



A Review Based Study on Impact of Geography Curriculum at Secondary and Higher Secondary Level

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ABSTRACT:

Geography is one of the most important discipline of social sciences. It is considered as a compulsory course at the secondary school level and an elective course at the high school level. Textbooks are a way to achieve educational goals. It is important to create new courses as there are changes in the current social situation, so courses need to be changed at certain times. Now modern education is undergoing a change and geography lessons are becoming standard, realistic, scientific and logical. Findings from different researchers show that flexible learning materials increase performance and therefore improve learning outcomes.

Keywords: Geography, Curriculum, Secondary level, Higher Secondary level.

1. Introduction:

Curriculum is the essential guideline for the entire course development of any level of education. The need for the development of a curriculum to guide the activities of a school or any academic endeavour for efficient attainment of its goals and objectives cannot be overemphasized. Education essentially involves teaching and learning experiences, and to ensure a fruitful and rewarding experience which implies a good education, the curriculum must be adequately formulated or structured to meet or reflect the needs of the society and of the individual learner (Ojong 2013). Geography is the most significant and important subject in secondary and higher secondary level. People and environment are the bread and butter of geography. At the secondary level geography is considered a compulsory subject for all students, and at the secondary level geography is taught as optional. According to the National School Education Curriculum Framework, Geography 2023 examines the physical characteristics of a region and people's relationships with their environment.

Curriculum is the means of achieving the goal of education. The main purpose of the curriculum is to increase academic performance. The main elements of the curriculum are objectives, content or topics, learning experiences and assessment. Geography is basically talking about the history of the world, different land features and their evolution, origin of mountains, different activities, hazards and disasters in the world, commercial activities of people, distribution of mineral resources, foreign countries, etc. Geography includes theory and practical both. So that we can use a variety of methods to create teaching learning process interesting and innovative. As a result, we can use different methods to create interest and innovation in teaching. Education is the gateway to knowledge. Therefore, the information and classes must be current and up to date. Some of the principles taken into consideration when designing curriculum are individual differences, content relationships, integration, low maintenance, and creativity. With time, the geography curriculum has also changed. The concepts based on quality have been more included in the curriculum. As a result, students become extremely intelligent and competent (Mondal, 2015).

2. Objective of the Study:

The main objective of the study is to find out the impact of geography curriculum at secondary and higher secondary level.

3. Review of the related literature:

Aworefa and Adeyemi (2021) studied the assessment of the implementation of geography curriculum in secondary schools in Osun state, Nigeria. The main aim of the study is the availability and adequacies of instruction resources, examine the instructional strategies, and assess the quality of geography teachers in secondary schools. For this study researcher employed a descriptive survey research design and has been taken 80 geography teachers. Researcher used Instructional Resources and Strategies Observation Checklist (IRSOC) and Teaching Personnel Questionnaire (TPQ). Collected data are analysed by using frequency count and percentage. The findings of the study showed that instructional resources for teaching geography at senior secondary level available at a less quantity and secondary curriculum can achieved it desired aims and objectives.

Dulama, Magdas and Ilovan (2017) this study stated about the teachers' opinions on the geography secondary school curriculum in Romania. The main aim of the study reveals that the secondary curriculum has changed. To study the opinions of the geography teachers researcher has been used two questionnaires for one who taught and those who are still teach geography in secondary schools. The findings of the study show that teachers' opinion about the quality of geography curriculum improved and improvised day by day.

Momin (2017) conducted a study on role of teaching geography in Indian school curriculum, geography is the significant subject in Indian schools. The main objectives of the study is to find out the overall perception about geography subject, aims of geography teaching, role of geography teacher in Indian school and explore the direction and development of geographical education. For conducted this study researcher used different secondary sources like journals, paper, books, government sites. The finding reveals that there are so many difficulties arise in geography curriculum and several students have less curiosity to further study in geography.

Mondal (2015) conducted a study on a retrospective analysis of geography curriculum at higher secondary level. The objectives of the study are to find out the trend of geography syllabus, change in evaluation system, transaction process and its social relevance. For this study researcher has taken a geography syllabus of higher secondary stage and a semi-structured interview conducted for 30 geography teachers of rural and urban areas school. After collection of data researcher analysed these data by using content analysis, method of induction and method of deduction. According to findings it revealed that the present higher secondary syllabus is utility based, more scientific and logical, it also be noted that traditional assessment pattern is changed and become more flexible. Present geography syllabus is more realistic and related with higher education.

Reinfried (2001) studied the impact of curriculum reform on geography education in upper secondary schools in Switzerland. For this study researcher find out the way in National Curriculum in geography and the subject as a whole were prescribed. The researcher compares the school based curriculum with National Curriculum. The result show that only half of school based curricula's objectives matched with National Curriculum. The modern Swiss upper secondary curriculum emphasis not only the cognitive development of learners it also tries to develop the psychomotor skills of the learners.

4. Conclusion:

Curriculum is the one of the important organ of education. It is very important to develop a well-define, structured, systematic, scientific, more realistic curriculum for any course which can fulfil to reach the desired goal. Geography is the most significant subject in social science group. The main objective of the study is to find out the impact of geography curriculum at secondary and higher secondary level. Taking into consideration of this objective researcher studied the research paper of different researcher and tried to find out the impact of curriculum in secondary to higher secondary level. **Dulama, Magdas and Ilovan (2017), Mondal (2015) and Reinfried (2001)** Showed modern geography curriculum is more realistic, flexible and scientific which leads to maximize the achievement of the students. On the other hand, **Aworefa and Adeyemi (2021), Momin (2017)** claimed that there are too many barriers arise in the transaction of the curriculum in the secondary and higher secondary level which obligated to the curiosity and achievement of the students.

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