cases the third one has been given the questionnaires. The numbers of students have been 200. All the 20 Geography teachers at the selected schools have been taken as respondents, given questionnaires and interviewed, and their class teaching performances have also been observed with a checklist. All the 20 head teachers have been interviewed as respondents with the questionnaire prepared for them.

Table-1*List of the names of Visited Schools*

Name and Address of the schools	No. of GTs	No. of Respondents	No. of Respondents	No. of HTs	Location of the school
		Class ix	Class ix		
1. Rangpur High School, Sader Rangpur	01	05	05	01	At the heart of the town
2. Uttam High School, Sader Rangpur	01	05	05	01	Roadside
3. Monohar High School, Sader Rangpur	01	05	05	01	Union level
4. Jaforgong High School, Sader Rangpur	01	05	05	01	Union level
5. Residential Model School, Sader, Rangpur	01	05	05	01	Village town by roadside
6. Mithapukur High School, Mithapukur	01	05	05	01	At the heart of the upazilla
7. Shotibari High School, Mithapukur	01	05	05	01	Village town by roadside
8. Al-Faruk High School, Mithapukur	01	05	05	01	Roadside
9. Nanker High School, Nanker, Mithapukur	01	05	05	01	Union level
10. Nanker Girls High School, Nanker, Mithapukur	01	05	05	01	Union level
11. Gongachara High School, Gongachara	01	05	05	01	At the heart of the upazilla

Name and Address of the schools	No. of GTs	No. of Respondents	No. of Respondents	No. of HTs	Location of the school
		Class ix	Class ix		
12. Kolkondh M.A.M. High School, Gongachara	01	05	05	01	Union level
13. Kolkondh A Samad High School, Gongachara	01	05	05	01	Union level
14. Hazi Delwar Hossain Girls High School, Gongachara	01	05	05	01	At the heart of the upazilla
15. Borobil High School, Gongachara	01	05	05	01	Union level
16. Kawnia Mofazzel Hossain High School, Kawnia	01	05	05	01	At the heart of the upazilla
17. Dormodasha Mohesha High School, Kawnia	01	05	05	01	Village town by roadside
18. Holdibari High School, Kawnia	01	05	05	01	Union level
19. Kawnia Girls High School, Kawnia	01	05	05	01	At the heart of the upazilla
20. Mirbugh Girls High School, Kawnia	01	05	05	01	Village town by roadside
Total	20	100	100	20	N=240

Source: Field Survey, 2008

2.5 Data Collection Period

After completion the necessary preparation data have been collected from the primary sources .The researcher remained engaged in data collection from September 2007 to first week of March 2008. Though the researcher started his work in September 2007, he could do only the preliminary work for school final examinations. So, most of the work was done in February and March 2008.

2.6 Data Interpretation

Collected data have been tabulated on the basis of the objectives set for the study. Statistical tools have been used to present the collected data. As the conducted study mixed in nature, both qualitative and quantitative data have been collected from primary and secondary sources through planned questionnaires, participant observation, face-to-face in-depth interview, and document analysis. The primary sources were– students, Geography teachers and head teachers, classroom observations of GTs and interview. The data collected from the field have been analyzed both quantitatively and qualitatively. The quantitative data have been put into table, and bar diagrams and pie charts and percentage have been used to make the results clear. Direct statements of students and teachers have been quoted to strengthen the analysis the data collected and the researcher has made his comments at the end of each questions.

2.7 Designing the Instruments

Four kinds of instruments have been designed for the study. Questionnaire for geography teachers, questionnaire for students, questionnaire for head teachers, and one kind of checklist for classroom teaching observation of the Geography teachers.

The questionnaire for Geography teachers covered their educational qualifications, degree/diploma on pedagogy, training on CPD, motivation, their interest and experience in teaching, textbooks and teacher guide related areas, rapport with students, problems of Geography teaching- learning activities, their thinking about the present curriculum, teaching aids, practical classes, and to implement the present Geography curriculum. Questionnaire also contains questions to know what subjects they teach other than Geography. As the target was to collect qualitative data for the study, almost all the questions were open ended. Teachers were free to express their opinions. Related questions were set serially on the basis of the objectives.

Interview with the head teachers were conducted with the same set of questionnaire prepared for them. This questionnaire covers areas like their education, training on pedagogy, experience, academic supervision and feedback, teachers' motivation, Problems of teachers to teach the

subject, separate Geography classroom, curriculum of Geography, working atmosphere at the schools, and physical facilities.

The questionnaire for the students covers interest in reading Geography, what activities Geography teachers (GTs) conduct in teaching Geography, practical class, teaching aids used by the GTs and curriculum of Geography. Through the questions in the questionnaire, the researcher has tried to assess the real picture of Geography teaching -learning at the secondary schools in Bangladesh.

The classroom observation checklist was prepared to see the classroom activities of the Geography teachers of the schools. In the classroom observation checklist it includes the components of planning, preparation and organization, classroom management, teaching skills, learning activities, assessment and evaluation and sub-division the points.

2.8 Validity and Reliability of the Questionnaires

Validity was concerned with whether a test measures what it intends to measure. Both the construct and content validity of an instrument make it sure that the data collected through them were correct. Content validity asks if the test content matches the content of the study and construct validity examines if the test matches a theoretical construct. The following aspects have been considered to design the questionnaires in order to ensure the content validity of the questionnaires.

- a) Objectives of the proposed study
- b) Opinions of the writers regarding research methods
- c) Suggestions of the experienced researchers and Geography teacher educators working at TTCs
- d) Comments of the teachers and students received in Pre-testing of the questionnaires.

Available books on research methods have been studied to learn different data collection methods, sampling procedures and their strengths and weaknesses. The study of the books on research methods helped to construct the questionnaires for surveys, interviews, and the checklists for observations. Construct validity of the instruments has further been ensured through pre-testing of the instruments.

After the pre-testing of the questionnaires, valuable points have been added and questions that seemed to be not useful have been excluded. Clear instructions have been provided to avoid ambiguity. Leading questions have consciously been avoided. The learned supervisor's and senior researchers' suggestions have sincerely been considered.

Reliability was concerned with the extent to which one can depend on the test results. It was said that there was always a validity-reliability tension and reliability offers a possible compromise. It is sometimes essential to sacrifice a degree of reliability to enhance validity. A valid and reliable

test was useless if it was not practical in view of economy, administration and interpretation of results.

2.9 Conducting the Interviews of the Respondents

Head teachers were very busy persons. The researcher was not able to maintain the schedule. Head teachers often remain busy talking to school managing committee (SMC) members, guardians, signing files, bank cheques and admission forms, holding interviews for admission, listening to problems of teachers and students. Besides, they have to attend meetings, workshops, perform off-campus official jobs. But it was great pleasure that they managed time for the interview. All the head teachers answered the questions freely. They did not forget to mention their limitations, local and political pressures. (*Head teachers Questionnaire has been given in appendix-1*).

The researcher was meeting with Geography teachers of each school, and informed the teachers that he would give them a questionnaire to fill up and he would observe their teaching-learning activities sitting at the back of the class without hampering the class activities. Researcher requested the teachers to be honest and impartial in giving the information asked for in the questionnaire, and also requested them that they should not consult anybody else in filling up the questionnaire. He also made it clear that the information

would be used only for research purpose and would not be used for other purposes.

Then the questionnaires were supplied to them and they backed filled up questionnaires to the researcher. Then the researcher discussed other matters related to their profession and schools. Geography teachers freely answered the open-ended questions and took part in discussion. (*Geography teachers Questionnaire has been given in appendix-2*).

The researcher went to selective classes with the subject teacher. The teacher left the class just after introducing the researcher to the students. Then the researcher told students the reasons of his visit and explained to them what to do with the questionnaire. He distributed the questionnaires to the respondents as was planned earlier. Other students who were not respondents were requested to keep silent. The researcher read out the questions one by one and clarified those (questions) to the students. Like the teachers, students too, were asked to be honest in answering the questions. As their teacher was not present in the classroom, the students felt free to fill up the questionnaires and to talk to the researcher fearlessly on many points. (*Students Questionnaire has been given in appendix-3*).

One checklist was used for observation class. To observe the Geography class, the researcher sat at the back of the classes and observed the teaching –learning activities of the teacher and put teak mark on the checklist in right box.

To identify the physical facilities, the researcher observed silently and put tick marks on his checklist. He also asked questions to teachers and students about the facilities prevailing at the schools. (*Observation Checklist has been given in appendix-4*).

Observation has been given due emphasis along with the questionnaire survey administration to get the real picture of the Geography classrooms. During observations, the researcher had the opportunities to crosscheck the information given by students, Geography teachers and head teachers. Students were asked questions in absence of their teachers. All the respondents were given the assurance that the information supplied by them would not be giving to anybody else and would only be used for research purpose.

2.10 Conclusion

In this study, researcher used mixed methods to collected and interpreted data. Questionnaire was prepared for respondents, and both close ended and open ended questions were there. To get more information, interviews were conducted, and a classroom observation checklist was used to observe the Geography teacher. Collected data and information analyzed according to the purpose of the study and presented in the result chapter.



Chapter – Three

**Secondary School Level Geography Education
and Curriculum in Bangladesh**

CHAPTER THREE

Secondary School Level Geography Education and Curriculum in Bangladesh

3.1 Introduction

In this chapter, the researcher has tried to describe the Geography education and curriculum at the secondary level in Bangladesh. Bangladesh belongs to a rich background of Geography education. Geography curriculum, objectives of curriculum, its principle, values, students motivation, methods that help to make clear the curriculum were discussed here.

3.2 History of Geography Education in Bangladesh

The modern Geographical study of Bengal may be said to have begun with James Rennell's *Memories of a Map of Hindoostan* (Rennell, 1792). However, almost a century passed before a properly compiled, statistically substantiated account of Bengal was published in eight volumes by W.W. Hunter (1875-1877). This valuable work has earned Hunter the right to be considered the first regional and historical geographer of modern Bengal. His big storehouse of information was generously mined when the Bengal District Gazetteers were written between 1905 and 1925. These small gazetteers, in their turn, greatly

added to the knowledge to the economy and industry to the people. The Gazetteers, of Jessore, Pabna and Rajshahi are outstanding in this respect. All three were written by L.S.S.O'Malley, whose contribution to human and historical Geography of Bengal are important (Rashid, 1977).

Bangladesh is a new born country. It becomes independent in 1971 from Pakistan through a war. After liberation government of Bangladesh formed an education commission headed by prominent educationist and scientist Dr. Kudrat-E-Khuda thus the commission was called Kudrat-E-Khuda Sikka Commission. The commission submitted their 3 parts report to government in 1974. In the report, commission suggested Geography as a compulsory subject at secondary level. After a long time, National Education Commission report-2003 mentioned that all students of English medium schools must study Geography and history of Bangladesh as a compulsory subject (National Education Commission report-2003, p-89).

Geography has been placed as an individual subject in National Curriculum and Textbook Board in the last part of Twentieth Century in secondary level. According to the curriculum report, school having sufficient Geography teaching resources can open it as an optional subject. After certain period the place Geography at the secondary level has been changed. Sometimes Geography has been taught as a

compulsory subject and sometimes as an elective/optional at secondary level. From 1996, Geography made compulsory only for humanities group. Science students taught Geography as a part of social science. Commerce's students could study Geography as an elective subject. The situation prevails till today (Elahi, et. al, 2004).

Geography was taught as a very important subject in public and private universities of Bangladesh. Professor Dr. Nafis Ahamed (1911-1982) was called the founder of Geography education in Bangladesh. He encouraged the student to study Geography through his popular book *Muslim Contribution to Geography* (1947). He was also the founder of Geography department at Dhaka University. Presently, Geography is named Geography and Environment Studies in most of the public universities in Bangladesh. In B.Ed course of the private universities, Geography taught as a compulsory teaching subject. B. Ed course is professional course for secondary school teachers.

3.3 Value of Geography at Secondary Level

There were general and specialized comments on value of Geography at secondary level. General comments were-

- 'To earn money, Geographical knowledge cooperatively helps than other subjects.
- In trade, Geographical knowledge helps a lot. Each of the British business of has a post for geographers.
- The real value of Geography to help the man live in.
- Geographical knowledge helps for social and international advancement.
- Geography is an applied science that's closely related to other science subjects.
- The main aims of the subject to make life sound and peaceful' (Shah, 2003).

3.4 Importance of Geography Curriculum

According to Professor Ranner, Geography is a subject that discuss about the world and its inhabitants and that is why it is established the main branch and the sources of knowledge. Geographical knowledge is applicable for all and everywhere. As a result, learning Geography is essential in entire life. Thus, we need well planed and selective Geography curriculum.

Geography introduced a compulsory subject at secondary level in 1983. In 1996, curriculum of the subject has been edited and the subject treated as an elective on.

Reformed curriculum of Geography shown below-

1983	1996
Mathematical Geography	Mathematical Geography
Physical Geography	Physical Geography
Regional Geography	Regional Geography
Geography of Bangladesh	Practical Geography

At last in 1998 Geography syllabus was revised a little.

Secondary education was the gateway to higher education thus there was a scope to discuss different types of Geography in this stage. Hence, curriculum played a vital role in which branch was suitable in which classes what would be the subject matter. Geography curriculum helps students to understand these things.

3.5 Objectives of Geography Curriculum

Modern education was student's life centered. Broader meaning of education was to make desired change of student's behavior and to help them adapt with environment. Bangladesh Education Commission

Report-1974 mentioned the objectives of Geography curriculum as below-

- 'To encourage national solidarity
- To acquire human quality
- To help over all development of students
- To help acquire knowledge about man and environment
- To help acquire knowledge about the distribution of different ingredients
- To be aware of different economic activities on the basis of physiographic condition
- To acquire knowledge for life and profession
- To plan for self-employment
- To arouse the dignity of labor among students
- To help acquire knowledge about the inner part of the earth
- To help acquire knowledge about the earth crust
- To help acquire knowledge about the atmosphere and oceanography
- To know about the influence of different elements on life and society
- To know about the native land' (Education Commission Report, 1974).

3.6 Objectives of Geography at B.Ed Level

In National University B.Ed course, Geography was an important teaching subject. From 2004-2005 session, objectives of Geography learning mention as-

- a) To explain the meaning, scope and importance of the study of Geography as school subject.
- b) To know how to general principles of curriculum develop the curriculum of Geography.
- c) To explain the selection criterion of textbook and supplementary reading materials.
- d) To describe different methods of teaching Geography.
- e) To improvise teaching aids.
- f) To collect, prepare and preserve teaching aids.
- g) To apply skill and technique of teaching-learning strategy.
- h) To explain the merits and limitations of different evaluation tools used in Geography teaching.
- i) To acquire in depth of knowledge of topics included in curriculum and syllabus of Geography in Secondary level. (Source: National University B.Ed syllabus, 2004-2005)

3.7 Principles of Geography Curriculum

Curriculum was strongly related with the philosophy of education.

Development of curriculum depends on some principles. This are-

- a) 'To make similarities with general objectives of education.
- b) To influence of aims and objectives of education.
- c) To adaptation principles of broader meaning of curriculum.
- d) Principles of individual difference
- e) Principles of generous approach.
- f) Principles of philosophy of education.
- g) Principles of subjective knowledge.
- h) Principles of creativity.
- i) Principles of social centralization.
- j) Principles of work centered.
- k) Principles of change.
- l) Principles of advancement
- m) Principles of rest and recreation
- n) Principles of undivideness
- o) Principles of relationship among other branches.
- p) Principles of presence of practical contents' (Shah, 2005).

3.8 Methods of Teaching Geography

'In order to achieve the aims and objectives of the teaching of a particular subject certain maxims are laid down. The teaching of the subject is then planned and carried out keeping these maxims as the guiding principles.

No doubt teaching is an art but the success of a teacher lies in making his subject so simple as to make it this task he ceases to be a teacher. A Geography teacher has to take greater planned as he has to act as a science teacher as also a social science teacher.

Teaching is thus a most difficult task and everybody is not fit to be a teacher. Some persons may have a *flair* for teaching and some other can improve their teaching if they are fully aware of different methods of teaching. In order to, make children learn effectively, the teacher has to adopt the right method of teaching' (Gopsil, 1994).

With the development of the subject matter and knowledge of Geography, various methods have evolved and are used for teaching of Geography. The methodological revolution in Geography commenced with the introduction of statistical techniques and since then development of different methods has been on the increase. In recent years we have witnessed the great innovation in the field of teaching methods. The four important aspects of Geography teaching were-

- 1) A point of view built on a distinct method
- 2) Its philosophy and motivation: know your neighbor and know yourself
- 3) Its synthetic approach
- 4) Its regional concept

The methods of teaching of Geography should be one of the chief concerns of the Geography teachers. Teachers have to employ these methods keeping in view the psychological requirements of students of different ages are different and so we have to modify the method of teaching accordingly.

Some of the important methods of teaching Geography are-

- i) Socratic Method or question-Answer Method
- ii) Inductive Method
- iii) Deductive Method
- iv) Lecture Method
- v) Textbook Method
- vi) Descriptive Method
- vii) Observation Method.
- ✓ iii) Story-Telling Method
- ix) Political Method of Teaching Geography
- x) Regional Method of Teaching Geography
- xi) Human Method of Teaching Geography

xii) Comparative Method

xiii) Project Method

xiv) Dalton plans Method

xv) Laboratory Method

xvi) Excursion Method (Gopsil, 1994).

The researcher observed ten Geography classes of GTs. No one followed one of the above methods. They conducted their classes with *own methods* or traditional methods. Nobody used any lesson plan.

3.8.1 Traditional Versus Progressive Mode of Teaching

To compare the present mode of teaching with the expected one, the difference between the two were given below-

Table-2*Traditional Verses Progressive Mode of Teaching*

Traditional Mode of Teaching	Progressive Mode of teaching
Teachers stick to lecturing	Teachers engage students in different activities
Teacher-centered teaching	Student-centered teaching
No interactions between teachers and students, students and teachers, and students and students	Students interact through PW, GW, discussion, pair checking, drilling, question-answer, group/individual presentation
Teachers active but students passive	Students are more active than teachers
Teachers are responsible for learning	Students are responsible for their own learning
Teachers are givers of knowledge	Teachers are managers of learning environment and materials
The only source of learning is the teacher.	Students themselves are the sources of learning.

3.9 Place of Geography in the School Curriculum

Curriculum is the blue print of a particular stage of education in an educational system. According to the specialist, curriculum is the total effort of the school to bring about the desired change in the school situation.

Geography curriculum contains the aims and objectives, contents, ideal of education, principles of appraisal, different aids and arrangement, responsibility of teacher and students work process etc. National Curriculum and Textbook Board published their latest curriculum report in 1995, committee described the curriculum as-introduction, class based objectives with practical, learning outcomes, contents, distribution of numbers, direction to the writers, teaching-learning techniques (with teaching aids), and evaluation.

According to the curriculum report, Geography content were-

Mathematical Geography

1. Luminaries, Solar system
2. Local time and standard time
3. Motion of the earth decrease-increase of day night and the change of the seasons.

Physical Geography

A. Lithosphere

1. Earth crust and interior of the earth
2. Rocks mineral: Difference and classification
3. Changes of the earth crust: Classification, slow and sudden change-
Earthquake: Definition, causes and effect
Volcano: Definition causes and effect of volcano
4. Landforms-Mountain : Definition, classification, examples
 Plateau : Definition, classification, examples
 Plains : Definition, classification, examples, formation

B. Atmosphere

1. Definition and difference of weather and climate
2. Air temperature –Isotherm
3. Air pressure-Isobar Introduction, physiography, climate natural resources, industry, population and the way of development
4. Wind movement-Planetary wind, local wind
5. Humidity of the air and precipitation
6. Monsoon climate.

C. Oceanography

Causes of ocean current and description of the Atlantic Ocean.

Regional Geography

1. Europe continent

Location, area, population, physiography, climate

2. Asia continent

Malaysia- Introduction, location, physiography, climate natural resources, industry, population and the way of development

South Korea- Introduction, location physiography, climate natural resources, industry, population and the way of development

Middle East- Introduction to region, location physiography, climate natural resources, industry.

Bangladesh - Location, physiography, rivers, climates, forest resources, power resources (electricity and mineral), industry (paper, fertilizer, sugar, jute, cloths& garments), population-steps and necessity of population control, way and planed human resources, communication system and trade, drawing the map of Bangladesh.

Practical

- 1. Scale: Definition, classification, and drawing of simple scale**
- 2. Drawing of Sketch: our School, home/house**
- 3. International symbols and maps reading**

4. Drawing Bangladesh map by graphic methods and showing the subject of-River, river port and sea port, railway, Barin tract, Voual and Mudhupurghor, Sundarban.

There are faults and failures in secondary level curriculums. From a research we know that, 66% students (all groups) comment on that, present curriculum was too long, especially for humanities group. They think regional part of Geography was very long. Because they have to two studied continents (Asia and Europe) with their location, area, physiographic, climates, and resources. In Asia they have to study three countries. Bangladesh part is too long. That's why, students were afraid of Geography.

3.10 Curriculum Planning and Course Development

Geography occupied an important place in the school curriculum in Bangladesh. The construction of curriculum of Geography was a difficult task however it would be easier to construct a syllabus in Geography if we keep certain points in mind, while constructing the curriculum on Geography. The point's are-

- a) 'Proceed from known to unknown
- b) Use of Geographical Terminology based on home Geography
- c) Subject-matter based on actual experience of the students

- d) Idea of human life throughout the world
- e) Study in synthetic way
- f) Emphasis on Physical and Economic Geography
- g) International Understanding
- h) Selection of Subjects' (Gopsil, 1994).

3.11 Motivation of Teachers and Students

Curriculum exists in two forms: 'planned curriculum' and 'realized curriculum.' The planned curriculum describes and prescribes ideal teaching practices and the realized curriculum is how the planned curriculum is implemented in actual classroom situations. Teachers are not mere robots. They implement the curriculum depending on their own beliefs and unique understanding of their environmental context. If the teachers are not proactive and motivated and if they have not got good understanding of the curriculum, the 'planned curriculum' cannot be realized.

3.12 Conclusion

Geography was an important subject in many ways but it has failed to reach its goal. The status and position of the subject has been changed several times. Now the subject is compulsory only for humanities group. Thus the students of secondary level in Bangladesh lag behind to acquire appropriate and applicable knowledge of geographic world. Unsatisfactory curriculum was one of the causes for making the subject unpopular. Modern Geographical contents like GIS (Geographical information system), climate change, natural hazards, river erosion, and environmental pollution can be introduced at the stage. Most of all, to make the subject interesting teacher with Geography background, training on subject and educational resources are needed.



Chapter – Four

Challenges and Prospects of Geography

Teaching- Learning in Bangladesh

CHAPTER FOUR

Challenges and Prospects of Geography Teaching-Learning in Bangladesh

4.1 Introduction

Geography was in different perspective a very essential subject at secondary level. For personal development it can play a vital role because any competitive examination a number of questions are set from Geography. Geographical knowledge enriched students to face the real life challenges. The subject is now facing various problems such as lack of Geography teacher, separate Geography classroom and laboratory, teaching aids, subject status, placed in the class routine, attitudes of the relevant authorities, up-to-date curriculums, resourceful books etc.

This chapter also addressed the academic background of the Geography teachers, teachers' training on CPD or Geography, motivation and attitude of teachers and students, trained teachers' motivation and skill to teach the Geography, use of teaching-learning materials, environment and physical facilities available at the schools, teacher-student behaviors, classroom activities, functional linkage between schools teachers' and Training Colleges (TTCs). All these things reflect the present situation of Geography teaching and learning at the secondary level in Bangladesh.

4.2 Present Situation of Geography Education at Secondary Level in Bangladesh

‘Geography has been taught in the secondary level of Bangladesh last hundred years’ (Elahi, et al., 2004). In junior secondary level (class six-eight) Geography content is mixed with social science and general science. In 1983, the subject was compulsory for secondary students. From 1996, Geography was compulsory subject only for humanities group for class nine-ten. But in our neighboring country like India and the developed country such as America and England and Geography is a compulsory subject in secondary schools and they taught a variety of topics in the Geography curriculum. According to the specialists, Geography must be an individual subject in science group. Geography is needed in all sectors of citizen life, so it seems that Geography should introduce from primary stage (Elahi, et al., 2004).

Bhuiyan and Alam (2004) stated that Geography subject matter occupied a position just between arts and science. To teach Geography, teachers need teaching resources, and the resources are sensory aids, which used to supplement the process of teaching. The function of teaching aids is to make teaching- learning more concrete, effective and interesting.

Geographical resources are means of modernization of Geography at school.

When collecting the data, researcher observation shows that present situation of teaching- learning of Geography was unsatisfactory. Most of the schools have minimum teaching resources. It was reported from a field survey that, 'the most common resources found in the schools are maps. 45% schools have only two types of resources such as maps and globes which are usually found as the decoration pieces at the office or headmasters' rooms. Students of the schools said they did not see or use those in their classes. It means either the teachers do not bring and use these in the classroom or they do not have. Besides this scenario, 10% of the schools do not have any resources for Geography at their schools' (Bhuyan and Alam, 2004).

The researcher has done an action research titled on-*Geography education at secondary level: A study* in 2003. Data have been collection from 132 B.Ed trainees with a questionnaire (open ended/close ended questions). Among them 73(55.30%) teachers were teaching Geography in schools and only 19(14.39%) teachers studied Geography at degree level. None of them obtained Honors or Masters Degree in Geography.

For effective Geography teaching and learning we need trained and experienced subject teachers, enriched curriculum, and teaching -learning

friendly environment. In this context, this research is very important to find out real pictures of Geography teaching-learning situation at secondary schools in Bangladesh.

4.3 Importance of Geography Learning

The needs and importance of learning Geography could be identified from its definition, nature, scope, and aims-objectives. By learning Geography a student could know a country or regions location, areas, climate and weather, temperature, precipitations, agriculture, industry, trades, communication systems, cultural atmosphere, living standard, economic activities and human affairs. This information helped a student to be a world class citizen.

Geography learning helped to develop personality. A geographer could easily acquired knowledge about civilizations of the world and can help the nation than others. To meet his curiosity he may pay a visit to historical places or places of natural beauties. This personal experience could apply in teaching-learning process, and then both teachers and students should be more active in the classroom and curriculum process.

4.4 Geography Teachers at Secondary Level

Many subjects have its own teachers and they studied those particular subjects at graduate or masters level but no teacher having Geography background was found teaching Geography at the study schools. Generally Geography teachers were those who teaching Geography at the secondary level either he/she belong to Geography background or not. According to the staffing pattern of non-government secondary schools, there was no specific post for Geography like Bangla, English, and Mathematics although the government secondary schools have posts for the subject. Institutional organogram/post pattern was a problem for Geography teacher.

Good teachers always keep him collecting the latest developments in the field. Renowned poet Rabindranath Tagore stated that *a teacher can never truly teach unless he is still learning himself. A lamp cannot light another light unless it continues to burn its own flame.*

4.5 Academic Background of Geography Teachers

Two minimum preconditions of the curriculum implementation are-

- a) Well qualified, adequately trained, devoted and highly motivated teaching force, and
- b) Learning resources prepared for students to support curriculum implementation (NCTB, curriculum report, 1995).

The following table shown (Table-5) the academic qualifications and training of the GTs of the selected schools. The table shown that 25% of the Geography teachers did not have any degree or diploma on pedagogy. They were not familiar with teaching- learning theories and educational psychology. Only 05% of the Geography teachers got training on CPD (Continuous Professional Development) in Geography and rest of them (95%) were totally ignorant of Geographical methods and techniques. As a result, it becomes difficult for them to manage their students properly.

Table-3

Teachers' Qualifications and Training on Geography

Qualifications	Total	Training on Geography	% of Trained GTs	Comments
B.A	01	01	5	a) 25% GTs don't have degree/diploma on pedagogy. b) 95% GTs are not trained on Geography c) Among the teachers no one has got M.Ed degree. d) Only one has joined CPD training on Geography.
BSS	02			
B.Sc	01			
M.A	01			
B.A, B.Ed	07			
B.Com, B.Ed	02			
B.Sc, B.Ed	03			
B.A,B.P Ed	01			
BSS, B.Ed	01			
M.Com,B.Ed	01			
N=	20			

Source: Field Survey, 2008

4.6 Scope of In-service Training for Geography Teachers

There was a modest opportunity for Geography teachers to develop their teaching skills through continuous training .in 1988, Secondary Education & Science Development Project (SESDC) first started short course training (14&21 days) for secondary school teachers. That project trained Bangla, English, Mathematics, Physical Science, Biological Science and Social Science teachers. Geography teachers got training as social science teachers. In that training course a little amount of Geography contents was conducted. No training was arranged for Geography teachers as arranged for other subjects .Table -5 shown that among the teachers (N=20), 20% was trained and 80% did not have training at all.

There was no clarification about Geography teachers in the “Staffing Pattern for Private Educational Institutions for Disbursing Government Portion of the Salary – 1995.” There will be three social science teachers in a secondary school each of whom is expected to have expertise in at least one subject of his/her group. Nothing was said in the staffing pattern about how many of the social science teachers should be expert in Geography (Ministry of Education, *Staffing Pattern for Private Educational Institutions(Secondary Schools) for Disbursing Government Portion of Salary*], 1995).

The number of social science teachers may be more than 3 on the basis of existing number of sections (a class is often divided into 2/3 or more sections) at secondary schools.

4.7 Continuous Professional Development on Geography

CPD means continuous professional development. Teachers were need continuous training to acquire latest knowledge and techniques to meet the current situation. TQI-SEP (Teaching quality improvement in secondary education project) started CPD program for secondary school teachers from June 2006 and the program is still running. In TTC Rangpur, first batch of CPD program started with Geography and Accounting. The researcher was a master trainer of that course and he observed that teachers of Geography enjoyed the ten days training program very much. But it was a matter of sorrow that, Geography course was dropped from CPD program later on. Geography trainers and trainees were merged with Social Science group in CPD program. Thus the subject has lost its own identity from CPD training program.

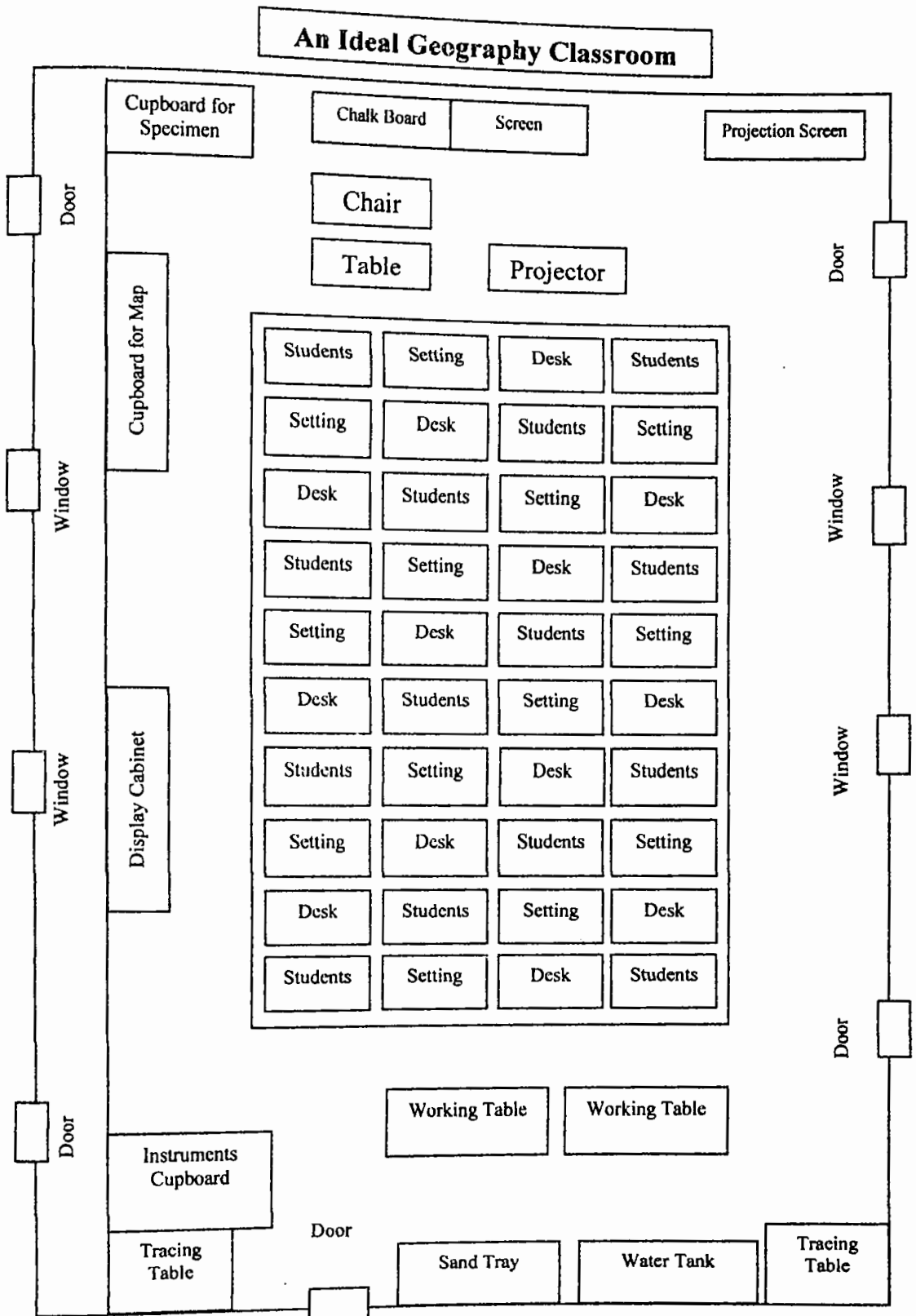
4.8 Sitting Arrangement of Geography Classroom at Schools

In classroom, setting arrangement helps students to enjoy the class. If there were individual chair and desks for each student, they would be physically free for enjoying the class. For this study, researcher has

visited twenty schools. There were no desks for students in classroom. Four to five students seat in a bench side by side. Due to poor sitting arrangement, they could not enjoy the class, feel problem in hearing, fail to write their teachers' class lecture, and finally they feel bored.

National Education Commission Report-2003 suggested that- 'Infrastructural change of the classroom must be done. Classroom size should be increase and furnishers of the room change as such way so that students may do group works into different groups.'

Design of a model Geography classroom shown below-



Source : D.M.Feroze Shah, *Teaching of Geography*, Mita Traders, Dhaka, 2006, P. 302.

That report-also stated that-‘Proportion of teacher and student should be from 1:30 to 1:40 within a logical time.’

In secondary level, maximum schools have 60-80 students in a class. Lack of furniture and free space in classroom teachers could not use any modern teaching methods like group work, pair work, role play, post box method, inclusive method etc. So, teachers were conducted their classes through lecture method/traditional methods. According to the specialist, a student needs one square meter space for healthy and hygienic classroom.

4.9 Geography Lesson Plan and Its Advantages

Accordingly G.H.Green lesson plan is-‘The teacher who has planned his lesson wisely related into his topic and his classroom without any anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to a work-able conclusion’(Green cited in Gopsil,1994).

Advantages of lesson plans were many. Some of the advantages mention below:

- Lesson planning makes the work regular, organized and more systematic.
- It induces confidence in the teacher.
- It makes the teacher quite conscious of the aim which makes him conscious of attitudes he want to develop in his students.
- It saves a lot of time.

- It helps to make correlation between the concepts with the pupil's environment.
- It stimulates the teachers to ask striking questions.
- It provides more freedom in teaching.

4.10 Uses of Lesson Plan by GTs

It is necessary for teachers to take well preparation before going to the class. The teacher should divide the topic into various sub-heads. For newly appointed teachers this is more important. Without a black and white lesson plan, a teacher could not evaluate his students properly.

A teacher must consider the feathers of lesson plan. Some important feathers of a good lesson plan are:

- a) Objectives
- b) Contents
- c) Methods
- d) Evaluation

Parts of a lesson plan (Herbartian steps) are-

- a) Introduction(or Preparation)
- b) Presentation
- c) Association(or Comparison)
- d) Generalization

e) Application

f) Recapitulation

Collected data have been shown the different picture in this regard. Among the twenty interviewed Geography teachers only five teachers (table-5) have professional degree (B.Ed degree). That means most of the teachers (75%) did not have any concept on lesson plan. The researcher also observed ten Geography classes taken by the GTs but none of them used lesson plan in their classes. Modern teaching-learning activities were extremely related with lesson plan. Lesson plan is a *plan for action* to conducting the class by the teachers. Lack of pedagogical knowledge teachers were failed to make the class enjoyable. Thus the subject Geography becomes an unpopular subject day by day.

4.11 Conclusion

Problems of teaching of Geography were many. These problems were related to-Geography teacher, separate classroom, curriculum and contents, teaching aids, attitudes of the authority, training of the relevant teacher etc. Geography has been taught a core subjects many countries of the world. In Bangladesh, the subject was treated a less important one and did not nursing as it needs. Therefore, teaching-learning activities were also neglected.



Chapter – Five

Analysis of Result

Chapter FIVE

Analysis of Result

Collected data have been analyzed according to the objectives of the study. The findings of the study have been presented in order to the sequence of the questions raised in the study.

Status of Geography at schools

Geography teachers were asked the question what is their feeling regarding Geography and the answer was very positive. Among the teachers (N=20), 18 teachers (90%) said that good and only 2 of them (10%) made their opinion as negative. Since the teachers did not come from Geography background, they liked the subject. Same question was asked to students, and most of the students (95%) comments were positive (N=200).

Table-4

GTs and students opinion on interest of Geography

Respondents	Nature of comments (Frequency, N=20)		Nature of comments (Frequency, N=200)	
	Good	Not good	Good	Not good
GTs opinion	18 (90%)	02(10%)	-	-
Students opinion	-	-	190(95%)	10(5%)

Headmasters of the surveyed schools were asked whether they have selected Geography teacher or not. Among them (N=20), 13 headmasters (65%) said *yes* and rest of them (35%) said *no*. This answer was very interesting, though the school did not have Geography teachers then who teaches the subject? Geography teachers (who teach Geography in schools) were asked the question: *Do you teach Geography with your own interest or the administration forces you to teach the subject?*

The study shown that HTs and SMC members ordered assistant teacher to teach Geography either they have interest of Geography or not. Among the respondents 15 of them (75%) were teaching Geography with their own interest and 25% of them (05) were bound to teach the subject by the order of the authority. The table below has shown the comments of the teachers.

Table-5
Teaching Geography at School

Opinion of GTs	Yes	Percentage (%)
Teach Geography by own interest	15	75
Teach Geography by the order of the authority	05	25

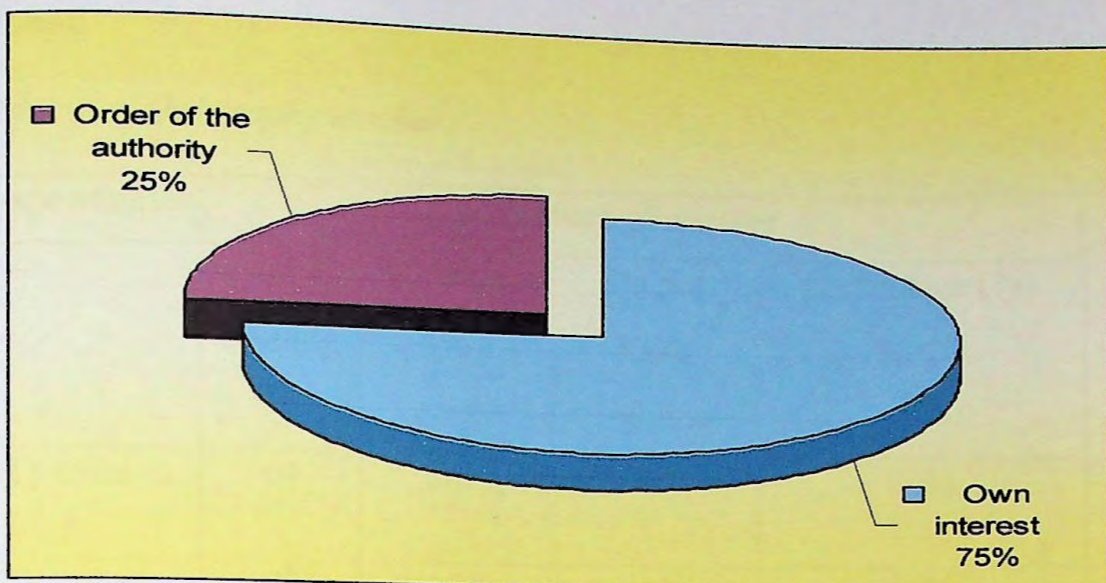


Fig.2 : Teaching Geography at School

Teaching is noble profession and for the professional development teachers need training on pedagogy as well as contents of the subject. Government of Bangladesh arranged short and long course training programs for school teachers that cited earlier. But the study revealed that all teachers were not trained in their respective subjects. Out of 20 Geography teachers only 4 teachers (20%) have training on Geography and most of the teachers (80%) did not have training in Geography. This result was contradictory with headmaster's information of the respective schools. From the headmasters view, 45% teachers were trained and rest of them (55%) was non-trained. The table below shows the comments of GTs and HTs about training of teachers.

Table-6*Training of Geography teachers*

Respondents	Nature of answer			
	Have training	Percentage (%) N=20	Do not have training	Percentage (%) N=20
GTs opinion	04	20%	16	80%
HTs opinion	09	45%	11	55%

There was a proverb *as the headmaster, so the school*. Headmaster could play a vital role for the development of the subject. If they regularly monitored and observed the teaching-learning activities of Geography and other teachers, GTs would be more conscious. The study stated that 10% of the HTs never observed the class, 60% sometimes and only 30% of HTs regularly observed the classes.

Table-7*Class Observation by HTs*

Observation	No. Of HTs	Percentage (%) N=20
Yes	06	30
Sometimes	12	60
No	02	10

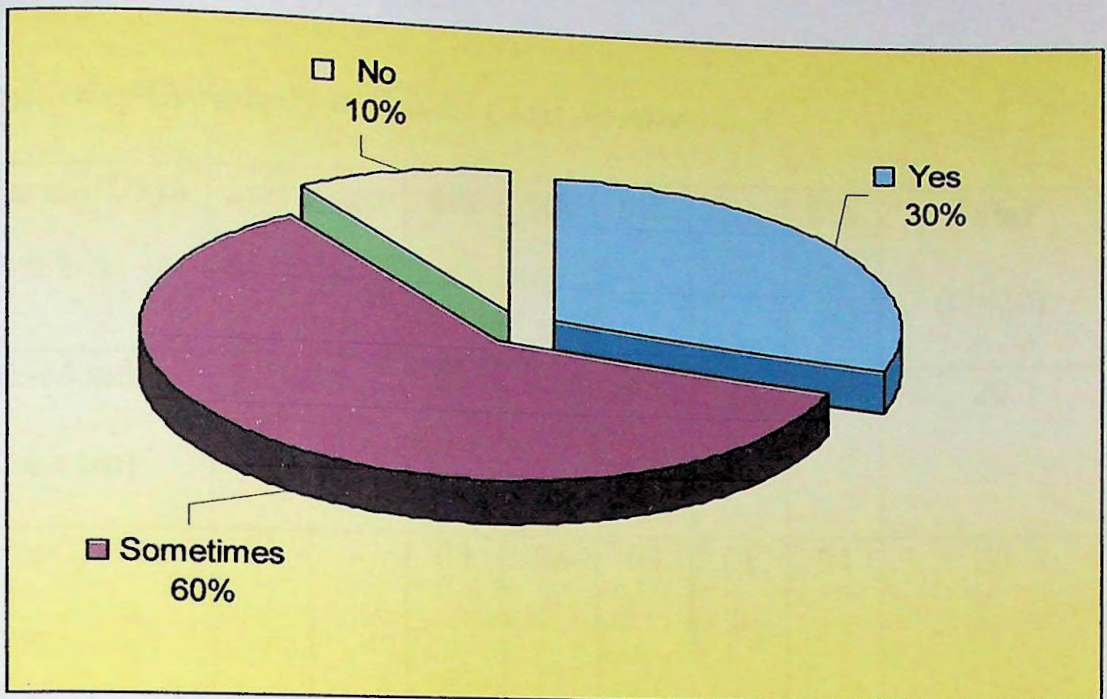


Fig3. : Class observation by HTs

Distribution of the subjects in class routine was very important, and it depended on the authority's attitude towards the subject. National Curriculum and Textbook Board (NCTB report, 1995) designed weekly timetable for secondary level and there were three periods in a week for Geography (NCTB, *Curriculum and Syllabus Report* December, 1995).

For the present study, the researcher collected class routine of the respective schools, and analyzed it to meet for the purpose of the study. School class routines show that Geography class was placed in from the 2nd to 8th periods.

Table-8*Position of Geography at School Class Routine*

Period/Days	2nd	3rd	4th	5th	6th	7th	8th	Total (N=20)
Sat.-Monday (Class ten)	01	-	04	08	03	-	04	20
Tues-Thursday (Class nine)	01	-	03	08	03	01	04	20

The above table shows that, 95% Geography classes were placed from 4th to 8th periods in school routine. Generally it is assumed that students lose their energy after 3rd or 4th period. Besides that many rural schools do not conduct any classes after leisure for several reasons such as lack of sufficient teachers, bad weather, heavy rain in rainy seasons, distance of students residence from schools and others unexpected circumstances. Thus the subjects that are placed after lunch break are hampered a lot and students do not have enough opportunity to practice and grow interest in the subjects. Data revealed that Geography was the victim of present class, and was one the causes to become the subject unpopular.

Finally, the Geography teachers were asked whether their authority co-operate them in teaching Geography or not to identify the present status of Geography education at secondary level in Bangladesh. Teachers were divided in their opinions which were shown in the table below:

Table-9

Co-operation in teaching Geography

Questions	Teachers opinion	Frequency (N=20)	Percentage (%)
Do your authority co-operate you in teaching Geography?	1.Co-operate	7	35%
	2.They were flexible in co-operation	2	10%
	3.Did not co-operate in excursion	2	10%
	4. Did not co-operate in some aspects	3	15%
	5. Did not co-operate	4	20%
	6. Did not co-operate due to insufficient school funds.	2	10%

To make a subject interesting, popular and meaningful through teaching, co-operation of the authority was essential. The above table revealed that

Geography teachers did not get expected co-operation and logistic support from the authority. Here, co-operation means to supply necessary teaching aids, arrange separate classroom, arrange or send teachers for training, allocate fund for educational tour/excursion, and to be friendly to Geography teachers.

Challenges/problems of teaching Geography

It was believed that *teachers are born not made*. Now-a- day's training build up teachers. According to BANBEIS (2006), only 53.53% teachers were trained and a significant number of teachers were untrained at secondary school level. So, they did not know the modern teaching methods and techniques, mentality of students, time management, and the philosophy of teaching-learning. Therefore, they were facing various types of problems. Geography teachers of the visited schools mentioned their problems shown below:

Table-10*Teachers problems of teaching Geography*

Problems of teaching Geography	No. of teachers identify ((N=20)	Percentage (%)
1) Lack of separate room	04	20
2) Lack of training of the teachers	04	20
3) Lack of teaching aids	06	30
4) Lack subject based teachers	03	15
5) Less Interest of backward learners	01	05
6) Difficult to get by heart the subject matter	01	05
7) Indistinct picture	01	05

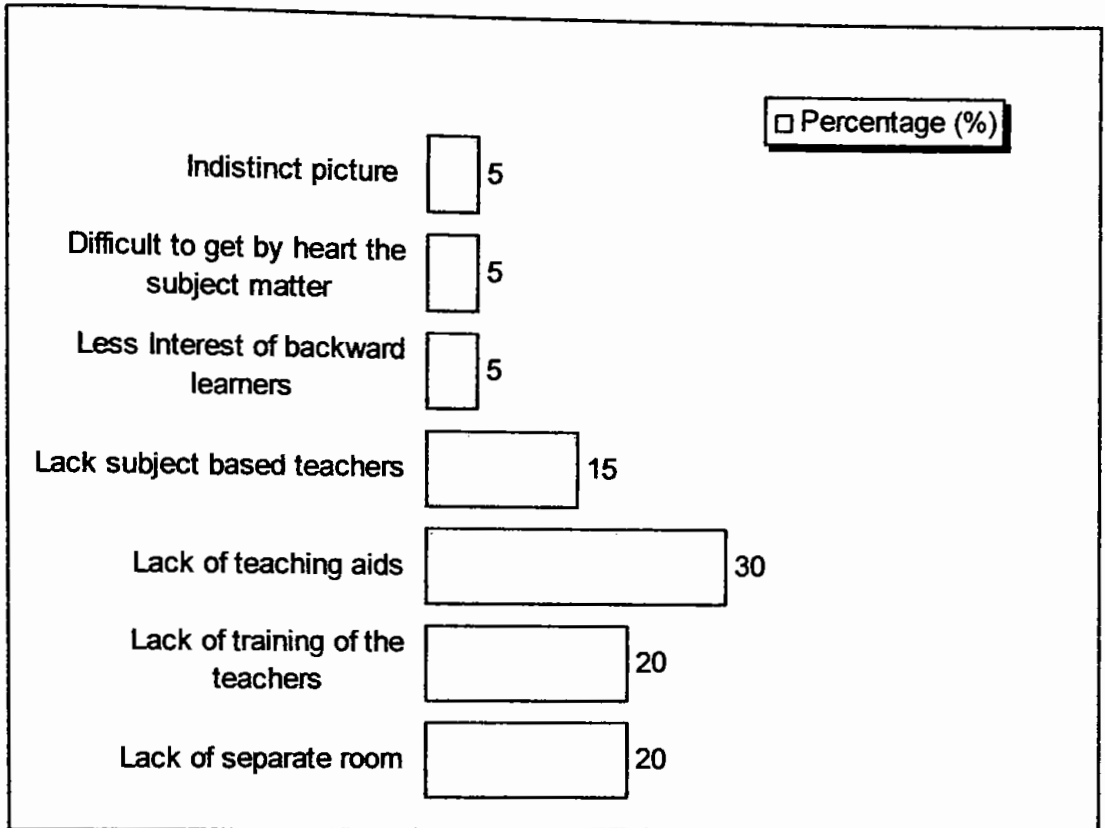


Fig.4: Teachers problems of teaching Geography

It was very clear and distinct from the above table and diagram, major challenges of the subject were teaching aids, training of teachers and separate classroom. Respondents identified 70 % (30%+20%+20%=70%) of the problem depended on this three aspects. Other mentioned problems were also important because it obstacles fruitful teaching-learning. Indistinct pictures, diagram, sketch and backdated information hampered student's interest of the subject.

In Geography, it was said that *–A picture tells more than thousand words.* There were some materials without that proper teaching-learning into the classroom could not happen. These materials include textbooks, TGs,

boards (black or white), chalk or board markers, writing books (note books),globe, atlas, different types of map, charts, models, and other relevant real things. All these things together were called teaching materials that accelerate teaching-learning environment, and thus it called teaching aids. the curriculum report(1995) highlighting that '*a stimulating atmosphere for Geography teaching can be created by displaying posters, advertisements, maps, charts, timetables, signs etc. together with work produced by students themselves.*'

Table-11

Use of Teaching Aids

Use of Teaching Aids	Number of Respondents	% (N= 20)
Yes	10	50
No	01	05
Sometimes	09	45

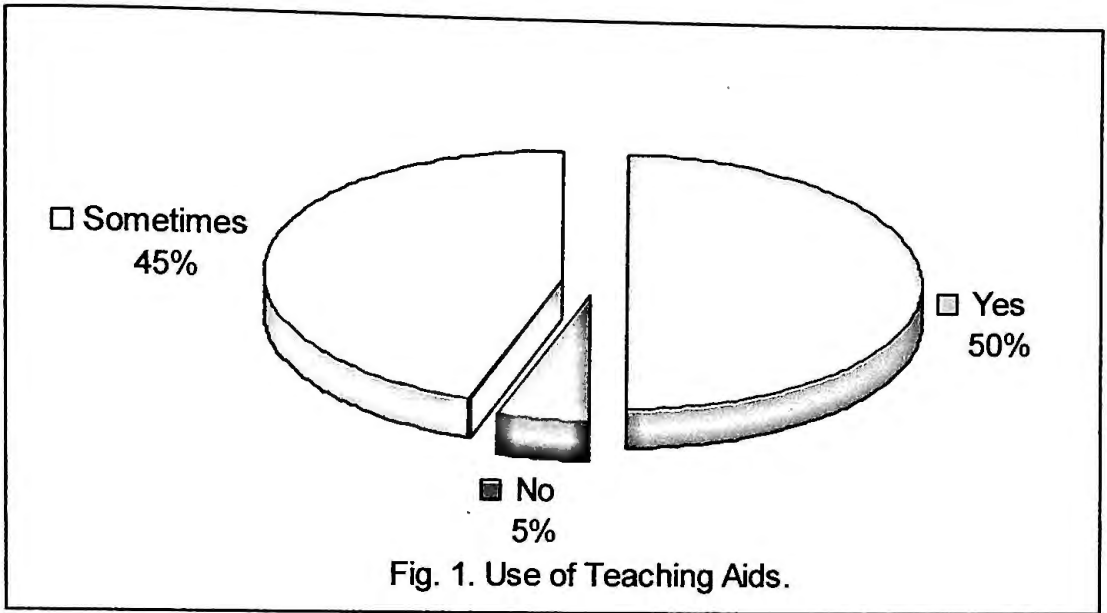


Fig.5: Use of Teaching Aids

For fruitful Geography classes, teachers must use relevant teaching aids. Above table shown only 50% of the GTs used teaching aids in their classes, 45% is sometimes, and 5% never used teaching aids. This result becomes disappointing for Geography.

Teaching aids should be used properly to make teaching more effective. A study (Shah, 1999) suggested that, students could recall the content only 13% by hearing, 37% by seeing and 85% by hearing and seeing.

Bhuyan and Alam(2004) revealed that 10% of the schools do not have any teaching aids. Maximum (45%) schools have only two types of maps, 23% schools did not have any globe, and 80% of the schools did not have any kind of chart for Geography.

The researcher's has done an action research in 2003, closely related to the present title, and the respondents (132) were secondary school teachers who were appeared B.Ed course trainees. The study stated that 15.07% teachers used teaching aids in their classes, 57.53% sometimes and 26.02% teachers never used teaching aids (Shah, 2003).

The classroom teachers felt the necessity of teaching aids. In personal discussion with researcher, Cent percent Geography teachers have agreed that teaching aids could be accelerate learning but they could not use or prepared teaching aids due to excessive workload. They expressed that they have to conduct 5/6 sessions/classes in a day without other professional tasks.

Students of the surveyed schools asked the question regarding uses of teaching aids by their teachers in classroom. Most of them gave negative answer. Geography teachers seldom used teaching aids, not regularly. Thus a huge number of interviewed students remarked that teachers could not make lessons joyful and interesting.

Head teachers of the surveyed school were asked to mention the problems of Geography education. They identified some major problems as follows:

- Did not have trained teachers

- Did not have necessary teaching aids
- Did not have separate Geography room
- Did not have selective Geography teachers
- Did not have training on Geography of Geography teachers
- Did not have Geography practical class in routine lack of time
- Lack of co-operation of the school authority, and
- No arrangement for excursion

What are the problems of Geography education at secondary level?

Asked the question to Geography teachers of the selected schools. Table- shown the identified problems.

Table-12

Problems of Geography education at secondary level

Questions	Teachers comments	Frequency(f)
Problems of Geography education at secondary level	Did not have separate room for Geography	10
	Did not have training of teachers	08
	Did not have necessary materials for practical class	07
	Lack of subject based teacher	11
	Less interest of weak students	06
	Difficult to memorized the subject matter	08
	No probation for Geography museum	03
	Political, human and historical Geography is absent in curriculum	02
	Hard subject matter	09
	Picture should be more vivid and distinct.	10

The above mentioned problem were the over all problems of Geography education. The study shown subject based teacher, separate classroom, teachers training, teaching materials, hard subject matter, indistinct pictures in the book, and weak students were the major problems of Geography education. But Geography teachers (who did not study the subject at degree level) make their comments how they faced the problems to teach the subject listed below:

- Not having proper Geographical knowledge and ideas
- Problems to conduct practical classes
- Problems to explain maps/picture/diagram exactly
- Problems in collecting of Geographical data
- Lost interest due to failing understand the topics
- Mathematical and Regional Geography seems more difficult.

Only one teacher remarked that he has no problem I teaching Geography.

Curriculum of Geography

Curriculum was the key component of a subject. Fruitful teaching, acceptability of the subject by the student depend on how teachers teaching the subject, and which method he applied.

Students and head teachers of the surveyed schools asked the close ended question about present curriculum of Geography. 67% of the students replied that present curriculum was satisfactory. In the other hand, 85% of the headmasters were satisfied, rests were unsatisfied. Comparative data shown in the table below (No. of students were 200 and head teachers were 20):

Table-13

Satisfaction of present Geography curriculum

Respondents	Nature of answer			
	Yes	Percentage (%)	No	Percentage (%)
Students opinion	134	67%	66	33%
HTs opinion	17	85%	03	15%

Though the opinions were varied but mostly both of them were satisfied with the present curriculum. Geography teacher's comments on this context are valuable. They were openly asked what their opinion was regarding the present secondary Geography curriculum. They made their opinion as below:

- a) Curriculum were not satisfactory
- b) Sufficient pictures need with every discussion of contents
- c) definition and explanation varies in different edition
- d) Pictures and diagrams should be color
- e) New topics should be added
- f) Topics of Mathematical Geography should be distinct
- g) need of Geography education should be focused with more importance
- h) More discussion should need on population of Bangladesh
- i) Current/latest data should be incorporated in textbook.

One Geography teacher differed with others comments. He said that present curriculum was standard and satisfactory.

Before 85% head teachers (table-...) mentioned present curriculum was satisfactory but when they gave chance to expressed their opinion about present curriculum, they stated that-

- a) Geography curriculum should be modernized.
- b) Syllabus should be reduced
- c) More emphasis should be given on comprehensive questions.
- d) Latest information should be incorporated in Mathematical Geography.
- e) Physical Geography contents of should be more distinct.

- f) Concepts of branches of Geography should be added
- g) Economical, political and social Geography topics should be introduced.
- h) Elaborated description of contents should be needed.
- i) Number was needed for practical Geography.

A few teachers (02) differ with above opinions. They seem the present curriculum was satisfactory, and it should be compulsory for science group.

Shah (1990) mentioned that students did not enjoy the subject due to-

- Vast curriculum
- Non-trained teacher
- Without Geography background teachers were teaching Geography
- Lack of using teaching aids in conducting sessions
- Negative attitudes about the subject
- Teacher's could not make the subject interesting
- Subject was not treated as compulsory
- panic for practical activities

Students of class nine and ten of the said schools asked what was the new topics should be included in curriculum and textbook of Geography that make the subject interesting and more acceptable. Their opinions were-

- New discovered of world should be included
- Description of neighboring countries should be included
- Wonders of the world should be included
- Color photograph of relevant topics should be included
- Environment related topics should be included
- Recent natural calamities of world should be included
- Enhance the political Geography chapters
- Description of all branches of Geography should be added
- Description of all continents should be introduced

Successful teacher's used teaching methods and techniques in their teaching-learning process. Before taking up the discussion of various methods and techniques of teaching of Geography it would be better to know about the maxims of the teaching of Geography because to be successful in teaching Geography teacher should follow some maxims. According to Gopsil (1994) these maxims were-

- 1) Proceed from simple to complex
- 2) Proceed from known to unknown
- 3) Proceed from concrete to abstract
- 4) Proceed from whole to part
- 5) Proceed from definite to indefinite
- 6) Proceed from particular to general

7) Proceed from psychological to scientific.

There were a number of methods applied in Geography teaching. Therefore, a good teacher should try to imbibe the good qualities of all methods instead of depending on one method. It was said that the best method of a teacher was his own individualized and personalized method which was the result of his long experience in teaching.

But Actual situation was far from the mentioned theory. The researcher has been visited 20 schools and observed 10 classes of Geography teachers with an evaluation sheet.

None of the teachers used a lesson plan. They did not know ho to use methods of Geography. They did not have any plan, and they did not know the techniques how to make the class fruitful. They only used *chalk and talk* method. The researcher was astonished to see that they did not brought any teaching materials into the class, just they collected book from the students, read out the topics and tried to explain it.

For using teaching methods, Bhuian (2006) revealed that-

- Modern strategies seldom used for teaching
- Still knowledge based teaching at all levels
- Enquire based curriculum was never implemented
- Theory rather little scope of practical at all levels
- No creativity and develop any skill at the classroom

- Teacher centered classroom
- Teaching-learning is monotonous
- Only lecture method
- Force for memorization
- Students are passive learner.

There were some modern methods like- participatory method, inclusive method, constructivism method, post box method were very effective in Geography teaching, and teachers could create teaching friendly environment by using one or more of them.

Physical Facilities of Geography

Experts of pedagogy suggested that teaching aids should be used to supplement to the process of teaching. Most of the teaching aids were sensory aids and their function was to make teaching concrete, interesting, and effective. Various types of teaching aids such as optical instruments, models, charts, atlas etc. are used in teaching Geography. All things were important for Geography teachers because they could make their lessons more illustrative and helpful by using one or more of these teaching aids. Lack of teaching aids, Geography lessons becomes uninteresting and ineffective.

A Geography laboratory/separate room for Geography or museum ought to be a valuable part of Geography department at the school. In

Geography laboratory there should be a collection of pieces of rocks, woods and such other real materials that were related to the subject matter of Geography. There may also be collection of charts, maps, designs, and models various types of animal that were found in different Geographical conditions.

Individual Geography classroom or laboratory is essential for Geography education. But the present study shown, only 10 % of schools have separate Geography classroom and 90% schools did not have separate classroom mentioned by the head teachers and Geography teachers of the visited schools (Table-14).

The success or failure of Geography course mainly depended on its the teachers. Teachers occupied a very important role In teaching of Geography with proper teaching aids. A prominent geographer James Fairgrive said-*It is probably true to say that, 99% of Geography can be put on a map.* In this study, the researcher found that, 45% of the schools did not have any teaching aids.

Table-14

Separate Geography Room and Teaching aids

Opinion	Yes	Percentage (N=20)	No	Percentage (%)
Separate Geography room	02	10	18	90
Teaching Aids	11	55	09	45

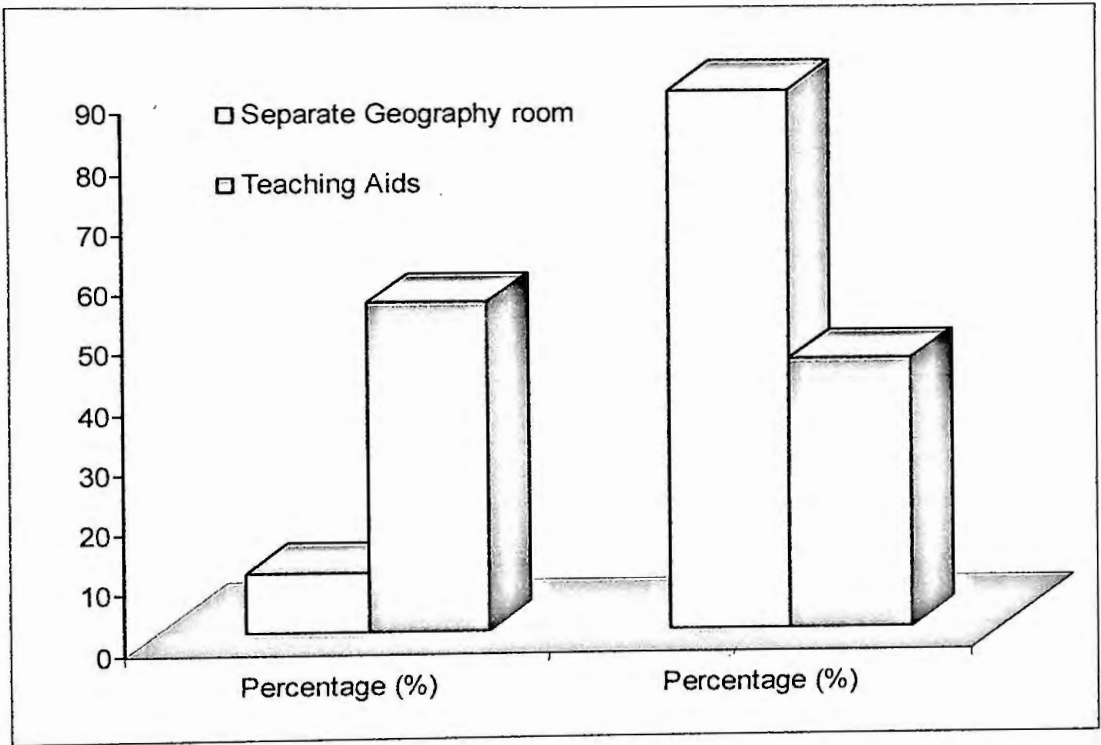


Fig.6 : Separate Geography Room and Teaching

Physical facilities played vital role in accelerating teaching and learning at schools. Therefore, the researcher has brought the physical facilities of the schools under critical observation. Physical facilities included

location of the schools, number of classrooms, furniture, black/white boards and markers, teaching aids, teaching-learning resources (cassette player, radio, television, OHP, books, journals, newspaper, posters, maps, cartoons etc), library facilities, computers, and cleanliness of the schools as well as students, audio-visual facilities, Geography club, and recreation club.

Most of the schools did not have enough rooms for teaching and other purposes. Environment of the visited school were not good. Garbage's, papers, used plotline and boxes, and rotten things were found in and out of the school compound. Bad smells it that hampered school education activities. Though most of the schools have large playgrounds but they did not have boundary walls. Floors and benches of the said schools were very nasty by used papers, cover of nuts, sands, and used ball pen. The students said that classrooms were cleaned once a week. There was no basket found inside or outside the classroom to put on the wastages. Teachers and students seem to be unaware of the nasty environment inside the classrooms.

Practical Geography was the part and parcel of Geography education. Without practical knowledge, Geography education was incomplete.. But in class routine there were no classes for practical Geography. Actually, in curriculum report-1995, no number was allotted for practical purposes.

Thus practical tasks of Geography were severely neglected, and students were deprived from acquiring practical knowledge of Geography. Indeed, teachers of Geography were not interested to conduct the practical classes. Table below shows the real pictures of practical Geography.

Table-15

Teachers Comments on Practical Classes

Questions	Yes	Percentage (%)	No	Percentage (%)
Do you take practical classes? (GTs)	04	20	16	80
Do you have practical classes in class routine? (HTs)	06	30	14	70

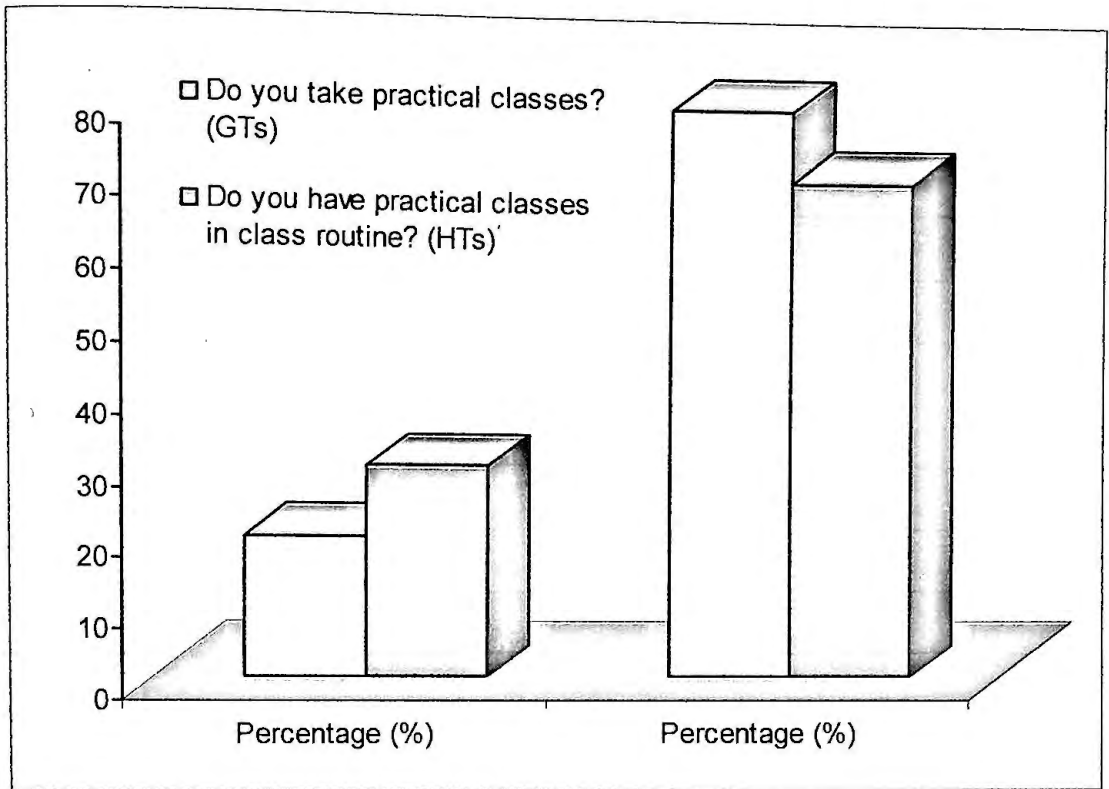


Fig.7 : Teachers Comments on Practical Classes

The above table shown opinions of GTs and HTs differed a little. According to head teachers, 30% schools have practical class in routine but 20% GTs conducted it, and the common scenario was most of the schools (70%) did not have practical class in routine and 80% of GTs did not conduct it due to routine and others unmentioned reasons. In the other hand, 90 % (N=200) of the students said that they did not have practical classes.

Prospects of the Subject

'In British period, Pakistan period and a certain period of Bangladesh Geography was a compulsory subject' (Bhuyan, 2008). Stockholders of secondary level (HTs, ATs and Ss) strongly recommended that Geography must be a compulsory subject. Their recommendation denoted that prospect of the subject was bright because they were the key persons whose desire should be reflected in the curriculum, and the decision makers should respect their opinion.

Do you think Geography be a compulsory subject at secondary level and why? Headmasters were asked the question, and all of them said that Geography should be a compulsory subject at secondary level in Bangladesh and answered for *why* their opinion shown below:

- The subject will be very important
- Increase of interest students and help to acquire more knowledge
- All students able to gather Geographical knowledge
- Geography solves economical problems
- It give concepts to save animals lives
- To know the geology of the earth
- To know the world environment
- To know the lands and the water bodies of the earth

- To know the mineral resources and its location
- Without Geographical knowledge others subject knowledge will not be completed
- For genuine knowledge, Geographical knowledge is essential
- Grow student's attention on learning if the subject to be compulsory
- If it would be compulsory then students able to know physical and mathematical Geography
- It helps all student if it would be compulsory
- Students know about resources management of the world.

Same question were asked to the Geography teacher, all (100%) of them said that Geography must be a compulsory subject and for *why* teacher's were mentioned that-

- education not be completed without Geographical knowledge
- It increased citizen's awareness on wealth
- It helps the students for next stage Geography education
- Students will give more emphasis if the subject would be compulsory
- For facing the challenges of life Geography must be a compulsory subject at secondary level.

Headmaster was the key person to run a school effectively, and he could play a positive role to develop the subject as well as develop the teacher's skills in teaching different subjects. His attitudes toward the subject were significant. The study results discovered that stakeholders related to the subject were very much hopeful for the subject, and they expect the subject will be compulsory at secondary level in future, and through study the subject students will build up themselves as an ideal citizen.

Head teachers and Geography teachers were requested to give suggestions how secondary Geography can be developed. They have given their opinion for prospects/development of the subjects exposed below-

- Geography should be a compulsory subject at secondary level.
- Curriculum and syllabus should be international standard
- To appoint subject- based teacher
- To arrange training for Geography teachers
- Teaching aids and materials supply by government to the secondary schools
- To arrange excursion in country and aboard
- To establish a separate Geography room
- To develop cordial relationship between teachers and students.
- To arrange conversation sessions with teachers

- To make lessons more interesting and effective.
- To request NCTB select the as compulsory one.



Chapter – Six

Summary, Findings, and Recommendations

Chapter Six

Summary, Findings, and Recommendations

Summary

This was the concluding chapter of the Ph.D thesis on *Challenges and Prospects of Geography Teaching at Secondary Level: A Case Study on Rangpur District*. In this chapter, the researcher has summed up the whole thesis, stated the findings of the study, and suggested some measures to be taken by the concerned authority as well as by schools. There were some hints for future researchers who wish to may work in this field.

The idea of the present study originated from the researcher's experiences in different training sessions with the secondary school Geography teachers throughout the country. As a teacher educator (trainer), the researcher has had the opportunity to conduct sessions on teaching methods and techniques, and teachers from different districts (Dhaka, Barisal, Brahmon Baria, Comilla, Feni, Noakhali, Laxmipur, Bhola, Pabna, Nilphamari, Dinajpur, Gaibandha, Gazipur, Chapai Nawabgonj, Rajshahi, Rangpur ,Kurigram, Lalmonirhat, Panchaghor, Joypurhat, Sirajgong, and Takorgha) were attended. In the training sessions, it was

revealed to the researcher that Geography teachers were facing problems in teaching the Geography books of class ix-x. Teachers have a lot of complain about the textbooks and teaching Geography itself. So the researcher has considered it to be a good topic for conducting research to know the challenges and prospects of teaching Geography, methods and curriculums at the secondary level of education in Bangladesh.

At the beginning of the last decade of the last century, government of Bangladesh put emphasis on teaching and learning at secondary level. Geography teachers were trained with social science group in 1988. A very small number of teachers have been trained but they were not motivated to teach Geography following the proper methods. So they stick to teaching Geography in the traditional way as they were doing previously. As a result, learners were not acquired real Geography knowledge from their learning.

In the first chapter of the thesis, the researcher has stated the topic and spelt out the objectives. Objectives were set to study the present challenges and prospects of teaching Geography at the secondary level of education in Bangladesh. The researcher has taken textbooks, teachers' guides, tests (question papers), mode of teaching, classroom behavior of teachers and students, attitude of teachers and students towards Geography, and assessment system under his study. Literature review,

conceptual framework of the study, importance of Geography education included in this chapter.

Methodology of the present study described in the second chapter. Third and fourth chapters of the thesis were deals with the background of Geography education in Bangladesh. This chapter also discuss about Geography education in secondary level, Geography teaching-learning materials and aids and working atmosphere of the schools. Chapter four focused on the problems of Geography teachers. This chapter emphasized on the quality and qualification of Geography teachers, training of teachers and status of the subject. Present Geography curriculum discussed on the chapter four. Physical facilities and uses of Geography lesson plans were also cited in this chapter.

The study revealed that the status of Geography at the secondary level I Bangladesh was not satisfactory. Most of the schools did not have selected Geography teachers, teachers did not have training on the subject, due to lack of training teachers were fail to make interest the content to the student. After that most of the Geography class placed after tiffin and some times it did not conducted. Thus the subject lost its importance and acceptance though the student like it very much.

Major challenges of the subject identified by the respondents as: lack of separate room, training of the teachers, teaching aids, subject based teachers, less interest of backward learners, Difficult to get by heart the subject matter, and indistinct pictures in the book. Another vital challenge of the subject was that it was not compulsory for all students. Only the students of humanities group have opportunity to study Geography, and rests could study it with social science and general science.

According to respondent's curriculum of Geography could not satisfy them. They mentioned that curriculum were not satisfactory, sufficient pictures need with every discussion of contents, definition and explanation varies in different edition, pictures and diagrams should be colored, new topics should be added, topics of Mathematical Geography should be distinct, need of Geography education should be focused with more importance, more discussion should need on population of Bangladesh, and current/latest data should be incorporated in textbook.

Physical facilities of the schools were poor. They did not have enough rooms as they need and there was no separate Geography classroom, they very few number of teaching aids and they seldom used it.

Stakeholders of the surveyed school were very hopeful about the prospect of the subject. They gave their wise and thoughtful opinion regarding this

purpose as: Geography should be a compulsory subject at secondary level. Curriculum and syllabus should be international standard, to appoint subject- based teacher, to arrange training for Geography teachers, teaching aids and materials supply by government to the secondary schools, to arrange excursion in country and abroad, to establish a separate Geography room, to develop cordial relationship between teachers and students. to arrange conversation sessions with teachers, to make lessons more interesting and effective, and to request NCTB select the as compulsory one.

Findings

The researcher has identified many challenges and prospects that should be addressed in order to harvest a good crop of teaching Geography in Bangladesh. The following were the main findings of the study which covered all other minor findings.

- ▶▶ The subject Geography did not have qualified, well-trained, devoted and highly motivated teachers. 25% of the Geography teachers have got degree/diploma on pedagogy. And only 5% of them are trained on the methods and techniques of teaching Geography.
- ▶▶ Teachers were not familiar with modern teaching methods and techniques of teaching Geography. Moreover most of them were

- unwilling to learn that methods. Some teachers were trained on Geography or CPD but they did not use them in the class teaching.
- ▶▶ Most of the teachers did not use of teaching aids and materials. They did not have interest to prepare or collect teaching aids. Even school authorities have no awareness to buy teaching aids and did not encourage teachers to use them.
 - ▶▶ Teachers of the subject faced many problems due to hard contents, indistinct pictures, and insufficient knowledge of the subject.
 - ▶▶ Most of them (67% Ss and 85% GTs) were satisfied with present curriculum.
 - ▶▶ Head teachers, Geography teachers and students mentioned new topics should be incorporated in curriculum and all data should be latest.
 - ▶▶ Most of the schools (90%) did not have separate classroom that hampered practical classes as well as Geography education.
 - ▶▶ GTs and Ss preferred theoretical discussion in the classrooms. Only 20% of the Geography teachers have done practical classes. Teachers and students were not interested in practical classes.
 - ▶▶ Heat teachers, Geography teachers and students were very much positive to the subject as well they like it.
 - ▶▶ Stakeholders of the subject recommended that Geography should be a compulsory subject at the secondary level in Bangladesh.

Recommendations

- Government should declare Geography as a compulsory at secondary level as soon as possible.
- To appoint Geography teachers with Geography background and arrange subject based training for them.
- Quality paper should be used to print textbooks and the pictures in the books should be colorful. Up-to-date data and information should be added in books and it must be authentic.
- Government should supply Geography teaching aids (maps, globe atlas, compass, pole, chain, charts, pictures, audio-video materials.) to the secondary schools as soon as possible to create effective teaching-learning.
- Government should take a plan to construct an individual Geography classroom in the secondary schools and decorated it by the modern Geography equipments and teaching aids.
- The researcher recommend that massive program needs to be taken to train up and motivate all the Geography teachers as well as the head teachers and the assistant head teachers at secondary level in Bangladesh. In this regard the government can involve BNGA (Bangladesh National Geographical Association) or Departments of Geography of the Public Universities or the relevant authorities

entrusting them with more responsibility of providing training and supervising the post-training-teaching at the schools. Teachers' Training College Geography teachers and other Geography teachers having local/foreign training on TOT (Training of Trainers) or CPD or Customized Program can be set up for this purpose.

- It needs to create Geography teaching-learning friendly environment in school premises. Therefore, school teachers with directions and assistance from higher authority can organize short motivational training program with the students and teachers of other subjects for professional understanding.
- Building accountability among the teachers is needed. There should be introducing an accountability system in learning purpose that developed Geography education.
- Teachers will have to devise their own tests that cover the theoretical and practical skills. They can allocate some marks for practical in school examinations. They can test the practical skill of all the students of a class together by involving them in groups.

The theoretical knowledge skill can be tested in groups of 5 – 10 in a viva voce examination. Teachers can ask students to talk on a specific Geographical area and its location (Geographical and political),

landforms, climates, agriculture, economic activities, remarkable place, local culture and so on. Some photographs can be used to initiate speaking. Students can describe a picture (like map reading) and discuss it among themselves. And government should incorporate practical tests into SSC examinations as soon as possible.

- Peer observations and Reflective Practices should introduce for continuous development of the teachers.

Scope of Further Research

The researcher has conducted research on challenges and prospects of teaching Geography at the secondary level of education in Bangladesh. This is a Ph.D level research; the researcher did not have scope to cover all the areas of teaching Geography in Bangladesh. Other researchers can choose to conduct research on the following aspects of teaching-learning Geography:

- a) Need Assessment of Geography for Secondary Level Learners:
A Study
- b) Geography Education in Bangladesh: A Comparative Study of
Present and Past.
- c) Geography Education in Teachers' Training Colleges in
Bangladesh: A Study

The researcher started this research with a view to studying the challenges and prospect of Geography curriculum and teaching Geography at the secondary level of education in Rangpur district in Bangladesh. To investigate that, the researcher has studied the classroom practices, teachers' use of teaching materials and teaching aids, TGs, qualification and training of GTs, Geography practical classes, dedication and motivation of teachers and students, all of their attitudes, assessment system and so on.

In a learner-centered class students are supposed to come with their own problems to get solved and they are supposed to be more active than the teachers. But in reality, teachers are still practice traditional methods. Curriculum of Geography is backdated and latest topics are not incorporated there. Assessment system is faulty and above all teachers are not properly trained or not at all trained.

The researcher has identified the challenges of Geography teaching and suggested possible remedial measures here in this chapter. The experiences of the researcher say that the challenges identified here are more or less similar all over Bangladesh. The researcher would like to conclude here by saying that the concerned authority would take immediate measures to get rid of the problems of Geography teachers and

curriculum of the secondary level in Bangladesh and help to develop a prosperous nation with Geographical knowledge.

Conclusion

Secondary level is very important in the education system of Bangladesh. Many subjects taught at this level. Geography was one of the major subjects that were compulsory for humanities group. Hard content, non subject based teacher, lack of teacher training, unavailability of teaching aids make the subject uninteresting. They who were teaching the subject did not have enough knowledge in this field. Practical classes were seldom conducted. Most of the schools did not have individual room for Geography that hampered teaching-learning activities. All schools have a minimum number of teaching aids and teacher used them occasionally. Stakeholders were not conscious about Geography the subject has a great demand in Bangladesh. Though the disadvantages, Students, Geography teachers, and student have positive attitudes and recommended subject should be compulsory for all students. They also suggested that some new topics should be put on the subject that enhanced its quality and acceptability.

Bibliography

- Abedin, M. Zainul. 2005. *A Hand Book of Research*. Dhaka: Book Syndicate.
- Ahuja, Ram. 2002. *Research methods*. New Delhi: Nice Printing Press.
- Aydin, Fatih. 2011. Secondary School Students Opinion About Geography Course: A qualitative Study. Department of Geography, Karabuk University, Turkey
- Banglapedia. 2007. *CD Edition*. Dhaka: Asiatic Society of Bangladesh.
- Barnard, H.C. 1993. *Principles and Practice of Geography Teaching*. University Tutorial Press.
- Best, J. 1977. *Research in Education*. New Jersey: Prentice Hall Inc.
- Bednarz, Sarah. Geography Education Research in the Journal of Geography 1988-1997.TX, USA.
- Bednarz, Sarah Witham and Others.1994. *Geography for Life: National Geography Standards* .Department of Education: Washington DC
- Bednarz, Sarah Witham.2004. US World Geography Textbooks: Their Role in Education Reform. *International Research in Geographical and Environmental Education*, Vol. 13, No.3
- Bhuiyan, Sultan Mahmud. 2006. *Development of Geography Curriculum from Primary to Graduate Levels in Bangladesh: An Analytical Discourse on Historical Trend* (An unpublished Ph.D thesis, JU). Dhaka:
- Das, Sree Anil Kumar. 1977. *Methods of Teaching Geography*. Kolkata: Soma Book Agency
- Gpsil, G.H. 1994. *Teaching of Geography*. India: Macmillan India Ltd.

- Greer, Germain. 1987. *Teaching Geography*. London: Macmillan, London
- Haque, S.M. Enamul. 1978. *Teaching Geography at School*. Rajshahi.
- Harry Tolley and Frank Molyneux. 1988 *Teaching Geography (A teaching skills workbook)*. India: Macmillan Education Ltd.
- Islam, Md. Nazrul. 1996. *Physical Geography*. Dhaka: Bangla Academy
- Kalam, Abul (ed). 2004. *Bangladesh in the New Millennium: A University of Dhaka Study*. Dhaka: The University Press Limited.
- Kendall, John S, Richardson Amy T., Ryan Susan E.2005. *Sequence Benchmarks for Geography and History*. USA: McREL
- Khaleque, Dr.A ,and others. 2005. *Samajik Bijbane Gabeshana Paddahati*. Dhaka. Hassan Book House.
- Khan, Dr. Md Abdul Awal. 1994. *Adunik Sikkay Vhugular Shoreup*. Dhaka:Bangla Academy.
- Macnee, E.A. 1956. *Teaching of Geography*. London: Oxford University Press.
- Malek, Abdul, Begum, Moriom, Islam, Fakhrul and Shahbaz Riad, Sheikh. 2007. *Shikkha Bigyan O Bangladeshe Shikkha [Pedagogy and Education in Bangladesh]*. Dhaka: University Grants Commission.
- Malick, Sree Harsho .1978. *Methods and Organization of Teaching Geography*. Kolkata: Haraff Prokasoni
- Miller, Virginia. *New definition of Education Standards*: Education Reporters, No-185, June 2001
- Moore, W.G. 1964. *A dictionary of Geography*. London: Penguin Books.

- Morgan, John. 2001. Popular Culture and Geography Education: *International Research in Geographical and Environmental Education*, Vol. 10, No.3
- Nahid, Nurul Islam.2011. *Education System of Bangladesh Reformed, Quality Enhancement Process Being Reinforced*. Ministry of Education, The People's Republic of Bangladesh.
- NCTB. 1997. *Secondary Geography (Class ix-x)*. Dhaka: National Curriculum and Textbook Board.
- Pall, Aurun Sankor. 1987. *Methods of Teaching Geography*. Kolkata: Center Library
- Quadrat-e-Khuda Shikkha Commission Report*. 1974. Quadrat-e-Khuda, Chairman. 2nd ed.; Dhaka: Bangladesh College-University Teachers' Association, 1996.
- Rashid, Haroun Er.1977. *Geography of Bangladesh*. Dhaka: University Press Limited.
- Satter, Abdus. 1998. *Bangladesh-India Aavinnah Nadir Pani Sankot*. Dhaka: Bisho Sahitto Bhabon.
- School of Education, 1995. *Geography*. Gazipur: Bangladesh Open University.
- School of Education, 1995. *Methods of Teaching Geography*. Gazipur: Bangladesh Open University.
- School of Education, 1997. *Teaching Geography at Secondary School*. Gazipur: Bangladesh Open University.
- Shah, D.M. Feroz. 2005. *Teaching Geography*. Dhaka :Mita Traders.
- Siddiqui, Rahamat Ali. 2002. *Methods of Social Research: Theory and Practice*. Dhaka: Bangla Academy.

Stoltman, Joseph. P. *Geography Education for the Citizenship*: Washington DC: Office of the Educational Research and Improvement

Wise, I E. 1997. *Methods of Research in Education*. New Delhi: S.B.P. Publications Pvt Ltd.

Reports

Admission Record. 2003-04. Rangpur: Teachers Training College

Bangladesh Bureau of Educational Information and Statistics 2006. *Bangladesh Educational Statistics*. Dhaka: Ministry of Education

Education Watch 2005, The State of Secondary Education: Progress and Challenges, Campaign for Popular Education (CAMPE) Bangladesh.

EFA Global Education Report-2005: *Understanding Education*

Ministry of Education, “*Besorkari Shikkha Protisthan – Bidyaloy Somuho – ar Shikkhok O Karmocarider Beton Bhatadir Sorkari Ongsho Prodan Abong Janobal Somporkito Nitimala – 1995*” [Staffing Pattern for Private Educational Institutions – Schools - for Disbursing Government Portion of the Salary – 1995].

NCTB, *Shikkhakrom O Pathyosuchi Report 1995* [Curriculum and Syllabus Report 1995].

Report. 2003. *National Education Commission*. Dhaka: Ministry of Education

The Constitution of the Peoples Republic of Bangladesh. 1988. Dhaka

Appendix-1

(Questionnaires for Geography Teachers)

Challenges and Prospects of Geography Teaching at School Level: A

Case Study on Rangpur District.

(Ph.D Degree)

প্রশ্নমালা জরীপ

(ভূগোল শিক্ষক/সহকারী শিক্ষকদের জন্য)

ক-অংশ:উত্তরদাতার পরিচয়

- ১। নাম :
- ২। বিদ্যালয় :
- ৩। ডাকঘর : উপজেলাঃ জেলাঃ
- ৪। শিক্ষাগত যোগ্যতা :
- ৫। স্নাতক পর্যায়ে পাঠিত বিষয়সমূহঃ ক) খ) গ) ঘ) ঙ)
- ৬। বিদ্যালয়ে পাঠদানের বিষয়সমূহঃ

খ- অংশঃ বন্ধ প্রশ্নমালা

- ১। আপনি কি বিদ্যালয়ে ভূগোল বিষয়ে পাঠদান করেনঃ (ক) হ্যাঁ (খ) না
- ২। ভূগোল বিষয়টি আপনার কেমন লাগে? (ক) ভাল লাগে (খ) ভাল লাগে না
- ৩। ভূগোল বিষয়ে আপনার কি কোন প্রশিক্ষণ আছে? (ক) আছে (খ) নাই
- ৪। আপনি কি নিজের আশ্রমে ভূগোল পড়াচ্ছেন? না প্রশাসন বাধ্য করেছে
(ক) নিজের আশ্রমে (খ) প্রশাসন বাধ্য করেছে
- ৫। ভূগোল বিষয় পাঠদানের সময় আপনি কি উপকরণ ব্যবহার করেন?
(ক) করি (খ) করি না (গ) কখনও কখনও করি
- ৬। আপনি কি ব্যবহারিক ভূগোলের ক্লাস গ্রহণ করেন? (ক) হ্যাঁ (খ) না

- ৭। আপনার বিদ্যালয়ে আলাদা কোন ভূগোল কক্ষ রয়েছে কি? (ক) হ্যাঁ (খ) না
- ৮। কক্ষ থাকলে তাতে পর্যাপ্ত ভূগোল শিক্ষার উপকরণ আছে কি? (ক) আছে (খ) নাই
- ৯। উত্তর আছে হলে কি কি উপকরণ আছে?
- (ক) বই পুস্তক.....টি (খ) মানচিত্র.....টি (গ) গ্লোব.....টি (ঘ) অন্যান্য.....টি

গ-অংশঃ মুক্ত প্রশ্নমালা

- ১। আপনার মতে মাধ্যমিক স্তরে ভূগোলের সমস্যাবলী কি কি?
- ক)
- খ)
- গ)
- ঘ)
- ২। মাধ্যমিক স্তরে ভূগোলের যে বিষয়বস্তু আছে সে সম্পর্কে আপনার মন্তব্য কি?
- ক)
- খ)
- গ)
- ৩। স্নাতক পর্যায়ে ভূগোল না পড়াতে বিদ্যালয়ে ভূগোল পাঠদানে আপনি কি কি সমস্যার মুখোমুখি হচ্ছেন?
- ক)
- খ)
- গ)
- ৪। মাধ্যমিক পর্যায়ে ভূগোল পাঠদানে আপনি কি কি সমস্যার সম্মুখীন হচ্ছেন?
- ক)
- খ)
- গ)

৫। উক্ত সমস্যা সমাধানে আপনার পরামর্শ কি?

ক)

খ)

গ)

৬। মাধ্যমিক পর্যায়ে ভূগোলের বিষয়বস্তু শিক্ষার্থীরা বুঝতে পারেন কি?

ক)

খ)

গ)

৭। ভূগোল বিষয় পাঠদানে বিদ্যালয় কর্তৃপক্ষ আপনাকে সহযোগিতা করেন কি?

ক)

খ)

গ)

৮। মাধ্যমিক বিদ্যালয়ে ভূগোল একটি আবশ্যিক বিষয় করার প্রয়োজন আছে কি? মন্তব্য করুন।

ক)

খ)

গ)

৯। মাধ্যমিক পর্যায়ে ভূগোল বিষয়টি আবশ্যিক না করার কারণ সম্পর্কে আপনি কি মনে করেন?

ক)

খ)

গ)

১০। মাধ্যমিক স্তরে ভূগোলের মানোন্নয়নে আপনার সুচিন্তিত পরামর্শ দিন।

ক)

খ)

গ)

৪. বিদ্যালয়ের রুটিনে ব্যবহারিক ভূগোল জন্ম কন্মঘন্টা কি বরান্দ আছে?
ক. হাঁ খ. না
৫. আপনার বিদ্যালয়ে কন্ম আলাদা ভূগোল কন্ম রয়েছে কি?
ক. হাঁ খ. না
৬. আপনার বিদ্যালয়ে ভূগোল পর্যাণ্ড শিক্ষা উপকরণ রয়েছে কি? ক. হাঁ
খ. না
৭. মাধ্যমিক ভূগোল বিষয়বস্তু কি যথার্থ মনে করেন?
ক. হাঁ খ. না

গ-অংশ: মুক্ত প্রশ্নমালা

১. ভূগোল শিক্ষাদানে আপনার বিদ্যালয়ের সমস্যাবলী কি কি?
ক.
খ.
গ.
ঘ.
২. এসব সমস্যা সমাধানে আপনার করনীয় কি?
ক.
খ.
গ.
ঘ.
৩. ভূগোল বিষয়টি আবশ্যিক হওয়া প্রয়োজন হলে তা কেন?
ক.
খ.
গ.
ঘ.

৪. নবম-দশম শ্রেণীর ভূগোলের শিক্ষাক্রম সম্পর্কে আপনার মতামত দিন।

ক.

খ.

গ.

ঘ.

৫. মাধ্যমিক স্তরে ভূগোলের মানোন্নয়নে আপনার সুচিন্তিত মতামত দিন।

ক.

খ.

গ.

ঘ.

Appendix-3
(Questionnaires for Students)

**Challenges and Prospects of Geography Teaching at School Level: A
Case Study on Rangpur District.**

(Ph.D Degree)

প্রশ্নমালা জরীপ

(নবম-দশম শ্রেণীর শিক্ষার্থীদের জন্য)

ক-অংশ: উত্তরদাতার পরিচয়

১. নাম:
২. বিদ্যালয়ের নাম:
৩. ডাকঘর উপজেলা জেলা
৪. শ্রেণী রোলনং শাখা

খ-অংশ: বন্ধ প্রশ্নমালা (পছন্দের উত্তরে $\sqrt{\quad}$ দাও।)

১. ভূগোল বিষয়টি পড়তে তোমার কেমন লাগে?
ক. ভাল খ. ভাল না গ. মোটামুটি
২. শিক্ষক কি পাঠে তোমাদের আনন্দ দিতে পারেন?
ক. পারেন খ. পারেন না
৩. পাঠদানে তিনি কি শিক্ষা উপকরণ ব্যবহার করেন?
ক. হ্যাঁ খ. না
৪. ভূগোল বিষয়ে তোমাদের ব্যবহারিক ক্লাস হয় কি?
ক. হ্যাঁ খ. না
৫. ভূগোলে যে সব বিষয়বস্তু আছে তা কি যথার্থ বলে মনে করো?
ক. হ্যাঁ খ. না

গ-অংশ: মুক্ত প্রশ্নমালা

১. ভূগোল বিষয়টিকে আনন্দদায়ক করার জন্য কি করা প্রয়োজন বলে মনে করো?

ক.

খ.

গ.

ঘ.

২. ভূগোলে আর নতুন কি বিষয়বস্তু যোগ করা দরকার বলে মনে করো?

ক.

খ.

গ.

ঘ.

Appendix-4 (Observation Checklist)

Teaching Geography at School Level: Present Situation in Bangladesh
A Study on Rangpur District
(M. Phil Degree)

পাঠ মূল্যায়ন শীট

শ্রেণী শিক্ষকদের জন্য

উপাদান	পাঠ/মূল্যায়ন	শিক্ষকের নাম.....শ্রেণী.....		
		পাঠের বিষয়.....		তারিখ.....সময়
১.০ পরিকল্পনা, প্রস্তুতি ও সংগঠন		ভাগ (১)	সম্ভোষণক (২)	সম্ভোষণক নয় (৩)
১.১ পাঠ পরিকল্পনা				
১.২ শিক্ষকের প্রস্তুতি				
১.৩ শিক্ষার্থীদের প্রস্তুতি				
১.৪ শ্রেণীকক্ষের সংগঠন ও প্রস্তুতি				
১.৫ বিষয়গত জ্ঞান				
২.০ শ্রেণীকক্ষ ব্যবস্থাপনা				
২.১ শ্রেণীকক্ষে প্রবেশ ও পাঠারম্ভ				
২.২ শ্রেণীর নিয়ম				
২.৩ পাঠ পরিবর্তন				
২.৪ পাঠের অবিরাম চলমানতা				
২.৫ উপসংহার ও শ্রেণীকক্ষ ত্যাগ				
৩.০ শিক্ষকের দক্ষতা				
৩.১ নির্দেশনা				
৩.২ তত্ত্বের ব্যাখ্যাকরণ				
৩.৩ ব্যাখ্যাকরণ				
৩.৪ প্রদর্শন				
৩.৫ প্রশ্নকরণ				
৩.৬ শ্রবন-দর্শন উপকরণের ব্যবহার				
৩.৭ সংগঠন ও তত্ত্বাবধান				
৪.০ শিক্ষণ কার্যক্রম				
৪.১ শোনা ও প্রতি উত্তর				
৪.২ পড়া				
৪.৩ লেখা				
৪.৪ চিত্রাংকন				
৪.৫ সিদ্ধান্ত গ্রহণ				
৫.০ মূল্যায়ন				
৫.১ নম্বর প্রদান				
৫.২ ছাত্রদের ফিডব্যাক				
৫.৩ পেশাগত আলোচনা				
৫.৪ পূর্ববর্তী পাঠের লিখিত মূল্যায়ন				
সারসংক্ষেপ ও সুপারিশ				

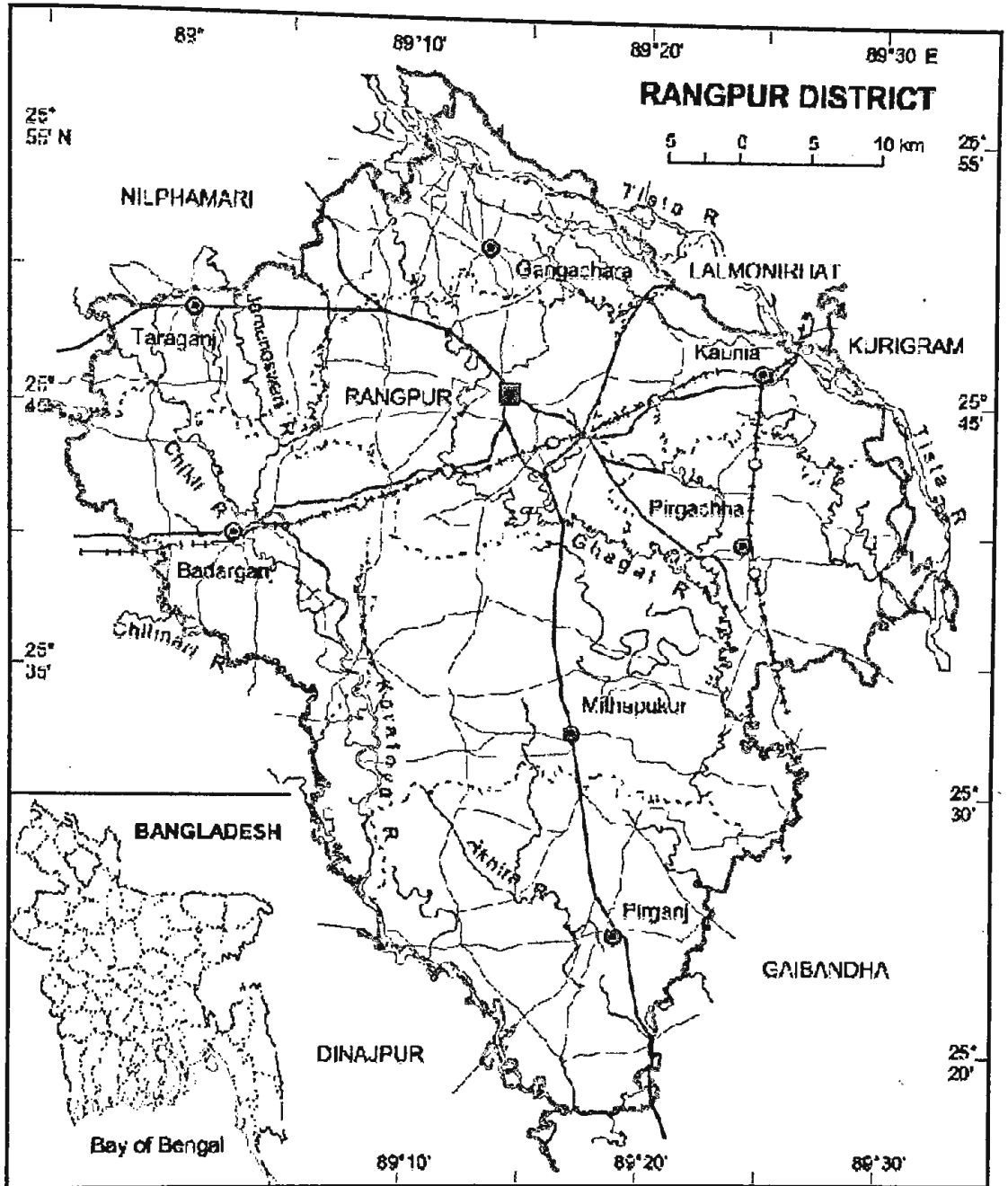
গবেষক/পরিদর্শকের স্বাক্ষর

Appendix-5

(List of the name of visited schools)

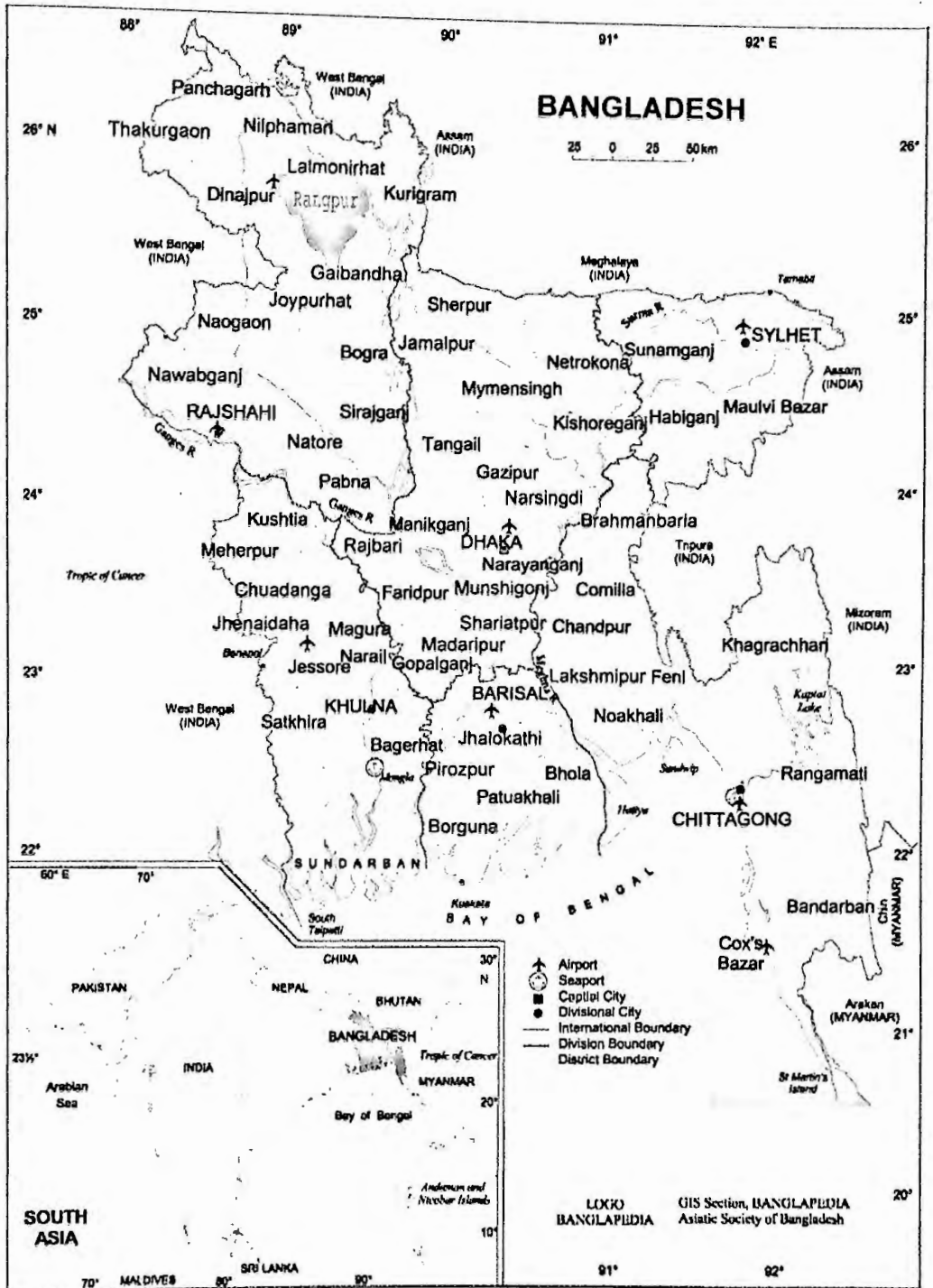
Sl No.	Name of the Schools	Address
1.	Rangpur High School	Sader ,Rangpur
2.	Uttam High School	Sader ,Rangpur
3.	Monohar High School	Sader ,Rangpur
4.	Jaforgong High School	Sader ,Rangpur
5.	Residential Model High School	Sader ,Rangpur
6.	Mithapukur High School	Mithapukur,Rangpur
7.	Shotibari High School	Mithapukur,Rangpur
8.	Al-Faruk High School	Mithapukur,Rangpur
9.	Nanker High School,	Nanker,Mithapukur,Rangpur
10.	Nanker Girls High School	Nanker,Mithapukur,Rangpur
11.	Gongachara High School	Gongachara,Rangpur
12.	Kolkondh M.A.M. High School	Gongachara,Rangpur
13.	Kolkondh A Samad High School	Gongachara,Rangpur
14.	Hazi Delwar Hossain Girls High School	Gongachara,Rangpur
15.	Borobil High School	Gongachara,Rangpur
16.	Kawnia Mofazzel Hossain High School	Kawnia,Rangpur
17.	Dormodasha Mohesha High School	Kawnia,Rangpur
18.	Holdibari High School	Kawnia,Rangpur
19.	Kawnia Girls High School	Kawnia,Rangpur
20.	Mirbugh Girls High School	Kawnia,Rangpur

Appendix-6 (Map of working area)



Source: Banglapedia, CD Edition, February 2007, Asiatic Society of Bangladesh

Appendix-7 (Map of working area)



Source: Banglapedia, CD Edition, February 2007, Asiatic Society of Bangladesh