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## **ABSTRACT**

**Title** “EFFECTIVENESS OF ICT BASED TEACHING OF GEOGRAPHY IN TERMS OF LEARNING ACHIEVEMENT AND CREATIVITY OF HIGHER SECONDARY SCHOOL STUDENTS.”

The study was carried to measure the effectiveness of ICT based teaching and learning of geography in terms of achievement and creativity of the students.

### **OBJECTIVES**

1. To develop technology based teaching strategies for creative learning of concepts in Geography at Senior Secondary Level of Education
2. To compare the effectiveness of technology based teaching strategy with Lecture cum Demonstration strategies in terms of concept attainment in geography.
3. To study the relationship between the Socio-Economic Status (SES) of the students and their concept attainment in Geography.
4. To study the relationship between the methods of teaching and creativity score.

### **MAJOR FINDINGS**

1. As per the need of the first objective of the study, the researcher designed and developed ICT based lesson plans on the selected topics. The lesson plans incorporated computer animation wherever needed, related videos and material available on internet.
2. The study found that the performance of the group of the students, taught by ICT based method is significantly better than the performance of the students taught by Lecture-cum-demonstration method.
3. The school wise analysis of the study reveals that there is no significant difference between the performance of the students taught by ICT based method is significantly better than the performance of the students taught by Lecture-

cum-demonstration method. However, slight difference is found in the performance of Private schools, Kendriya Vidyalaya and Jamia Sr Secondary School.

4. The study indicates that there is no significant difference between the concept attainment of the boys and girls in both the groups made on the basis of teaching method (ICT based and Lecture-cum-demonstration).
5. The study indicates that there is no significant impact of Socio-Economic Status (SES) of the students on the concept attainment in both the groups made on the basis of teaching method (ICT based and Lecture-cum-demonstration). However, there is some impact of SES on the students' concept attainment level in medium SES group.
6. There is no significant difference between the creativity scores of the students taught by ICT method or by Lecture-cum-demonstration method. However, in the school wise analysis (in Jamia Sr Sec School), a slight difference is found between the creativity scores of the students taught by ICT method and the students taught by Lecture-cum-demonstration method

## **IMPLICATIONS OF THE STUDY**

The findings of the present study points towards action to be taken in order to extend the benefits of ICT based teaching to teachers and students

1. Digital content to be developed in Geography.
2. Students and teachers should have access to digital technologies and the internet in their classrooms, schools, and teacher education institutions.
3. In teacher education programmes the Geography teachers must be oriented for acquisition of new resources, expertise and planning process based on ICT.
4. The teachers should be trained and oriented in their in-service training to adopt ICT based teaching in their classrooms.
5. Teachers are expected to have ICT competencies related to content, pedagogy, technical issues, social issues, collaboration, and networking. All these aspects should be incorporated in teacher education programme.
6. Learning outcome in Geography should be evaluated at regular intervals using ICT based evaluation techniques.