

COLLEGE OF EDUCATION, NAGAON

DECLARATION OF THE CANDIDATE



ACTION RESEARCH REPORT

ON

**“THE PROBLEM OF DRAWING MAPS AND IN
GEOGRAPHY WITH SPECIAL REFERENCE TO STUDENTS
OF GRADE IX OF KIRONBALA GOSWAMI BALIKA
VIDYAPITH”**

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DECLARATION OF THE CANDIDATE

I, Farida Begum Hazarika do hereby declare that the Action Research report entitled " The problem of drawing maps and in geography with special reference to students of grade 9 of Kironbala Goswami Balika Vidyapith " Nagaon submit to Gauhati University for the award of the degree of Bachelor of Education and that the report has not been previously formed the basis for the award of any Degree, Diploma, Associate ship, Fellowship or other title.

Farida Begum Hazarika

ACKNOWLEDGEMENT

CHAPTER 1

The intensive Action Research report would remain complete for those who contributed directly or indirectly and are not acknowledged. First of all, I bow my head to Almighty God for blessing me strength endurance and perseverance needed to undertake and bring to a successful conclusion of this leviathan task.

It is needed my great privilege and earnest duty to register humble and respectful gratitude to **SMRITI JYOTI GOSWAMI** of the College of Education Nagaon, Assam for his valuable guidance, advice and constant inspiration, for his encouragement, individual guidance and perpetual supervision through from planning execution of this Action Research report. He always spared ample time forming, inspite of his busy schedule, and hence I express with devotion and convey my sincere thanks for his unstained kindness, noble generosity and valuable suggestion. I cannot forget the hospitality extended to me whenever I approached him in connection with my Action Research report.

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CHAPTER I

INTRODUCTION

Research is a careful and detailed study of a specific problem, concern or issue using the scientific method. According to Earl Robert Babbie, "Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon." Research is a process of systematic inquiry that entails the collection of data, documentation of critical information; and analysis and interpretation of that data or information, in accordance with suitable methodologies set by specific professional fields and academic disciplines. Research is conducted to evaluate the validity of a hypothesis or an interpretive framework; to assemble a body of Substantive knowledge and findings for sharing them in appropriate manners, and to generate questions for further inquiries.

Action Research is a type of Applied Research. It is mainly used in the field of educational institutions, within a limited area. Action Research means a scientific search that is conduct for the solution of various problems which come across the day-to-day activities of the pupils, teachers, schools and the authorities of a particular educational institution. This research is carried out within the context of the teacher's environment- that is the students and at the school in which the teacher works - on questions that deal with educational matters at hand. Action research is a process of changing student behaviour in the classroom. The process helps teachers to understand the classroom dynamics and identity changes that may improve instruction and learning. Teachers learn to observe and reflect and determine a course of action or actions that will resolve the problem. In schools, action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses whether organizational, academic, or instructional and help educators develop practical solutions to address them quickly and efficiently.

In schools, action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses whether organizational, academic, or instructional and help educators develop practical solutions to address them quickly and efficiently. Action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs

Hence, the university with the inculcation of action research in the B.Ed. syllabus has made the course more effective and efficient with the knowledge of this discipline of research. The student-teachers would be able to solve the problem arising in their practice field in the near future very easily and make their practice field more conducive.

CONCEPTUAL BACKGROUND OF THE STUDY:

Map reading and map drawing are important skill to learn in Geography. Map use symbols like lines and different colours to show features such as rivers, roads, cities or mountains. Students need to be able to understand these symbols. All these symbols help us to visualize what things on the ground actually look like. Maps also help us to know distance so that we know how far away one thing is from another. We need to be able to estimate distances on maps because all maps show the earth or regions within it as a much smaller size than their real size. To do this we need to be able to read the scale on a map.

Considering the importance of map drawing in geography, the researcher makes her mind to do the Action Research on the issue of map drawing among the students of Kironbala Goswami Balika Vidyapith with special reference to Class IX. I choose the topic because during my teaching I noticed that the students are continuously facing problems in drawing maps and identifying locations on it. Moreover, improper development of map drawing and issue of identifying locations will lead to wrong conception of the places on the earth. Therefore, I decided to do Action Research on it to find out the ways to improve it.

RATIONALE OF THE STUDY:

Map drawing plays a crucial role in the study of geography. Map drawing is an important skill for students as it offers a range of educational benefits. Map drawing is vital in geography as it enhances spatial understanding, promotes data interpretation and communication, develops critical thinking and problem-solving skills, and enables students to spatial analysis. It is an essential tool for geography students to explore, analyse, and communicate spatial awareness effectively. So, a teacher should provide appropriate knowledge of drawing and reading of maps to the students of geography and should check their ability to draw maps and locating places on it in time by time. If it is not done properly, the mistakes in drawing and finding places on maps by the students in time appears and become a great challenge for the teachers. Some points regarding the significance of the present study are described below:

- Maps are essential tools in geography and social studies classes. Drawing maps allows students to explore and illustrate concepts such as landforms, climate patterns, political boundaries, historical events and cultural distributions. If it is not developed properly,

they will face problems in grasping the connections between different regions and understanding global perspective.

- Mapping skills contribute to students' ability to navigate and orient themselves in the physical world. By drawing maps, they become familiar with different landmarks, road networks and topographic features. Without this knowledge the development of spatial awareness, sense of direction and ability to read and interpret maps will be hampered.
- Drawing maps helps students develop spatial awareness and a deeper understanding of geographic concepts. If the skill of drawing and reading of maps is not developed properly students will face problems in visualizing and representing the physical features of an area and comprehending the relationship between locations, distances and directions.

OBJECTIVE OF THE STUDY:

The investigator selected present subject that is "The problem of drawing maps and in Geography with special reference to students of grade IX of Kironbala Goswami Balika Vidyapith" as the project topic of action research. There have a few objectives for which the investigator selects this subject as project report. Some of them are-

- To investigate the areas where most common mistakes are made by the students while drawing and locating places on it.
- To identify the causes for the problem of map drawing and locating places among the students
- To find out the remedial measures to be adopted to overcome the problem of map drawing and identifying location among the students
- To provide appropriate measures for improving map drawing skills of the students.
- To inculcate interest among the students to develop map drawing skill and learn geography

ACTION HYPOTHESIS:

A hypothesis is nothing but a pre assumption or a guess of a possible answer of the problem. It is a tentative solution to the problem. Hypothesis is used in a experiment to define the relationship between two variables-

- Independent Variables
- Dependent Variables

The first variable is called the independent variable. This is the part of the experiment that can be changed and tested. The independent variable happens first and can be considered the cause of any changes in the outcome. The outcome is called the dependent variable. In short, action hypothesis describes the relationship between the proposed actions and anticipated consequences. In the study, researcher has taken the problem of drawing map and identifying location on it by the students in particular class of the school and for that the following hypothesis is made by the researcher.

If the teacher uses interesting techniques of map-drawing in class and give regular class-work and homework, the students will develop motivation towards drawing maps and learning geography more spiritedly. If the teacher uses teaching-learning material appropriately, the students will develop their attention in the class and if he makes the classroom students friendly, students may be motivated towards drawing maps and learning the subject.

METHODS AND PROCEDURES:

A Research Method is a Systematic plan for conducting research which helps in collecting samples, data and find a solution to a problem. Research methods are a variety of techniques that people use when studying a given Phenomenon. Methods are planned, scientific, and value neutral. The research method can either be qualitative or quantitative or mixed. Quantitative methods examine numerical data and often require the use of statistical tools to analyze the data collected. This allows for the measurement of variables and relationships between them can then be established. This type of data can be represented using graphs and tables. Qualitative data is non-numerical and focuses on establishing patterns. Mixed methods are composed of both qualitative and quantitative research methods. Mixed methods allow for the explanation of unexpected results.

There are broadly 3 methods available for conducting Action Research-

- Experimental Method
- Diagnostic Method
- Case-Study Method

EXPERIMENTAL METHOD: Experimental method is used to investigate behaviour which can be brought in the laboratory and studied under controlled conditions. In this method, the researcher tests the hypothesis of causal relationship between variables Experimental method is widely used as action is taken by the practitioner to improve his practice; experiments are to be conducted to know the effect of the new interventions in his practice.

DIAGNOSTIC METHOD: Diagnostic method in action research implies determining the presence or absence of the particular problem. It is action-oriented research that identifies the difficulty, diagnoses the causes, explores alternatives for solution of the problem and makes recommendations for resolving it. The aim of diagnostic research is to detect the problem accurately and finding solutions to the problem.

CASE-STUDY METHOD: Case study is an intensive study about a case where the case can be an individual, an institution, a system, a community, an organization, an event or even the entire culture. Case study is not a method of data collection rather it is a research strategy or an empirical inquiry that investigates a contemporary phenomenon by using multiple sources of evidence.

POPULATION AND SAMPLE:

In research terminology, the Population can be explained as a comprehensive group of individuals, institutions, objects, and so forth with have common characteristics that are the interest of a researcher. The common characteristics of the groups distinguish them from other individuals, institutions, objects, and so forth. The term universe is also used as a synonym for the population. In educational research, practically it is not possible to a researcher to approach all the individuals/elements in a population for the purpose of data collection. Instead, they select and approach a representative group of individuals/elements who falls under the particular population to collect needed information regarding the group. Based on the results, the researcher generalizes the characteristics of the representative group as the characteristics of the population. This small group or representative group from a population is called a sample. So, sample can be defined as the small portion of a population selected for a particular study. The sample should clearly represent the characteristics of the intended group. In shortest definition, sample is the smaller representative of the whole. It is the population from where we get the sample and it is the sample where from conclusion i.e., generation is made.

In the present study, all the students of class IX of Kironbala Goswami Balika Vidyapith will be constituted the population and 12 students of class IX are taken as a sample for investigation. The researcher has tried to ensure that the sample of the research study becomes a true representative of the population under study.

TOOLS OF DATA COLLECTION:

Data collection tools refer to the devices and instruments used to collect data, such as a paper questionnaire or interviewing system. Case study, check lists, interviews, observations and surveys are all the tools used to collect data. Tools of data collection are the most important

thing in the research field. An investigator will require many data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of a certain type of evidence or information. The researcher has to select from the available tool, which will provide data. There are various types of tools used to collect data. In the present study, questionnaire and observation are used as a tool for data collection. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. It is kind of a written interview which can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Here in the study, the researcher has provided a set of questionnaires to the sample and then asked them to fill-up and observed the samples.

PROCEDURE OF DATA COLLECTION:

The researcher gets permission from the Headmistress of Kironbala Goswami Balika Vidyapith to conduct the Action Research on the mentioned topic and after that she conducts a pre-test among all the students of class IX. She then identifies the students with problem in drawing map and identifying places on it and takes 12 students as the sample of the study. The researcher makes a questionnaire and distributes the questionnaire among the sample to collect the data.

CHAPTER 2

FEEDBACK

In an action research report, feedback/operational has an important place. Feedback or operational part of a report of action research generally includes Pre- Test, Remedial Measurement and Post Test. Actually, Pre-Test and Post-Test is one of the popular kinds of experimental design. In this design the same group is pre-tested and afterward treatment variable is introduced. The differences of the Pre-Test and Post-Test indicate whether there is any problem in the teaching-learning process. Here in the study, the researcher has also taken help of the same process to get the sample and also the feedback from the Samples.

2.1 PRE-TEST:

Here the researcher has administered a test of 20 marks to find out the mistake in drawing map by the students of class IX of Kironbala Goswami Balika Vidyapith and to know the attitude of students towards geography. For this purpose, the teacher has given a basic knowledge about the subject matter and after finishing the lesson, the investigator had conducted a Pre-test to the entire class. Students are taught according to the lesson plan and they are given the same lesson questions for the Pre-Test and are asked to submit their answer script on the spot. Students fill up their answer script and submit to the researcher. Among the total Students, the researcher has chosen particular students having severe errors and scored poor. In this research work, different interventions have been done by the researcher after the pre-test to find out the probable causes and its measures of the problem, such as- first, a Questionnaire which consists of 20 questions, has been provided to the students assessing the student's opinion about their self. Second, was the Observation method. With the help of observation, the researcher has tried to identify the problem of the students during classroom interaction.

2.2 PROBABLE CAUSES OF THE PROBLEM:

During this observation the investigator realized that some students get these problems due to some causes which can be assumed previously. These probable causes can be described as –

- a) Insufficient understanding of geography.
- b) Lack of attention to details.
- c) Misinterpretation of map symbols.

d) Inadequate map reading skills.

e) Lack of practice and experience

2.3 REMEDIAL MEASURES:

Remedial measures refer to the techniques which are adopted by the researcher to remove the difficulties of the students in teaching and learning process. After conducting the pre-test among the students, the researcher found that the students were deliberately making spelling mistakes in drawing map and locating places on it. To diagnose the problem among the students, the researcher adopted a number of remedial measures. Extra care and guidance were provided to the students and extra classes were taken by the students to bring interest in the subject. Besides, the researcher adopted the following measures to eliminate or reduce the problem of spelling mistake of the students.

- Students are given clear and explicit instruction on map drawing techniques.
- Students are provided with a variety of mapping resources including atlases and globe. Students are provided with additional resources to practice map drawing and locating places independently. This included recommended websites and books.
- Students are offered a variety of map to explore, including physical maps, political maps, population maps etc.
- Regular feedback on students' map reading skills is provided and offered guidance for improvement

2.4 POST TEST:

Once the suggestions were given, the remedial measures were applied and all other adequate steps for the motivation of the students were taken, a post-test has been conducted specially for those selected students who could not perform well in the pre-test. The purpose of this test is to find out the improvement of students of the particular class.

CHAPTER 3:

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusions and supporting decision making. It refers to breaking down of the complex factors in the tabulated material into simpler parts and putting the parts together in the new arrangements in order to determine inherent facts and meanings. Interpretation refers to task of drawing inference from the collected data after an analytical or experimental study.

Data analysis in action research is defined as a process of categorizing, transforming and interpreting data into useful information for decision making in a professional pathway or project implementation.

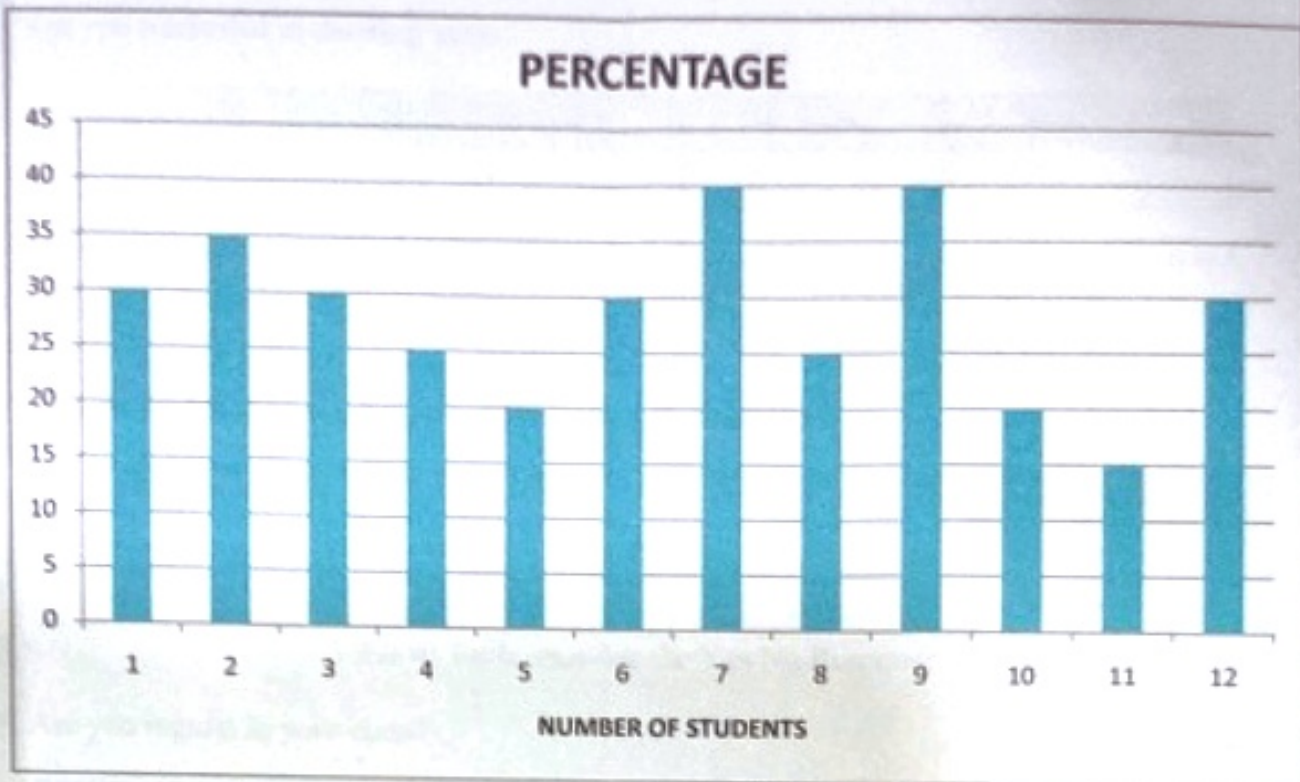
3.1 PRE TEST AND POST TEST DATA ANALYSIS:

Analysis of the Pre-test data: In the study the researcher has conducted the pre-test to find out the problem within the students and the samples have been chosen. The pre-test results of the samples can be analysed with the help of a graphical representation as

Marks obtained by the students in the pre-test are as follows-

No. of students	Marks	Percentage
1.	6	30%
2.	7	35%
3.	6	30%
4.	5	25%
5.	4	20%
6.	6	30%
7.	8	40%
8.	5	25%
9.	8	40%
10.	4	20%
11.	3	15%
12.	6	30%

Table-1: marks obtained by the samples in the pre test



A

bove diagram shows the skill of drawing maps. After the pre test the researcher got to know that majority of students have issue on drawing maps. They does not have proper knowledge on how to locate places on it.

Analysis of the questionnaire provided to the samples:

During the study, the researcher provided a questionnaire to the samples after the pre-test to collect their responds so that more data related to the research problem could be found. There were 15 questions in the questionnaire on which the samples have responded. The analysis of this observation through the tool of questionnaire is as follows:

Q.1. Do you like the Geography subject?

Sl. No.	Particulars	Response	Percentage
1	Yes	8	67%
2	No	4	33%

Table 2: Table showing the Yes/No Response of Q.1

Q. 2. Are you interested in drawing maps?

Sl. No.	Particulars	Response	Percentage
1	Yes	5	42%
2	No	7	58%

Table 3: Table showing the Yes/No Response of Q.2

Q. 3. Do you think that map is important for learning Geography?

Sl. No.	Particulars	Response	Percentage
1	Yes	10	84%
2	No	2	16%

Table 4: Table showing the Yes/No Response of Q.3

Q. 4. Are you regular in your class?

Sl. No.	Particulars	Response	Percentage
1	Yes	9	75%
2	No	3	25%

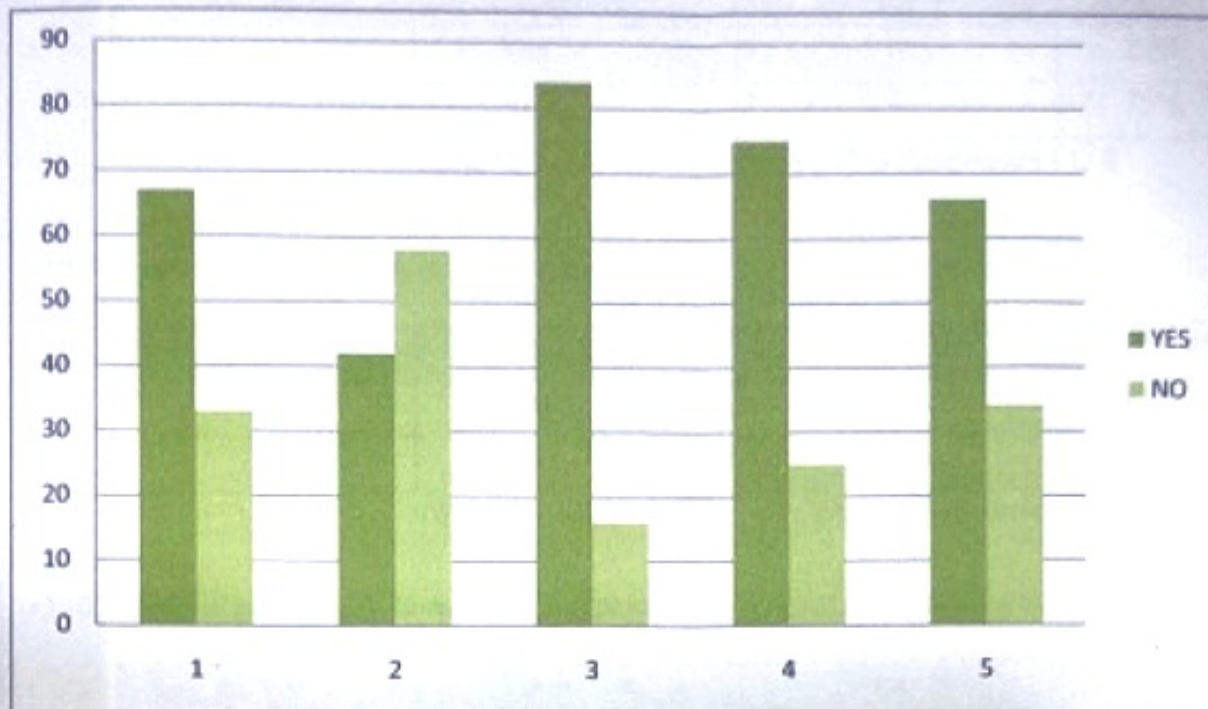
Table 5: Table showing the Yes/No Response of Q.4

Q. 5. Do you always attempt to do all your class-work?

Sl. No.	Particulars	Response	Percentage
1	Yes	8	66%
2	No	4	34%

Table 6: Table showing the Yes/No Response of Q.5

Graphical representations of five items of the questionnaire:



Interpretation of the tables:

From the above data investigator have the information that almost 67% of the students likes the geography subject.42% of students are not interested in drawing maps.

Most of the students think map is important to learn geography and attend classes regularly and do their class work.

Q. 6. Does the teacher take map drawing classes?

Sl. No.	Particulars	Response	Percentage
1	Yes	2	17
2	No	10	83

Table 7: Table showing the Yes/No Response of Q.6

Q.7. Does the teacher use any TLM while taking map drawing class ?

Sl. No.	Particulars	Response	Percentage
1	Yes	3	25%
2	No	9	75%

Table 8: Table showing the Yes/No Response of Q.7

Q.8. Does the teacher motivate you to develop map drawing skills?

Sl. No.	Particulars	Response	Percentage
1	Yes	5	25%
2	No	7	75%

Table 9: Table showing the Yes/No Response of Q.8

Q.9. Do you face problem while drawing maps?

Sl. No.	Particulars	Response	Percentage
1	Yes	8	67%
2	No	4	34%

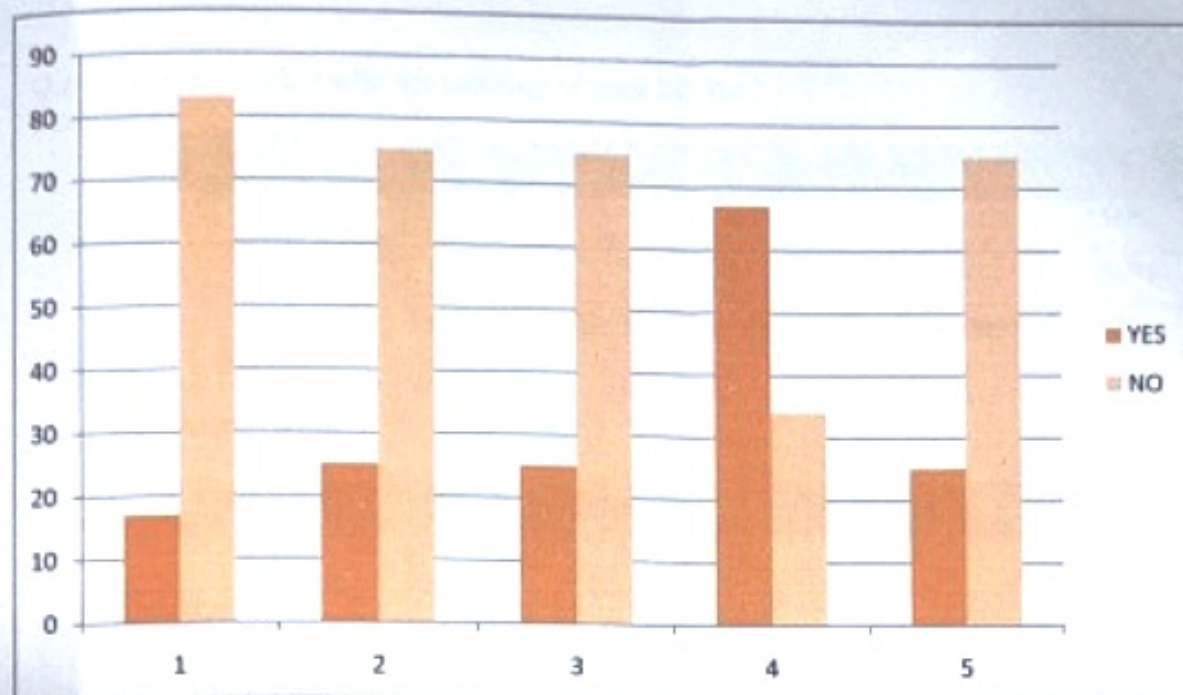
Table 10: Table showing the Yes/No Response of Q.9

Q.10. Does the teacher give homework and practice to develop map drawing skills?

Sl. No.	Particulars	Response	Percentage
1	Yes	3	25%
2	No	9	75%

Table 11: Table showing the Yes/No Response of Q.10

Graphical representations of five items of the questionnaire:



Interpretation of the tables:

Table no.7 indicates that sufficient map drawing classes are not taken by the teacher. Again we got that the teacher uses very few teaching learning materials and as a result students are not motivated to develop map drawing skills. 34% of the students face problem while drawing maps.

Q.11. Does the teacher regularly check your home-works?

Sl. No.	Particulars	Response	Percentage
1	Yes	0	0%
2	No	12	100%

Table 12: Table showing the Yes/No Response of Q.11

Q.12. Does the teacher take extra classes to reduce your problems in map drawing?

Sl. No.	Particulars	Response	Percentage
1	Yes	1	9%
2	No	11	91%

Table 13: Table showing the Yes/No Response of Q.12

Q.13. Are you satisfied with the teaching of your teacher?

Sl. No.	Particulars	Response	Percentage
1	Yes	6	50%
2	No	6	50%

Table 14: Table showing the Yes/No Response of Q.13

Q.14. Do you read atlas?

Sl. No.	Particulars	Response	Percentage
1	Yes	3	25%
2	No	9	75%

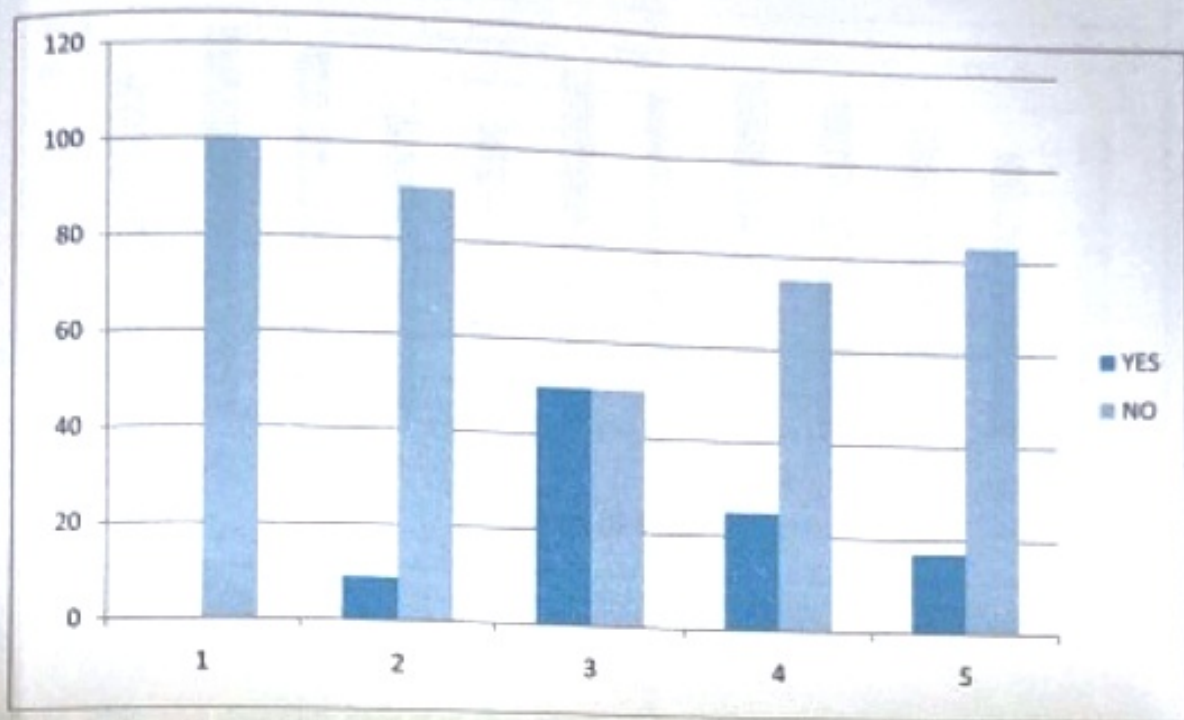
Table 15: Table showing the Yes/No Response of Q.14

Q.15. Do you practice map drawing at home?

Sl. No.	Particulars	Response	Percentage
1	Yes	2	17%
2	No	10	83%

Table 16: Table showing the Yes/No Response of Q.15

Graphical representations of five items of the questionnaire



Interpretation of the tables:

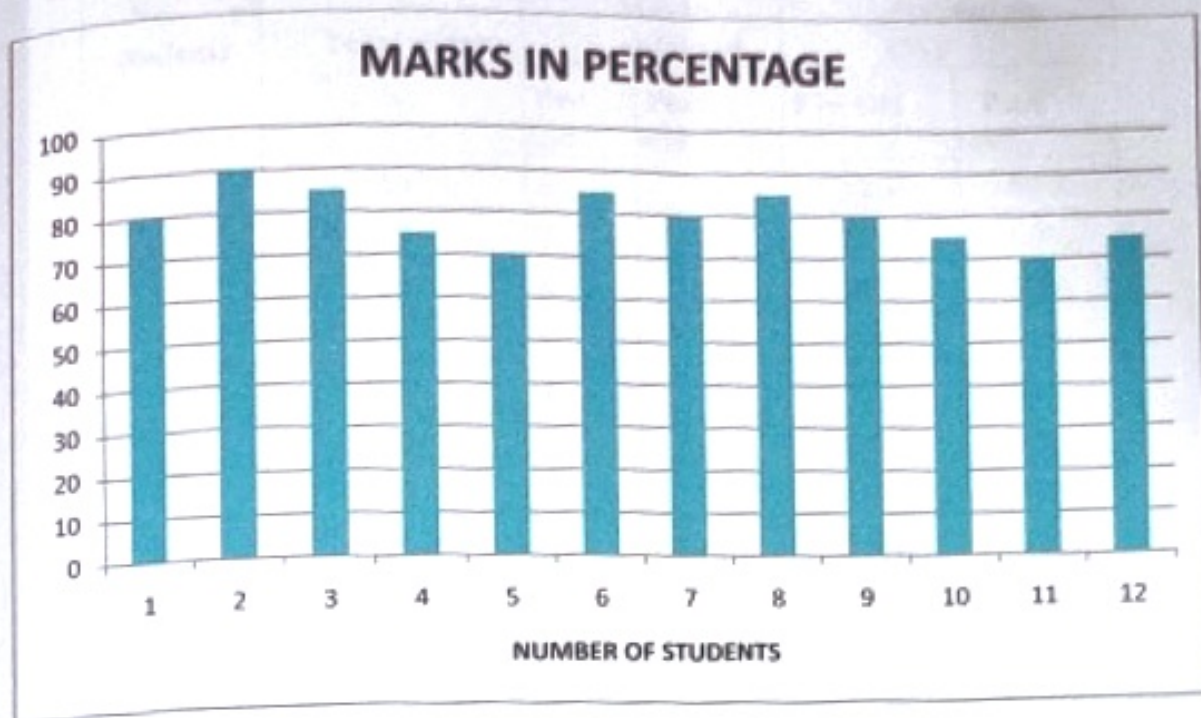
From the above data investigator have the information that the teacher does not check student's homework. Half of the students are not satisfied with the teaching of the teacher. Most of the students does not read atlas and does not practice map drawing at home.

Analysis of the Post-test data:

The results of the sample students in the post-test are given below:

No. Of Students	Marks	Percentage
1.	16	80%
2.	18	90%
3.	17	85%
4.	15	75%
5.	14	70%
6.	17	85%
7.	16	80%
8.	17	85%
9.	16	80%
10.	15	75%
11.	14	70%
12.	15	75%

Table-17: marks obtained by the samples in the post-test



Above table and diagram indicates that most of the students are able to get 80% and above marks. It can be said that they have improved their skills on map drawing.

In the study, researcher has taken the post-test after taking all the necessary steps including remedial measures, observation, use of different techniques, extra classes and so on. And the results were quite impressive. The test was taken only in between the selected student sample and they have shown much progress in comparison to the pre-test.

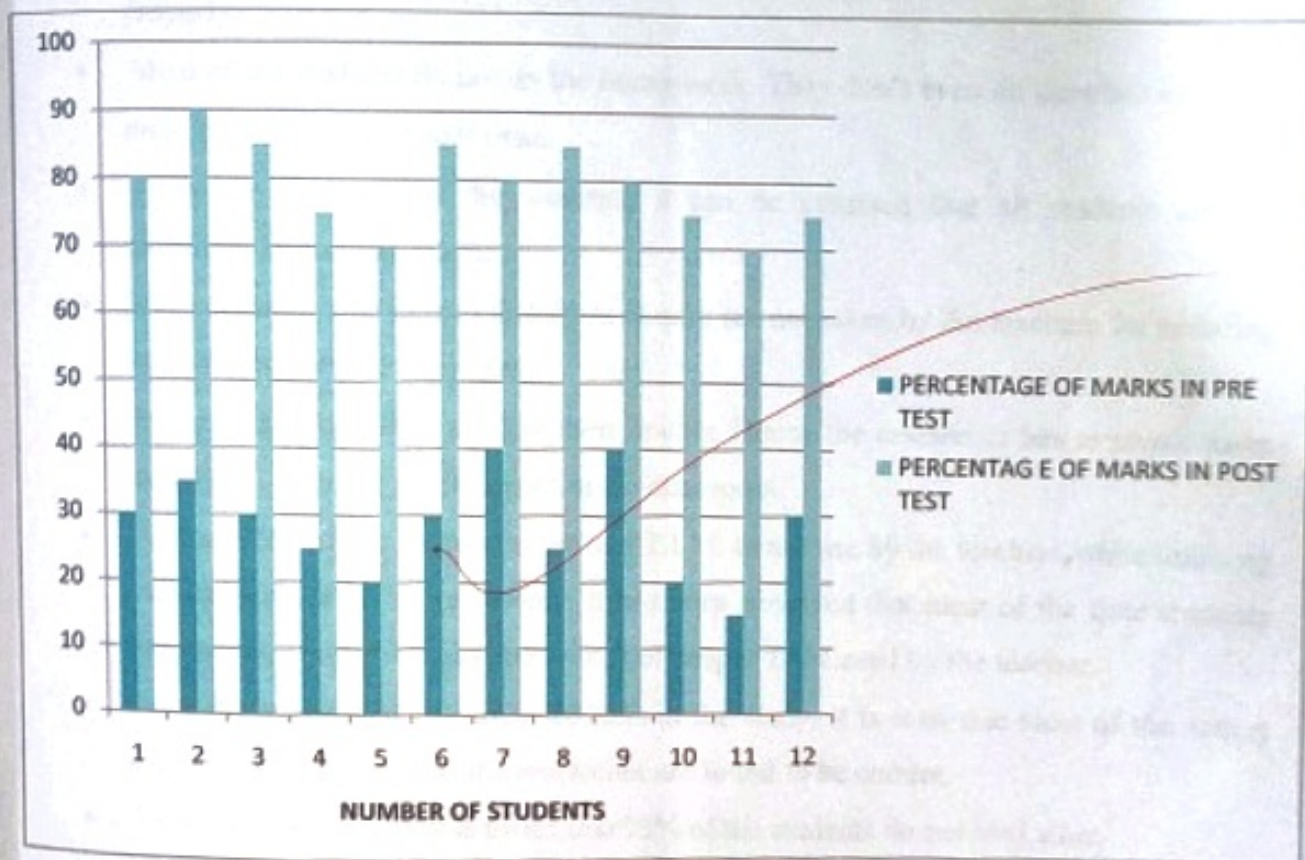
The results of the samples in the post-test can be interpreted with help of a diagram as follows-

3.2 COMPARATIVE ANALYSIS OF PRE-TEST AND POST TEST DATA:

Once, both the tests have been taken, the results were analyzed, the researcher has noticed a phenomenal progress of the samples. Each sample has scored much better in the post-test than the Pre-test. The post-test showed that the samples have been taught well and all the remedial measures taken were very effective. The samples have gradually improved their map drawing skills in the subject.

The comparative analysis of the data collected from both the tests can be interpreted through the following diagram as follow-

No. of students	Total marks	Marks obtained		Percentage (%)	
		Pre test	Post test	Pre test	Post test
1	20	6	16	30%	80%
2	20	7	18	35%	90%
3	20	6	17	30%	85%
4	20	5	15	25%	75%
5	20	4	14	20%	70%
6	20	6	17	30%	85%
7	20	8	16	40%	80%
8	20	5	17	25%	85%
9	20	8	16	40%	80%
10	20	4	15	20%	75%
11	20	3	14	15%	70%
12	20	6	15	30%	75%



FINDINGS OF THE STUDY:

The study, taking place in Class IX of Kironbala Goswami Balika Vidyapith is done with a view to eliminate or reduce the problem of drawing maps in Geography among the students of Class IX. For this, the researcher used observation and a questionnaire as tools for the research. Since it was going to be conducted in the classroom environment, she moved forward in the study with quasi-experimental method. Accordingly, she first took a pre-test among the students of the class and then selected 12 students as the sample of the study. The researcher then adopts some remedial measures for a month to cure the problem and after that he conducts a post-test among the sample students. The researcher finds that the sample students scored comparatively better marks and their drawing skill has also improved.

As per the objectives, the findings of the study are discussed below:

- Through this study it is found that the map drawing classes are not taken regularly by the respective teacher.
- During the study some students opined that teacher does not check their homework properly.
- Most of the students do not do the home-work. They don't even do the class exercises properly during the school time.
- From the responds of the students, it can be assumed that all students are not interested in drawing maps.
- Some students also opined that extra classes are not taken by the teachers for reducing students' map drawing problem.
- Students feel hesitated to clear their doubts, Hence the researcher has to create more student- friendly environment in the classroom.
- Almost 75% of the students remarked T.LM, is not use by the teachers while teaching map drawing skills in-geography. It has been observed that most of the time students become inattentive in class due to lack of proper TLM used by the teacher.
- From the analysis of the collected data in the study, it is seen that most of the action hypothesis formulated by the researcher are found to be correct.
- From the above study it is found that 75% of the students do not read atlas.
- It has been found that students can be improved if proper guidance and care is provided to the students

- It has been found that due to school environment also the students face problems in learning a practical subject like Gpography.
- The environment of classroom is not attractive to foster the willpower and motivation of the student.
- It has been observed that lack of spending time in practicing map drawing is one of the reasons behind the problem.

CHAPTER -4

SUGGESTIONS AND RECCOMENDATION:

Suggestions and recommendations are arguably the most important part of the analysis phase. The researcher suggests specific interventions or strategies to address the issues and constraints identified in the assessment.

From the critical analysis of data and other such interpretations done by the researcher, the following suggestions or recommendations can be forwarded:

- The teacher should use proper method of teaching in reducing the problem of map drawing.
- A student-friendly classroom should be created so that a feeling of hesitation to clear the doubts does not come the minds of the students.
- The homework of the students should be checked in regular basis. The head of the school should be aware of regular checking homework.
- Extra classes should be arranged for those students who face difficulty in map drawing.
- The facilities for audio-visual aids and should be provided more adequately for the improvement of the students in better way.
- The teacher should provide ample opportunities to exercise.
- The teacher should always appreciate even the smallest effort coming from the student's sides.
- The teacher should give the basic knowledge of map reading and map drawing.
- Teachers should give suggestion to his students for studying atlas and other reference books. It will help them to collect some new knowledge and information regarding the subject matter.
- The teacher should also let the students tutor their peers because students learn better from peers.
- Students should be rewarded by the teachers who complete their homework on time. It will be helpful in stopping of unfair means that are practiced by some students in the examination hall.

UTILITY OF THE STUDY: Action research is a self-reflective inquiry by the researcher, undertaken in order to improve his own educational practices in classroom situations.

The research has proven to be a fruitful one. The researcher here made his effort to reduce the problem in drawing map among the students and has been successful to very much extent. The study has some utility which are cited below:

- The study helped the students to know and develop the correct method of drawing maps. The study brought interest in the subject Geography and also the habit of reading atlas.
- The study helps in creating a student friendly classroom situation. The study also helped the students to feel free to ask the doubts to their teachers.
- The study helped the researcher to enhance his teaching proficiency by using new methods of teaching.
- The study helped the researcher to identify the weak points in his teaching skill. The researcher met with different situations in applying the remedial measures to the students. He improved his psychological connection with the students and this study helped him to move forward in the direction of perfection in teaching.

SCOPE FOR FURTHER RESEARCH:

The part "scope for further research" is essential in every study related to academic environment. It provides the readers a platform of finding new aspects or the gaps in the present study on which another study can be done in near future. It shows the loopholes or the drawbacks of a study which can be fixed through doing another research.

The study is conducted among 12 selected students of Class IX of Kironbala Goswami Belika Vidyapith. The study is limited to these sample students and the findings of the study cannot be generalized. Therefore, there is always a scope for further research in this topic. The other researchers can take steps for doing Action Research on the basis of this study.

Additionally, this study opens the door to conduct Action Research on the topics like low achievement in the subject Geography, less interest in the subject Geography, cognitive process in map drawing, effective strategies and interventions to improve spatial thinking etc.

CHAPTER 5

SUMMARY AND CONCLUSION:

The researcher has conducted the Action Research in Kironbala Goswami Balika Vidyapith in class IX, where she has been allotted to do four months internship program. While doing a few classes she found that pupils are not giving good response in the class. They are facing problems in drawing maps and showing less interest in Geography class.

From chapter 1, it can be concluded that the objectives of the study were to find areas in which most of the mistakes are made by the students and to find the causes of the problem and find out the remedial measure to eliminate or reduce the problem. The researcher moves forward in the research using Quasi-Experimental method. she also used observation and questionnaire as tools of data collection. The population of the study was all the students of Class IX and the sample of the study was 12 students selected by the researcher with the help of a pre-test conducted among the students of Class IX.

From chapter 2, it can be concluded that the researcher took the pre-test among the students of Class IX to select the sample from the population. After selecting the sample students, the researcher tried to collect data with the help of a questionnaire. The researcher also adopted remedial measures to reduce the problem and after one month the post-test was conducted to know the improvement of the students.

Analysis of the data collected is done in chapter 3. The researcher analyses the data collected from the questionnaire and pre-test and post-test. The data collected from the questionnaire helped the researcher to find the cause and areas in which most of the mistakes occur. The result of the post-test shows the improvement of the sample students after applying remedial measures on them.

From the chapter 4, it can be concluded that the researcher describes utility of the study for the students, for the researcher and also for the parents of the sample students. The researcher also gives suggestions and recommendations and also describes if there is any scope for further research on the basis of this research.

Map drawing skill is an important part of Geography. Improvement in this skill results in better academic performance of the students. The study is undoubtedly a successful study in bringing improvement in the skill of drawing map. The researcher found the causes of the existing

problem which also helped him to improve his teaching skill and try new methods as remedial measures for diminishing the problem of drawing maps in Geography. The study also clears pathway to further research on the basis of the study. Hence it is proven that Action research is practical educational research which allows the educators to learn through their actions with the purpose of developing personally or professionally.

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**APPENDIX 1:
QUESTIONNAIRE FOR THE STUDENTS**

A. STUDENT'S PERSONAL DATA	
1. Student's Name:	
2. Student's Age:	
3. Sex:	
4. Class:	
5. Roll No:	
B. PARENT'S DATA	
6. Father's Name:	
7. Mother's Name:	
8. Father's Age:	
9. Mother's Age:	
10. Father's Educational Status:	
11. Mother's Educational Status:	
12. Father's Occupation:	
13. Mother's Occupation:	

C. Questions:

Q1. Do you like the Geography subject?

Yes		No	
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Q2. Are you interested in drawing maps?

Yes		No	
-----	--	----	--

Q3. Do you think that map is important for learning Geography?

Yes		No	
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Q4. Are you regular in class?

Yes		No	
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Q5. Do you always attempt to do all your class works?

Yes		No	
-----	--	----	--

Q6. Does your teacher take map drawing classes?

Yes		No	
-----	--	----	--

Q7. Does your teacher use TLM while taking map drawing class?

Yes		No	
-----	--	----	--

8. Does the teacher motivate you to develop map drawing skills?

Yes		No	
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Q9. Do you face problem at the time of drawing map?

Yes		No	
-----	--	----	--

Q10. Does the teacher give homework and practice to develop map drawing skill?

Yes		No	
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Q11. Does the teacher take any extra classes for reducing your problems in map drawing?

Yes		No	
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Q12. Are satisfied with the teaching of your teacher?

Yes		No	
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