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PROBLEMS OF TEACHING GEOGRAPHY AT SECONDARY LEVEL IN BANGLADESH: A STUDY ON BAGMARA UPAZILA UNDER THE DISTRICT OF RAJSHAHI

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Abstract: The research is conducted on Bagmara Upazila of Rajshahi district with a view to evaluating the overall condition of geography education at the secondary level. 10 secondary schools are randomly selected as sampling among the 53 secondary schools of Bagmara Upazila of Rajshahi district. To facilitate the research studies two sets of questionnaires were introduced to the respondents to collect related information and statistics. The respondents are 20 geography teacher and 100 students of class ix and class x. Curriculum of geography is faulty in many ways, so students did not enjoy the subject. Most of the geography teachers of the study are remarked that curriculum of geography is not suitable. According to the respondents 55% teachers having B. Ed training, 40% schools did not have teaching aids facilities, 80% schools did not have tradition of taking extra class for the weaker students, 65% teachers of the study area did not arrive at school in time, 40% teachers leave schools before the schedule time of the school, 30% schools teacher do not use lesson plan strictly in the school, 85% teacher do not take practical class on geography subjects and 38% students of class nine and 62% students of class ten of the study area were threatened by their geography class teachers. As a result the problems of teaching geography are decreasing day by day at the secondary level in the study area of Bangladesh.

Introduction

Education is the fundamental right of man. No man and nation can develop without education. The rate of literacy of Bangladesh has not reached the expected level still. But the literary rate of many developed countries of the world is cent percent. Even the literacy rate of Sri Lanka is more than Bangladesh. Research is a mechanism and techniques through we acquire knowledge. Our modern civilization is the result of continuous research around the world. The present research deals with hindrances and prospects of present socio-economic situation of different types of secondary schools, its teachers, students, administration and its impact on teaching-learning activities and also student's academic achievement. The Constitution of the Peoples Republic of Bangladesh mentioned that, the state should adopt effective measures for the purpose of 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.¹ Secondary level is very important in the education system of Bangladesh. Secondary education is the terminal education of many of the students. A huge number of students leave school before SSC examination and enter into different vocations. Internal efficiency rates at the Secondary Level (grade 6-10) in school are very significant. In 2009 completion rate was 20.98%, dropout rate was 40.45%.² Geography is one of the important subjects taught at the secondary level in the govt. and non-government schools approved by the National Curriculum and Text Book Board (NCTB). Before 1996, Geography was a compulsory subject in 9th -10th class. But from 1997, the subject is treated as an optional one. The situation is same as before. Students fail to understand the subject because of lack of experiences and trained geography teachers. As a result, students are being deprived from learning a realistic, interesting and helpful subject. For building up a developed and prosperous nation, we have to develop our education system and improve the teaching-learning condition of the secondary schools. In this situation, it needs to conduct a research to know the real situation of Geography education in Bangladesh at secondary level.

Theoretical Framework

Geography offers most hopeful line of work for a better understanding between the peoples of the world. It is a realistic science dependent informative centered subject. Geography inquires five fundamental questions-What, Where, Why, When and how. Through the questions, we can guess easily what is happening in world and where, when, why and also how. So, learning geography is very important of each person.

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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.³

More than fifty years have passed but the objectives are not implemented in geography education at secondary level in Bangladesh.

Concept of Standard of Education

Standard means a level of quality or something used as a measure in order to make comparisons. It is very difficult to measure the standard of education. Standard is a relative term. There is no norm or established slandered form with which we can compare the present secondary education and then we can make comments if the present secondary geography is standard or not. We can measure the standard of geography education by students' classroom performance, home task and assignment done by them, their rapid responses, internal examination results and finally Secondary School Certificate results. Standard also can measure the use of knowledge of the subject in practical circumstances. It is also compared with the same level of students of same disciplines of the neighboring countries. In this study, the researcher observed a number of Geography classes conducted by GTs where response of the Ss was very fine. They have keen interest Geography but the GTs failed to meet their actual needs.

Importance of Geography Education

There are some core subjects taught in the different levels of educational systems all over the world. In Bangladesh, Geography was a core subject in primary to higher secondary level. They, who taught the subject, were very much resourceful and gather knowledge about the country and the world, and relevant geographical knowledge was in their mind. But presently, most of the people even the students do not know the districts name and locations. They can not explain different types of climates, soils, location of mineral resources of the country and why those resources are located there. Climate change is a burning question of the world. A geographer or geography student knows better than

others about the matter and can play a good role from his sides. Considering all, a person has to study geography at the elementary stage of his life and then he can serve the nation properly and he/she will be a good citizen of the country.

Rationale of the Study

Education is incomplete without geographical knowledge. Enrolment Rate at Secondary Level in school is also important. In 2007 secondary age population (11-15 years) was 17341882 and enrolment (class 6-9) was 7398552.⁴ Gross enrolment rate was 42.66%. So drop out rate of this stage is very high. It is universally believed that education is the prerequisite of all sorts of development. Without ensuring quality and standard secondary education for our children, it would be very difficult for us to face the challenges of Millennium Development Goals. 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.⁵ But the subject and subject related teachers are neglected in various ways. Geography is a popular subject. The study of Geography develops in the pupils the power of observation, imagination, thinking and reasoning. Teachers and the students choose the subject till today. We can justify the statement by the example stated below: In B.Ed course, students are very interested to choose geography as an optional subject in all Teachers' Training College (Govt. TTCs, Non Govt. TTCs, and Private Universities etc.) In 2007-08 seasons 614 students admitted in Rajshahi Teachers Training College. Among them, 166 students (27%) chose Geography as an optional subject. In the other hand, Mathematics is chosen by 135 students (21%), Physics 80 students (13%) and Chemistry 54 students (8.70%).⁶ 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.⁷ 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.'⁸ National Curriculum and Textbook Board Published their curriculum and syllabus report in 1995. First part of the report (junior secondary level) geography content is considered with general science and social science. Second part of the report (Secondary

level) geography is treated as a compulsory subject for class nine and ten.⁹ To know the textbook of Social Science and General Science from class six to eight published by national curriculum and text board, 2003. In the mentioned subjects Geography curriculum is listed below.

Subject: Social Science

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

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

Subject: General Science

- A. Class Six
Total Chapter – 19
Geography related content chapter – 1
Chapter Fourteen – Earth Surface
- B. Class Seven
Total Chapter – 24
Geography related content chapter – 3
Chapter Sixteen – Earth Crust and rock
Chapter Seventeen – Sea and Ocean
Chapter Eighteen – Weather and Climate
- C. Class Eight
Total Chapter – 26
Geography related content chapter – 1

Chapter Twenty-four-Rotation of the Earth: Time and Change of Season.

In General Science, Geography Curriculum is highly neglected than social science.

There is a separate geography subject at Class IX-X compulsory for humanities groups. Curriculum of the Subject is somehow balance. In regional geography, South Asia is absent. Above all documents it shows that, Geography curriculum of secondary level is very weak. In any competitive examination, a number of questions are based on geographical knowledge. Now a day, Global Warming, Green House Effect are a worldwide problem. A geographer has vast knowledge in this concern. 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 which prove useful in the pupils future career, but many of which would doubtless soon be forgotten. The realization that geography is 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.¹⁰ With the development of the subject matter and knowledge of Geography various methods have evolved and are used for teaching of geography.

In present situation (2009), only 53.53% school teachers are trained. Lack of professional training the do not know how to teach geography properly.¹¹ So teaching- learning process of geography at secondary level is very poor. There is no separate post for geography teachers in secondary schools (govt. and non govt. both). General teacher teaches geography. Preparing to teach geography a teacher may follow the POME Mode.¹² But the teacher of geography doesn't follow the modern methods and techniques of teaching Geography into their classes. They use no geographical teaching aids. 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. Theses 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.¹³ But the real situation says the competency of the teachers of using teaching methods and the appropriateness of the teaching materials – all are called in a question. This study aims at exploring the said problems in this area of study. The world's wonderful place; how can geography teachers make it so boring?¹⁴ Geography is a very important subject. No knowledge and education is complete without geographical concepts. Everyday we need

geography related knowledge. Current open market economy, global warming and others, we have to know the location of the countries of the world and its environment. So we wish to learn geography. Bangladesh Open University (BOU), Dhaka International University and some other Universities taught geography at their teacher's training programmed (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-1.¹⁵ Some research works have been conducted on some areas of Geography education in Bangladesh. An M.Ed degree was conferred on Mrs. Obeyeda Saad (1962) by the Institute of Educational Research, University of Dhaka for her thesis on *A Qualitative analysis and Evaluation of the Changes in Geography Textbooks in the Ninth and Tenth Grade of secondary high school of East Pakistan*. She worked only curriculum of Geography. The University of Boroda awarded Dr. Md. Abdul Awal Khan a Ph. D degree, India for this research on *A study of teaching Geography at secondary school level in Bangladesh*. His field of research was teaching geography only. Some other researchers are working for M.Ed, Ph.D degrees on different areas of Geography. NO research works have yet been conducted on *Problems of Teaching Geography at Secondary Level in Bangladesh: A Study on Bagmara Upazila under the District of Rajshahi*. So, there is a scope to conduct a research in this area.

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 of the economy and industry to the people. The Gazetteer's of Jessor, Pabna and Rahshahi 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.¹⁶ Bangladesh in 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 education and scientist Dr.

Kudrat-E-Khuda. So the commission is called Kudrat-E-Khuda Sikka Commission. The commission submitted their 3 parts report to government in 1974. The commission mentions Geography as a compulsory subject at secondary level. 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 reports, school having sufficient geography teaching resources can open it as an optional subject. After certain period the status of teaching learning geography at the secondary level has been changed. Sometimes Geography has been taught as compulsory and sometimes as elective ones throughout the country. From 1996, Geography has been compulsorily only for humanities group in secondary level. Science student receive Geography as a part of social science. Commerce's students can choose Geography as an elective subject. The situation prevails till today.¹⁷ In Bangladesh, Professor Dr. Nafis Ahamed (1911-1982) is called the founder of Geography education.¹⁸ Geography is taught as a very important subject in Public universities of Bangladesh. Now-a-day, Geography is named Geography and Environment Studies in most of the public universities of Bangladesh. Private universities play an important role in the education of Bangladesh. In B.Ed course of the universities, Geography is a compulsory subject. B.Ed course is related to secondary level. Geography is taught over hundred years throughout the country.

Position of Geography at Secondary Level

There is general and specialized on the position of geography at secondary level. They make their comments as-

- 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 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.

Importance of Geography Learning

We can guess the needs and importance learning of geography through its definition, nature, scope, and aims-objectives. BY learning Geography a student can know a country or regions location, areas, climate and

weather, temperature, precipitations, agriculture, trades, communication system, cultural atmosphere, living standard, economic, activities and human affairs. This information helps a student to be a world class citizen. Geography learning helps to develop personality. A geographer can acquire knowledge about civilizations of the world easily and can help the nation than others. To meet his curiosity he may pay visits to historical or place of natural beauties. Considering all, learning geography is very important at secondary level.

Objectives of Geography at B.Ed Level

There is a close relation between secondary teachers and teachers training colleges. Secondary teachers need professional degree to fulfillment the condition of their job. In National University B.Ed course, Geography is a 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 sued is geography teaching.
- i) To acquire depth of knowledge of topics included in curriculum and syllabus of geography in Secondary level.

Present Situation of Geography Education at Secondary Level

Geography is now a subject of fundamental importance. The main purpose of studying Geography is to understand the activities of man in relative to environment in the world.¹⁹ Geography has been taught in the secondary level of Bangladesh last hundred years.²⁰ In junior secondary level (class six-eight) Geography content is mixed with social science and general science. There is an individual Geography subject from class nine-ten. Once this subject was compulsory for secondary students. From 1996, Geography is compulsory only for humanities group in our country. But in our neighbor country India, Geography is a compulsory subject in the school and there are a variety of themes and

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.²¹ Geography is a subject matter occupies a position just between arts and science. To teach Geography, teachers need teaching resources. Teaching resources are sensory aids, which are used to supplement the process of teaching. The function of teaching resources is to make teaching and learning more concrete, effective and interesting. Geographical resources are means of modernization of Geography at school.²² Present situation of teaching learning of Geography is very poor. Most of the schools have no teaching resources. It is noticed from a field survey that-the most common resources found in the schools are maps. 45% schools have only two types of resources (maps and globes). Sometimes the maps and globes are mostly found as the decoration pieces at the office or headmasters rooms. Students of the schools said they did not see of even use those in their classes. It means either the teachers do not bring and use these in the classroom or they do not have. Beside this scenario, 10% of the schools do not have any resources for Geography at their schools. In this context the research is very important to find out real picture of Geography teaching learning process in the secondary schools. For effective teaching and learning we need trained and experienced subject teachers, enriched curriculum, and education friendly environment. But the real situation is far from the above conditions. The researcher has done an action research titled on-Geography education at secondary level: A study in 2003. Data collection from 132 B.Ed trainees by a questionnaire. Among them 73(55.30%) teachers teach Geography at school and only 19(14.39%) teachers studied Geography at degree level. No one obtains Honors/Master Degree in Geography.²³ Actually students do not enjoy the subject due to-

- Vast curriculum
- Non-trained teacher
- Geography background less teacher teachers Geography
- Lack of using teaching aids
- Negative attitudes about the subject
- Teacher's failure to make interesting the subject
- Subject not treated as compulsory
- Fear for practical activities

With consider all the circumstance the researcher engaged him to find out more real and reliable information for his research works.

Objectives of the Study

Considering the importance of teaching geography, the present study has looked into a objective. The objective is

To study the problems of geography teaching at secondary level

Conceptual Frame Work

Secondary Level

In this study secondary level will focus only the class ix—x though it covers from class vi—x in our curriculum.

Problem

Problem means an unexpected happening from which man wants to get free. Of course it is a general concept to everybody. In this study, it refers to be the problems of teaching context in Bangladesh.

Methods of Research

For getting accurate data social survey method has been adopted in this study. The required data of the study have been collected from both primary and secondary sources. Primary data have been collected from 10 secondary schools through (open and close ended) questionnaires and interviews of the respondents, geography teachers and students. The secondary data and information's have been collected from relevant government publications including Acts, Ordinances and Programs and from various official Documents. Moreover, the relevant Books, Journals, Articles, Reports, Publications, Literature, News papers and Dissertations etc. available in the IER library, as well as the central library of Rajshahi University have been used as secondary source.

Selection of the Study Area

Bagmara Upazila of Rajshahi district has been selected as the study area of the research.

Sample Size

There are 53 Government and Non-government MPO enlisted schools in selected Bagmara Upazila of Rajshahi district. 10 institutions, 20 teachers and 100 students from selected Upazila have been selected to collect data for this study. The table below shows the sample size of the study.

Table 1: Sample Size of the Study

Location of school	Category of respondent				Total
	Institute	No. of geography teacher	No. of students of class-ix	No. of students of class-x	
Bagmara Upazila, Rajshahi	10	20	50	50	130

In the above table, it has been depicted the clear picture of 3 categories of respondents. The total number of respondent from the 3 categories is 130.

Sampling Procedure

In the context of collecting data for this research, sample will be taken randomly and data will be collected from the respondents through questionnaire and interview. Besides, students will be selected randomly from class-ix and class-x by dividing them in to slots like; 1, 5, 10, 15, 20, 25 or 50, 45, 40, 35, 30 and so on. The first one from every slot has been taken as a respondent. In absence of first one of any slot, the second or in some cases the third one will be taken as sample for this study.

Review of Geography Curriculum

Geography is a popular subject in Bangladesh. It has been found that the position of geography in the school curriculum is most unsatisfactory. In secondary schools the syllabus of geography be so farmed that it may be taught as a distinctive science and planned continuity of geography teaching could be followed. The syllabus be changed and kept up-to date in conformity with the growing demands of the developing countries. This chapter the researcher discussed all things with opinion of the stakeholders.

Geography Curriculum: Past and present

In 1974, first Education Commission published their report as per recommendation of the commission National Curriculum and Syllabus formed reform and reconstruction of education system of Bangladesh. Geography introduces 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 as 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 revised a little.

Importance of Geography Curriculum

To implementation of aims and objectives of geography education from primary to secondary can be possible through 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. As a result learning of geography is essential in entire life. So, we need well planned and selective Geography in this stage. Hence, Curriculum play a vital role in which branch is suitable in which classes. We can realize the importance of geography if we discuss the range and scope of geography. Geography curriculum helps the students to understand these things. Geography is a dynamic subject. To maintain its dynamism, the changes of curriculum are needed. Its influences are all over the like. Curriculum does not mention only the physical parts of the subject, it also discuss the human, cultural, regional and social sides of man in relation to their environment. Considering all, we can say geography curriculum is very important.

Objective of Geography Curriculum

Modern education is life and student centered, Boarder meaning of education is to desired change of behavior of students and to adaptation with environment. Education Commission Reports-1974 mention the objective of Geography curriculum as below-

- To encourage national solidarity
- To acquire human solidarity
- To help over all flourishing 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 physiography
- To acquire knowledge for life and profession
- To plan for self-employment.
- To arouse the dignity of labour among students
- To help acquire knowledge about the inner part of 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 element on life and society.
- To know about the native land.

Principles of Geography Curriculum

Curriculum is highly related with 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 entered
- k) Principles of change
- l) Principles of advancement
- m) Principles of rest and recreation
- n) Principles of undividedness
- o) Principles of relationship among other branches
- p) Principles of presence of practical contents

Place of Geography in the School Curriculum

Curriculum is a vast term. It is the blue print of particular stage of education system. According to the specialist, curriculum is the total effort of the school to bring about the desire, out of the school situation. Geography curriculum means 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. Secondary Geography curriculum is located in 2nd part of the report from page 444 to 467. The report committee describes the curriculum as introduction, class based objectives with practical, learning outcomes, contents, distribution of number, direction to the writers, teaching-learning techniques (with teaching aids) evaluation.

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-Isobar
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, physiographic, climate

2. Asia continent

Malaysia- Introduction, location, physiographic, climate natural resources Industry, Population and the way of development

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

Middle East- Introduction to region, location physiographic, 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 to 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 maps 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 is too long, especially for humanities group. They think regional part of Geography is very long. Because there are two continents (Asia and Europe) are studied with their location, area.

Problems of Teaching Geography

The study will mainly deal with the problems of teaching geography at secondary level. The researcher has collected data from selected 10 schools, 20 geography teachers and 100 students in respect of exploring information on the problems of teaching geography at secondary level. Data have been tabulated statistically and those data have proved that the necessity of doing research on this field can not be denied. The analyzed data have been given below.

Age Distribution

Age distribution of the respondents has been shown in the following table.

Table 2: Age Distribution of the Geography Teachers

Range of age	No. of respondent	Percentage
20—25	3	15%
26—30	5	25%
31—35	3	15%
36—40	3	15%
41—45	2	10%
46—50	3	15%
51and more than	1	5%
Total	20	100%

The table shows that the highest age level of the teachers has been found 25% i.e. the highest age range was found within 26—30 years.

Sex Distribution

Sex distribution of the respondents has been shown in the following table.

Table 3: Sex Distribution of the Geography Teachers

Type of respondent	No. of respondent	Percentage
Male	15	75%
Female	5	25%
Total	20	100%

The table shows that among the 20 respondents there were found 75% male and 25% female under the study.

Educational Qualification

Educational qualification of the respondents has been shown in the following table.

Table 4: Educational Qualification of the Geography Teachers

Name of degree	No. of respondent	Percentage
B. Sc	10	50%
B. Com	2	10%
B.A	4	20%
M. Sc	2	10%
M. A	02	10%
M. Com	00	00%
Total	40	100%

The table shows that the educational status of the geography teachers is unusual. It was found that some teachers having no basic knowledge on geography are teaching geography in some of the schools under the study.

Professional Training

Table 5: Professional Training of the Teacher

Name of training	No. of respondent	Percentage
B. Ed	11	55%
M. Ed	03	15%
T. Q. I	12	60%
Other	10	50%

The table shows that 55% teachers having B. Ed, 60% T. Q. I whereas 15% having M. Ed degree under the study. So, there is a shortage of trained teachers under the study.

Teaching Experience

Table 6: Teaching Experience of the Teacher

Range of experience	No. of respondent	Percentage
05—10	5	25%
11—15	4	20%
16—20	3	15%
21—25	4	20%
26—30	2	10%
31—35	2	10%
Total	20	100%

It is considered that aged teachers are normally experienced. So, the measuring teaching experience has come into account. The table shows

that the highest experience has been found within 05—10 years i.e. 25% teachers having the highest teaching experience under the study.

Teaching Aids

Table 7: Teaching Aids Facilities of the School

Total school	Having teaching aids	Having no teaching aids	Percentage of having teaching aids	Percentage of no having teaching aids
10	6	4	60%	40%

The table shows that 40% schools did not have teaching aids facilities under the study.

Extra Class Taken for the Weaker Students

Extra class is offered to the weaker students in the schools which have been shown in the following table.

Table 8: Extra Class Taken by the Teacher (Weekly)

Total school	No. of school taken extra class	Percentage	No. of school not taken extra class	Percentage
10	2	20%	8	80%

The table shows that 20% schools has tradition of taking extra class for the weaker student but rest of the schools 80% did not have this system of taking class under the study.

Held Seminar or Symposium on Geography

Table 9: Seminar or Symposium on Geography

Total school	Held seminar or symposium	Percentage	Not held seminar or symposium	Percentage
10	1	10%	9	90%

The data shows that only 10% schools of the study area took steps to arrange seminar on geography. On the other hand, 90% schools were not found holding any seminar on the geography subject under the study.

Arrival Time Maintenance

The arrival time maintenance of the teachers is shown in the following table.

Table 10: Arrival Time of the Teachers

Total school	Total respondent	No. of teachers arrive in time (%)	No. of teacher not arrive in time (%)
10	20	13 65%	7 35%

The table shows that 65% teachers of the study area do not arrive at school in time.

Departure Time Maintenance

The table shows the departure time of the teachers in the study area.

Table 11: Departure Time of the Teachers

Total school	Total respondents	No. of teachers did not leave school before schedule time (%)	No. of teachers leave school before schedule time (%)
10	20	12 60%	8 40%

The table shows that 40% teachers leave schools before the schedule time of the school under the study. So, it may imagine that teachers are not sincere about the class schedule time or do not eager to follow the daily routine of the school.

Use of Lesson Plan by the Teachers**Table 12:** Use of Lesson Plan by the Schools Teacher under the Study

Total school	Total respondents	No. of teachers use lesson plan (%)	No. of teachers do not use lesson plan (%)
10	20	14 70%	6 30%

The table shows that 30% schools teacher do not use lesson plan strictly in the school in the study field.

Geography Practical Class**Table 13:** Geography Practical Class Taken by Teacher

Total school	Total respondents	No. of teacher taken practical class	Percentage	No. of teacher not taken practical class	Percentage
10	20	3	15%	17	85%

The table shows that 85% teachers do not take practical class on geography subjects under the study.

Separate Classroom**Table 14:** Separate Classroom of the Selected Schools

Total school	No. of school having separate classroom	Percentage	No. of school not having separate classroom	Percentage
10	1	10 %	9	90%

The table shows that 90% schools do not have separate classroom for taking geography class under the study.

Suitability of Geography Syllabus of Class Nine-Ten**Table 15:** Comment Distribution on Suitability of Geography Syllabus

Total school	Total respondents	Suitable	Percentage	Not suitable	Percentage
10	20	6	30%	14	70%

The table shows that 70% teachers of the study area think that the syllabus of class nine-ten is not suitable for the students. They told that some hard chapters of intermediate level have been included unwisely in class nine-ten.

Course Completing Strategy

The course completing strategy of the study has been shown in the following table.

Table 16: Course Completing Strategy of the Teacher

Total school	Total respondents	Timely	Percentage	Not timely	Percentage
10	20	6	30 %	14	70%

The table shows that 70% teachers of the study area are not able to complete their geography courses in time. So, a significant number of students remain unskilled in geography subjects under the study.

Home Visit by the Teachers

The following table represents the rate of home visit by the school teachers.

Table 17: Home Visit by the Teachers

Total school	Total respondents	No. of teachers visited home (%)	No. of teachers not visited home (%)
10	20	3 15%	17 85%

The table shows that 85% teachers of the study area did not visit the irregular student's home to find out the reason of not attending in the class.

Threat for the Student

In some cases there has been found that students are threatened by the teachers. The situation has been given in the following table.

Table 18: Threat of the Students

Total school	Total respondents	No. of student threatened by the teacher class-Nine %	No. of student threatened by the teacher Class-Ten %
10	100	38 38%	62 62%

The table shows that 38% students of class nine and 62% students of class ten of the study area were threatened by their geography class teachers.

Conclusion

Reviewing the classroom observation, interviewing of the teachers and students infrastructural dimensions and the S.S.C result, the following significant information may be mentioned.

- Lack of trained geography teacher
- Lack of management procedure
- Lack of teaching aids
- Lack of knowledge of utility of teaching aids
- Lack of lesson plan of geography subject
- Irregular class taking tendency of teacher

The researcher has considered the above factors affecting quality of teaching geography at secondary level in Bangladesh.

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