



## **TO STUDY THE EFFECTIVENESS OF JURISPRUDENTIAL MODEL OF TEACHING ON STUDENT'S ACHIEVEMENT LEVEL**

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### **Introduction**

Students have many questions in their mind within the content or syllabus, but due to many reasons like class intake, less time, etc teacher can't give attention to their need. Researcher stuck out with these problems and he decided to do research with Jurisprudential model of teaching. Teaching with the help of Jurisprudential model of teaching gives chance to solve or learn to solve their problems, with discussing with their teacher, friends, parents and select appropriate option to solve the problem with the presence of mind. Research has used Jurisprudential model of teaching while teaching VII standard students for civics subject and studied its effectiveness.

### **Objectives of the Study**

1. To find out the problems facing by students of VII standard, while studying the fundamental rights and duties of citizens in the subject of civics.
2. To recommend suggestions for the problems facing by students of VII standard, while studying the fundamental rights and duties of citizens in the subject of civics.
3. To prepare lesson planning based on jurisprudential model of teaching for the unit of fundamental rights and duties of citizens in the subject of civics.
4. To study the effectiveness of Jurisprudential model of teaching on the student's achievement level.

### **Assumptions**

1. Jurisprudential model of teaching having practical approach in teaching learning process.
2. Jurisprudential model of teaching maintain healthy relationship in teachers and students.
3. Jurisprudential model of teaching is beneficial to Teacher and students in class activities.
4. Jurisprudential model of teaching is beneficial to develop class interaction and class management skills.

### **Research Method: Mix Research Method**

1. Survey Method
2. Experimental Method

### **Hypothesis**

The following hypotheses were stated for study:

1. Research Hypothesis:

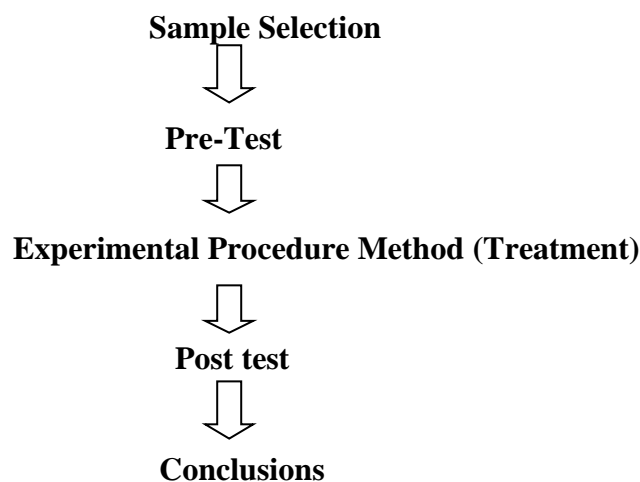
There will be significance difference on the achievement level of the students after (Post-test Scores) the implementation of the program of Jurisprudential model of teaching.

2. Null Hypothesis:

There will be no significance difference on the achievement level of the students after (Post-test Scores) the implementation of the program of Jurisprudential model of teaching.

### **Research Design**

The Pre-test Post-test single Group Design was selected for research study.



### **Variables**

#### **➤ Independent Variable:**

The program is independent variable. It arranged by using Jurisprudential model of teaching.

➤ **Dependant Variable:**

The scores of the students are dependent variable in this research.

➤ **External or Extraneous Variable will controlled by researcher:**

Number of Tr. Trainees: It is equal in pre-test and post-test.

Gender: Male and female are participating in the program.

Type of school: school is aided school.

Age: Approximately 11 to 14 in both the group of students.

**Scope**

1. It is related to civics subject.
2. This research is focused on the use of Jurisprudential model of teaching Civics to VII standard students.
3. This research is applicable to VII standard students from Marathi medium.
4. The area of research is Pune Division.

**Tools for Data Collection**

**For Survey**

**Questionnaire**

To find out the existing condition about the usability of Jurisprudential model of teaching by the Teacher

**For Experiment**

**Pre-Test:** Pre-test taken before the implementation of the programme

**Post-Test:** To study the effectiveness of the programme of development of the Jurisprudential model of teaching

**Data Analysis Tools and Statistical Tools**

**For Survey**

**Percentage:** To analyze data from survey of students of VII standard

**For Experiment**

**'t' test:** To study the difference between the mean scores of pre-tests and post-tests of students of VII standard

**Major Findings**

1. 96% students of VII standard, while studying the fundamental rights and duties of citizens in the subject of civics.

2. 83% teacher, 93% Students, 98% headmasters recommended that teacher and parents should give attentions to students educational need and give time to students to discuss and solve their educational problems their own.
3. Teaching with help of Jurisprudential model of teaching is more effective than traditional teaching method.

### **Testing of Hypothesis**

Obtained “t” value is 11.6 and table “t” value at 0.05 level is 2.9 and 0.01 level is 2.86, it means the stated null hypothesis is rejected both the level and research hypothesis is accepted both the level.

### **Inferences**

The Post-test scores of Experimental group of students shown better improvement than the pre-test scores, because variety of activities excused by the researcher while teaching with the help of Jurisprudential model of teaching. It is proved that proper use of Jurisprudential model of teaching develops Jurisprudential skills of students. It makes positive changes in the learning of the students.

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