

Application of Action research in geography in school

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Abstract: Teaching of geography is not confined within the 'Four Walls' of the so called 'Classroom'. It has 'GLOBAL EFFECT' in every sphere of its journey. Geography teaching is truly concerned with the study of the globalization on education. It can be said that the teaching of geography has value not merely in school but as to preparation for the realities of life. A geography teacher must have a belief that his work is 'worth doing'. Whatever the methodologies or the study materials are followed in teaching geography, teaches' sincerity and life-participation in motivating the students towards the teaching learning process are more important.

During 2011 no of student failed in geography in my school. It creates professional hazards. Then I apply action research in geography in my school with the help of my colleague to obtain workable solutions to the arisen this problem. This action research has the merit of adoptability according to change the situation. It actually changes geography result which is very much associated academic development of the student of my school. These studies are very useful for planning of increase the result in geography as well as other subject in my school at Madhyamik examination.

Keywords: Action research, geography teaching; Madhyamik examination; Low score.

Introduction: Action research is important tool of a preceptor. It has great role in education system. We always face some problem in our institution. Like that, during 2011 no of student failed in Madhyamik examination as well as geography subject in my school. So many complain arise in my institution. We face the problem and decide to apply action research for come out from this problem. Then an action research on majority of the Madhyamik-2011 students have achieved low scores in geography in comparison to other years is done by me with the help of my colleague. Here I discuss about this study which can help other researcher to use this great tool of education system.

"Learning is a process as well as an outcome" (Zuber-Skerritt 1992a). Learners should go through the cycle several times, so it may best be thought of as a spiral of cycles. In brief Kolb conceptualizes the process of action research as "a spiral of action and research consisting of four major moments: *plan, act, observe* and *reflect* " (Zuber-Skerritt 1992b). He refers to the stages as: *wanting, doing, feedback* and *digesting* and has been used by me to explore the nature of the learning process with several groups of geography students and staff (Healey 1998).

Statement of the problem: Geographical concepts are concrete and students show much interest in geography. But here problem is that their mean scores in geography is less during Madhyamik 2011 in comparison to other years of Madhyamik examination. This trend may be detrimental to the

results in geography in the days to come. So an inquiry may be instituted in order to take a remedial measure.

Objectives: In this context the present study attempts

- To identify and sorting out the problems of low score in Madhyamik examination 2011 in geography
- To grow teacher interest in action research which is their essential professional ethics
- To betterment of geography teaching in school
- To solve local situational problem i.e. low scores in geography.

The Study: Action research is known by many other names, including participatory research, collaborative inquiry, emancipator research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is "learning by doing" - a group of people identifies a problem, do something to resolve it, see how successful their efforts were, and, if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day (Rory O'Brien, 1998). To find out the above question I took some hypothesis for knowing why the poor results of the students of geography. It might be attributed to the following causes:

- Students could not properly take their preparation of Madhyamik examination 2011.
- Teaching learning materials were not sufficiently used.
- Question set might be difficult.
- Students paid least attention to the subject in home.
- Students less attendance and they could not follow the teaching.
- Students are not properly read, write and make sentence.

Methodology: The study is based on primary source of data. I have used the following tools of

Action Research. These are Interview, Questionnaire, Case study, School records, Survey of locality, Students profile, Student's family data etc. The methodology adopted for carrying out this analysis could be categorized into 5 steps as follows:

- Identify the problem
- Devise plan
- Act to implement my plan
- Observe collect and analyze my data
- Reflect and share



Figure - 1: Methodology of the study

Result and Discussion: I have worked at a rural village school. There usually 90 candidates seat in Madhyamik examination in WBBSE. More or less 80% candidates pass in this examination. Where in geography 85-90% candidates pass in this examination. During 2011, out of total regular pupil (96), only 95 sit in examination and passed only 47. And out of total compartmental candidate (14), only 4 candidates passed (see table-2). Among 95 candidates only 56 passed in geography. So remarkably fall down student performance during this year. So many deficiencies arise in my institution. We sit on school premises to discuss about the result and find out the problem. We get the answer – “why 50% students fail in this year?” And I have find why 41% candidates fail in geography (see table-1). There is none of the student who has failed only in geography excepting others. The cause of failure are-

- The failure candidates are not regular in class room.
- They do not follow class teaching.
- Their motivation to earn money to help his family (for boys' candidates).
- Learning disorder has seen those candidates who fail in examination.
- They do not able to thoroughly read, write and understand their study.
- Parent awareness is less.
- Continuous comprehensive evaluation is not properly flow.
- Teaching learning process hampered through different professional hazards.
- Institutional academic less effort etc.

Then I have taken the great tool of an educator i.e. action research. I take some remedy with the help of my colleague. These are follows-

- Identify the poor student.
 - Special drive/care has taken for those.
 - Develop their skill according their ability.
 - Short question wise written examination practice in class room.
 - More examination and evaluation taken place.
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- Suggestive way follows for poor student.
 - Motivated and grow their interest in the subject.
 - Parent awareness increase through guardian meeting.
 - Case study the learning disorder student and take their remedy acc. to their need.

Table-1
Regular candidate

	No Taught	No Sent	No Pass	Absent	Geography			
					No Pass	No Fail	Highest Score	Above 60%
2010	84	83	66	0	73	10	90	16
2011	96	96	47	1	56	39	62	5
2012	90	90	55	0	74	16	90	9

After taking this above remedies, result of geography has abruptly changed next year (2012) in Madhyamik Examination. 82 % passed in geography in this examination while total candidate passed this year are 61%. Usually out of total 26 compartmental candidates, 24 candidates passed in geography in this examination. Now I get the reflecting result in geography in my school. All colleague and authority appreciate the performance.

Table-2

Compartmental candidate

	No Sent	No Pass	Geography		
			No Pass	No Fail	Highest Score
2010	14	10	14	0	42
2011	14	4	6	8	36
2012	26	16	24	2	37

Concluding Remarks: Needless to say, the prime duty of a preceptor is to impart education in which is not a unilateral affair at all. The teacher should have to appreciate the standard of his/her pupils who come to educational institutions for upgrading their intellectual faculties in contact with their

teachers. The teachers must try their level best to be skillful, crafty and acceptable to the pupils. Education through practical arrangements, question answer mode, typical method, attractive class teaching, taste of varieties are the carrying of the time as well as for time to come.

Our efforts should have so to make our taught to be technical in the examination hall so that their Progress Reports show brilliant. Pertinently to say, periodical tests with marks prove fruitful. At the same time teacher must prepare students wisely prudently resulting in manifesting the tender disciples' inner power everywhere for a bright future. It can be possible when a teacher use excellent tool of education i.e. Action Research.

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