



**OPINION OF SECONDARY SCHOOL STUDENTS REGARDING USE OF
JURISPRUDENTIAL INQUIRY MODEL FOR TEACHING GEOGRAPHY
CONTENT**

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Abstract

The present study is focussed on analysis of the opinion of Secondary school students regarding use of Jurisprudential Inquiry Model for teaching of public policy issues reflected in Geography text book of standard IX. Researcher developed a program based on Jurisprudential Inquiry Model and implemented the same in two schools of the Pune district. A feedback sheet has been used to get opinions of the students. The findings show that the students recorded favourable response regarding use of teaching aids, role of the teacher and benefits of the lessons.



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1.1 Introduction:

The central role of education is to prepare citizens to generate integrative democratic behavior, both to enhance personal and social life and to ensure a productive democratic social order. (Joyce B., Weil M. 2011).

1.2 Need and Importance of the study:

In various stages of development of a human life, adolescent is a crucial stage. Adolescence is a period of social conformity. It is a crucial stage between the ages 13 to 19 years. Growing reasoning ability is the important characteristics of this stage which enables child to present thoughts logically also to exchange ideas. Discussions are fruitful. (Dandekar W, 1976). Child's power of critical thinking and observation is much developed. (Mangal S, 2011).

'Child-centred' pedagogy means giving primacy to children's experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children's psychological development and interests. The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs. Our school pedagogic practices, learning tasks, and the texts we

create for learners tend to focus on the socialization of children and on the 'receptive' features of children's learning. (NCF, 2005)

So considering recommendations of National Curriculum Framework 200 the researcher selected Jurisprudential Inquiry Model..

1.3 Statement of the Problem:

Analysis of the opinion of the Secondary School Students regarding use of Jurisprudential Inquiry Model of Teaching to teach public policy issues reflected in the standard IX geography content.

1.4 Definitions of the important terms:

- **Jurisprudential Inquiry Model of Teaching:** It is a model belonging to the social family concerned with the attainment of social goals belonging in the affective domain with a objective to resolve social issues.

1.5 Objectives of the study:

To analyze the feedback of the students from secondary schools regarding programme based on Jurisprudential Inquiry Model of Teaching.

1.6 Research Question:

- Whether students feedback in secondary schools indicate the usefulness of the program based on Jurisprudential Inquiry Model of Teaching?

1.6 Assumptions:

- The life skills like Problem solving, decision making, critical thinking are directly related with the subject studies. The students should get an opportunity to learn subject studies through these skills. (SCF 2010)

1.7 Scope, Delimitations and Limitations of the study:

Scope: The present study-

Focuses on the use of Jurisprudential Inquiry Model of Teaching as an effective teaching strategy for Standard IX Marathi medium students in the subject Geography. Concerned with the Marathi medium schools in Pune district including Pune city affiliated to SSC Board Maharashtra state.

Delimitations:

The study is limited to the two secondary co education Marathi medium schools affiliated to SSC Board of Maharashtra state.

Limitations:

The fatigue, past experiences, mood, motivation levels of the secondary school students which may affect their responses are beyond the control of the researcher.

1.8 Program Based on J.I.M. of Teaching:

The program based on J.I.M. of teaching is related with the Eight public policy issues reflecting from standard IX geography issues. Most of these issues are related with environmental problems. The content in Standard IX geography text book reflecting public policy issues is as follows-

Table 1 Units in the Standard IX Geography Text Book Indicating Public Policy Issues

Lesson No.	Lesson Title	Sub Unit	Content
2	Natural Resources	Land Utilization	A change in land use also leads to a chain of changes in socio environmental problems
2	Natural resources	Water Resources	Huge storage of water in large dams leads to some environmental as well as social problems.
2&3	Natural Resources, Occupations	Forest Resources Primary Occupations	Forest area in Maharashtra decreasing day by day Unlimited deforestation destroyed forests
2	Natural Resources	Mineral Resources	Conservation of Mineral Resources
4	Agriculture	Maharashtra main crops	Use of excessive fertilizers leads to degradation of soil.
5	Industries	Industrial Pollution	Industrial pollution adversely affects various ecosystems
6	Transportation, communication and tourism	Communication Internet	Social Networking websites
6	Transportation, communication and tourism	Ecotourism	Wildlife Protection

1.9 Research Methodology: For getting feedback teacher followed ‘survey method.’

1.9.1 Population and Sample:

Population:

All the students of Standard IX in Secondary co education Marathi Medium Schools affiliated to SSC Board of Maharashtra State.

Sample:

75 Secondary School students from two Secondary Marathi medium schools affiliated to SSC Board Maharashtra state in Pune district was the sample.

1.9.2 Tools for the Data Collection: A feedback sheet has been used for data collection.

Tool Development:

First draft of the student feedback sheet: The first draft of the feedback sheet developed in the form of Yes / No questions. In the first draft the statements were directly given regarding effects of JIMOT. Also the statements indicating steps of the lesson were written.

Content Validation by experts: First draft of the feedback sheet shown to the experts for validation. The experts have given following suggestions-

- Instead of Yes / No questions use four point rating scale.
- Instead of writing direct statements about effects of the model, change the language of that statements.
- Change the order of the statements
- Change the statements indicating phases of the lesson.

Pilot testing: Pilot testing done after pilot testing of the implementation of the program based on JIMOT in Sou sushilabai Veerkar High School in Pune city. No major modifications were done in the feedback sheet.

Final draft of the Feedback sheet: Final draft of the feedback sheet consisted of twelve items. Out of 12 items 3 statements were related to use of teaching resources. Statement number four was related with Phase I of the model. Statement number 5 and 6 was related with the teachers role. Statement 7 to 12 were related with effects of the JIMOT

1.10 Statistical Analysis:

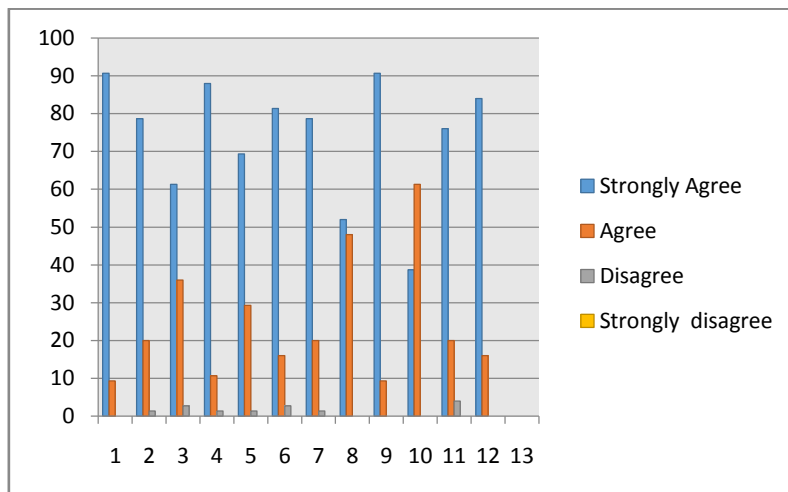
The feedback sheet for the students consisted of statements. The data obtained from the feedback sheet analyzed using percentage. The feedback sheet consisted of a four point rating scale where 1- (SA) Strongly Agree ; 2- (A) Agree; 3- (D) Disagree; 4- (SD) Strongly Disagree.

Table 2 Feedback of the school students regarding the programme based on Jurisprudential Inquiry Model of Teaching

अनु क्रमांक	Statement	Response			
		Strongly Agree	Agree	Disagree	Strongly disagree
1	Teacher used traditional and modern teaching aids	90.67	9.33	0.00	0.00
2	Teacher used variety of learning resources	78.67	20.00	1.33	0.00
3	The teaching aids used were appropriate for understanding of a problem/ issue.	61.33	36.00	2.67	0.00
4	Teacher informed about the problem and created a background.	88.00	10.67	1.33	0.00

5	Teacher has given adequate opportunity to maximum number of students to participate in discussion.	69.33	29.33	1.33	0.00
6	Teacher encouraged us to express our thoughts/ opinions	81.33	16.00	2.67	0.00
7	Awareness developed for finding out solution to problems in the society through social dialogue.	78.67	20.00	1.33	0.00
8	Abilities developed after lesson to analyze the issues related with environment and society.	52.00	48.00	0.00	0.00
9	Understood various aspects of a problem or issue.	90.67	9.33	0.00	0.00
10	We motivated to contribute in finding out solution to a problem.	38.67	61.33	0.00	0.00
11	We understood the importance of respecting others opinions / thoughts.	76.00	20.00	4.00	0.00
12	Discussed issues / problems from various angles and thus got more information.	84.00	16.00	0.00	0.00

Figure 1 Analysis of the Students opinion regarding program based on Jurisprudential Inquiry Model



Observation:

90.67% students strongly agree that teacher has used traditional and modern learning resources. More than 60% of the students strongly agree regarding various aspects of the use of teaching aids. More than 60% students strongly agree with classroom management aspects of the lessons conducted. More than 60% students strongly agree with various abilities developed in them which include development of awareness regarding finding out solutions to various problems through social dialogue, ability to analyze social and environmental issues, importance of respecting thoughts of the others.

Interpretation:

Responses of the students show that the teacher acted in a democratic way in classroom and followed various phases of J.I.M. of Teaching, also instructional and nurturant effects are reflecting after discussing the identified issues in the classroom by JIMOT.

1.11 Major Findings:

The students in the secondary schools record favourable response regarding use of teaching aids, role of the teacher, and benefits of the lesson.

1.12 Conclusions:

The program based on Jurisprudential Inquiry Model of Teaching is useful for secondary school students.

References

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- National Curriculum Framework (2005). National Council of Educational Research and Training, New Delhi.*
- Joyce B., Weil M. (2011) Models of Teaching, New Delhi, Prentice Hall India.*