CHAPTER VII
CONCLUSION AND SUGGESTION

7.0 Introduction
7.1 Resume of Findings
7.2 Suggestions
7.3 Conclusion
CHAPTER VII
CONCLUSIONS AND SUGGESTIONS

7.0 INTRODUCTION
The important result of the study have been interpreted and some practical suggestions have been given on the basis of the findings obtained.

7.1 RESUMÉ
The important findings have been classified and summarized below under the following significant heads:

7.1.1 Restatement of The Problem
The problem of the present study is EFFECTIVENESS OF JURISPRUDENTIAL INQUIRY MODEL IN TEACHING MALAYALAM AT SECONDARY LEVEL.

7.1.2 Restatement of Objectives
1. To explore ways of liberating the school teaching procedures from the verbal rote memorizing, passive and conforming approaches.
2. To bring school teaching closer to the real environmental and social issues.
3. To help students to analyse issues, discriminate facts and values.
4. To identify contrasting values, set them in dialectic of thesis and anti-thesis and attempt a synthesis.
5. To help to identify higher yet practicable objectives in the teaching of Malayalam language and literature that is seldom touched in pedagogic deliberations.
6. To release the teaching of Malayalam from the constricted strait-jacket of isolated language teaching and set in the context of a broad-field of language-literature-environmental-social-studies.
7. To attempt to effect a natural marriage between the highest level of pedagogic-modelled thinking and the highest level of Malayalam literature set in an inter-disciplinary context.
8. Based on a lesson transcript and transaction on JIM on a suitable theme, to compare the effectiveness of JIM and that of the conventional teaching methods on
the basis of achievement of students in Malayalam with reference to the whole sample as well as sub-samples of (a) locality (b) management (c) sex.

9. To follow up the quantitative study with qualitative approaches and analyses which could give a picture of the nuances not reachable by the former.

10. To enrich present JIM approaches with insights accruing from the early Rhetoric schools, some of which might have served as Jurisprudential preparation.

11. To enrich current JIM approaches as applied to the teaching of Malayalam with literary discourse analysis theories and episodes.

7.1.3 Restatement of Hypotheses

7.1.3 a WITH RESPECT TO EXPERIMENTAL DESIGN TO TEST A SELECT EPISODE

When an episode based on JIM on an appropriate theme is tried out with equated groups: -

1. There will be significant difference between the achievement in Malayalam of the students (whole sample) who have learnt through JIM and that of the students taught by the conventional teaching method.

2. There will be significant difference between the achievements in Malayalam of students who have learnt thorough JIM and those who have been taught through conventional methods with respect to sub-samples of (a) urban and rural area, (b) Government and Private schools and (c) Boys and girls.

3. Besides the measured differences between the two groups tested through ANCOVA and 't'. The students might have acquired several benefits through the use of JIM using a highly stimulating episode, which can be revealed through qualitative participant interactions with the students' teachers and experts.

7.1.3 b WITH RESPECT TO EXTENSIONS TO JUDICIAL-LITERARY RHETORIC AND DISCOURSE ANALYSIS

1. Modern discourse analysis could present many interesting insights, which can enrich and expand our understanding of JIM and its application in school education.

2. Literary education can be traced to the rhetorical schools in early cultures such as those of early Rome and Greece.

3. Literary education, particularly in Rome was oriented to jurisprudential practice.
4. Similar models can be traced from Sanskrit literature – especially those dealing with parishads and other assembly transactions.

5. The akam literature as defined in Tolkāppiyam and exemplified in Sangam literature might present cases where domestic discourse (private domain) brings parallels to value confrontations and resolutions from the public domain.

6. Such approaches can be found in the dramatic literature in Sanskrit and in Malayalam literature (particularly folk literature).

7. Analysis of such materials will help to universalise and democratise high level of thinking and reasoning implied in JIM.

7.1.4 Methodology

7.1.4 a Quantitative Methodology

The basic experimental design adopted in the present study was pretest-post-test non-equivalent group design. The lesson transcript for the experiment was preceded by a close analysis (a common method used in literary theory) of the passage selected to trigger the value conflict, viz Bhāmiyuṭe Avakāśika.

The investigator herself taught both the experimental and the control groups. In the experimental group she followed the phases and steps suggested by Joyce and Weil. In each step the transaction of the criterion text and the types of dialogue and other student behaviour that might follow were anticipated and planned. In actual transaction of the model, there were some deviations, but keeping within the frame.

The investigator herself prepared both the pretest and the post-test. The experiment was conducted in three schools in Idukki district and two schools in Trissur District. A total sample of 504 (252 in the experimental group and 252 in the control) participated in the experiment. The sample was also stratified appropriately according to locality (urban-rural), management (Government-Private) and sex.
Besides the pretest, interaction and post-test, opportunities were given to pupils for reflection, judging the method itself and giving their free comments after the conclusion of the experiment and after a break.

Statistical tests such as ANOVA, ANCOVA followed by t test and were used for analysing the data.

Besides the experiment, a survey was also conducted using a Value-Conflict Resolution Schedule (containing a number of statements to be judged on a five-point scale and a number of questions to be answered Yes or No). The items in the schedule covered the reaction of the respondents to the implications of JIM and also their judgements of certain issues in the context of the text: Rightful Heirs of the Earth. The value conflict resolution schedule was administered to 15 experts, 40 teachers and 50 teacher trainees. The sample used for the judgement was purposive.

7.1.4 b Qualitative Methodology

In order to realize the objectives 10 and 11 restated in 7.1.3 a, and to test the all the extended hypotheses in 7.1.3 b, qualitative methodology was used. This included a historical exploration using a polyphonic historiographic position. In particular the early advanced cultural history of Ancient Rome and Greece, in particular the Rhetorical schools and their influenced and extensions on general education and society. These schools have influenced Joyce and Weil themselves in adapting JIM into their structure and narrative.

Another dimension in the qualitative methodology is delving into the realms of rhetoric and discourse analysis. The investigator managed to collect several insightful works and download some useful material from Internet in this field. Several professors in linguistics and literature helped through lending relevant materials and personal interaction. The investigator also presented a paper on Vaikom Muhammad Basheer's 'Bhūmiyute Avakāśika'.
Conclusions and suggestions

-Analysed in terms of Jurisprudential Inquiry Model of Teaching and Discourse Analysis" and got valuable feedback. Plenty of reflection and further analysis was done to extract maximum wealth out of these.

7.1.5 SUMMARY OF FINDINGS

7.1.5.1 FINDINGS ARISING FROM THE QUANTITATIVE STUDY

7.1.5.1. a Findings arising from the Experimental study

Tenability of The Hypotheses

Two overall hypotheses were formulated in conducting the experiment. They are:

1. There will be significant difference between the achievement in Malayalam of the students (whole sample) who have learnt through JIM and that of the students taught by the conventional teaching method.
2. There will be significant difference between the achievements in Malayalam of students who have learnt thorough JIM and those who have been taught through conventional methods with respect to sub-samples of (a) urban and rural area, (b) Government and Private schools and (c) Boys and girls.

The first hypothesis pertains to the total sample. The second pertains to three pairs of sub samples. Altogether 7 triads of ANOVA, ANCOVA and t test were done to test this. The value for each of these statistical indices (21 in all) was large enough to exceed the minimal significance value for the relevant df. Hence the implied null hypothesis corresponding to the embedded hypotheses in the two overall hypotheses presented above stand rejected. There are seven EG-CG pairs – one from the first hypothesis and six from the second hypothesis. The second hypothesis includes in itself six sub-hypotheses – corresponding to the three sub sample pairs – by sex, management and by locality.
Rejection of the null hypotheses implies that the directional form in which they hypotheses are stated is accepted.

Besides rejecting the null hypotheses and accepting the positive form of the hypothesis as stated, the inspection of the mean pairs in each table and the mode pairs and graph pattern it is concluded that the EG scores significantly higher than CG in every one of the seven pairs tested.

The results of the experiment clearly indicate that the JIM is more effective than CTM in teaching Malayalam at secondary level for the total sample as well as for each of the sub samples:

- Boys & Girls
- Students from Government & Private schools
- Students from Urban and Rural schools

A special insight from reading the graphs as a Gestalt

First 14 graphs were received from the computers, each graph presented the frequency pattern for the EG as well as CG. They were reset in full pages so that the [re-test and post-tess scores of EG as well as CG can be seen as one whole - a Gestalt. It clearly shows the superiority of the EG in every one of then cases. It also shows a peculiar pattern showing that then CG also has benefited in a special way. In spite of this improvement of CG, the superiority of EG still stands. The pattern or seeing he four frequency polygons together for the total sample is stated as follows:

The striking rightward shift of the post-test graph of the experimental group clearly illustrates the upward shift of the scores as a result of the JIM experiment. This is seen very clearly with reference to the mode as well as the total pattern of the curves. Interestingly, there is a rightward shift in the control group also along with a platykurtic formation to the right of the mode.
But whereas pretest frequency polygons of both groups are almost overlapping, the superiority of the experimental group in post test is iconically displayed most clearly.

**A Special Interpretation.**

This pattern—improvement of the CG also in post test, with a platykurtic formation at the mode is seen in the case of every one of the sub samples. The fact that the platykurtic formation of the control group indicates that the control group improves during this process. This can be accounted by the informal contacts between the superior experimental group and control group. It may be questioned whether the experiment becomes invalid because of this. But this analysis shows the statistical advance that after correcting all these the experimental group is superior. So the tenability of the hypotheses remains unassailed. But the incidental benefit of the control group also noted. Now some pursuits in experimental design will consider it as a defect. But a progressivist will consider that the experiment in addition to satisfy its subjective is also providing an additional benefit.

This phenomenon can partly be explained by interaction between the enthusiastic students of experimental group with their friends (this phenomenon was noted earlier in a very important experiment in Coimbatore. Nine headmasters decided to teach through group methods. The teacher will present briefly for the first ten minutes. Then pupils would sit in small groups and continue the learning and consolidate it in the plenary sessions. Five of the nine schools had experimental as well as control groups. The headmasters had noticed that during the interval period the students used to interact freely even across the EG- CG division. Some times even sitting together in
groups. Manuel in a study of DPEP in 2001 had observed that in big schools having classes 1 to 10, the DPEP was conducted by an enthusiastic teacher very well. During the lunch interval UP pupils and High school pupils were also used to sit informally in circles and discussed the lessons or at least help in home works.

The difference lies in the fact that whereas there is almost identity of EG and CG in the pretest scores, there are marked differences in the pretest curves between the pairs.

It is also seen that the improvement of EG is most obvious in Private Group, it is least visible in Government Group.

7.1.5.1 Findings arising from the Value Conflict Judgement Schedule

The pattern of judgement scores obtained by the sample for progressive items is low. Effective implementation of JIM requires a progressive outlook. Hence low score by the teaching community for these items is an unfavourable condition for implementing such programmes. It calls for inservice courses of the right type – not mere information loading type.

Complex items also get low scores. Dialectical items also score low. Favourableness to complexity and dialectic is a precondition of effective JIM implementation.

When a controversial but progressive item is presented, the negative form tends to get a lower score than a positive form. This may indicate a potential strategy for introducing worthy reforms, which are blindly opposed at first.

The concept of introducing controversial issues for debate and resolving them – an essential aspect of JIM – is not favoured.
When value stance items based on Bhūmiyute Avakāśikā are presented form judgement the responses received reflect undue caution. In transaction of JIM people should be willing to express opinion freely, so that issues come out, can be set against each other and finally a balanced position can be reached.

7.1.5.2 FINDINGS ARISING FROM THE QUALITATIVE STUDY

7.1.5.2 a Findings Drawn from Historical Analysis

(0) Joyce and Weil themselves seem to have been inspired by the Greek and Roman precedents while including and elaborating JIM.

(1) A careful study of education in early Greece and Rome reveals that their oratorical and rhetorical schools were simultaneously a preparation for literary education in a highly cultured society and also for the student to understand his civil and legal rights, defend himself in a court of law, engage in public affairs, and perform his citizenship role in an active manner.

(2) Greek education, particularly the type nurtured in Athens is considered to be a typical model of the education of free men and of democratic education.

(3) The agora, the market place was the place where goods as well ideas were exchanged, where people gathered together to talk, to argue and trade. It is in this setting that Socrates developed his democratic and dialectic education,

(4) The rhetorical schools of Greece, initiated in nascent form by the sophists gradually implanted logic, intellectual vigor and social relevance into formal school system.

(5) They trained pupils in dialectic power through discussion and rhetorical power through public speech

(6) Socrates and Plato developed the sophist approach to that of a disciplined dialect. Taking the agora as the basic site, Socrates invited the citizen to state his opinion on any public issue. Then through adroit questioning, these original opinions were developed in the words of the
person to be instructed through stages reaching a firm and reasonable conceptualization.

(7) Socratic methods demanded clear definitions, clear thinking and exact analysis. This is one of the earliest models of systematic value processing. This process developed by Socrates was further refined by his pupil Plato.

(8) Aristotle made an advance beyond Plato through his clearer psychological analysis. He distinguished more clearly between the intellectual and the volitional activities of the mind. He developed logic and rhetoric on more firm grounds.

(9) Aristotle distinguishes four methods of persuasion intrinsic to rhetoric: those deriving from the influence of the speaker, those deriving from the subject matter under consideration, those deriving from the appeals to emotions of the audience, and those based upon the techniques of the speaker or the writer. To each of these Aristotle devotes one or several chapters of his 'Rhetoric'. It is clear that these are founded upon the basic elements of the process of communication; they might well be called encoder proof, reality proof, and signal proof.

(10) Just as Socrates formed the transition from the sophists to the philosophical schools - Plato in the Academy and Aristotle in the Lyceum -, Isocrates (393-338 BC) formed the transition from the philosophical to the rhetorical schools. He was the most distinguished and most scholarly among the teachers of rhetoric. He helped to make Athens the centre of intellectual culture of the world.

(11) Higher education in Athens was born out of the rhetorical schools.

(12) The main difference between the Greek and the Roman approach to rhetoric was that the Romans insisted more on the practical, whereas the Greek moved sometimes to the rhetoric that practising sophists sarcastically called poetry.

(13) Their greatest contribution of Rome for a worker on JIM is the development and organization of law. They also organized the system of rights and duties. 'Righter' is a crucial concept in the criterion study in this study.
(14) The Romans had organised an articulated system of school from the ludus (primary) school through the grammar school to the university.

(15) Quintillion's analysis of the procedure the school of oratory: First there was the establishment of the text, a kind of rudimentary "textual" (lower) criticism, necessary because of the poor manuscripts. Secondly an expressive reading – even a memorised recitation - of the text followed. Then came the "exposition" (exegesis), comprising a word for word vocabulary equivalency and glossing of archaic and poetic terms and a content analysis called *historikon* (i.e., a recognition of geographic or poetic allusions etc.). Finally came "judgement", "the finest flower of the grammarian's art," according to Plutarch, which consisted in drawing moral lessons from the reading-aesthetic judgements were reserved for college and the rhetor.

(16) The Jurisprudential Model was thus built literally into Roman education.

(17) Greek Influence extended to Mediaeval times in Europe

(18) The Rhetorical Schools and their Progeny diffused the World Over

(19) Influence of the concept of Greek Democracy and Education in USA

(20) There are several Indian parallels to the Greek and Roman models at the elite level and at the level of the ordinary man.

(21) There is a ocean of literature about Scholastic Group Work and Rhetoric in Sanskrit. There are popular forms too.

(22) Interactive group forms have been in analyzed very well Classical Tamil, especially by the Jain saints

(23) Assembly forms and Demand for equal justice in Malayalam are effectively explored by some Malayalam poets, especially Kunchan Nambyar.

**7.1.5.2.b Findings drawn from Literary Discourse analysis**

(1) The investigator was educating herself with discourse analysis components.
Conclusions and suggestions

(2) The Investigator presentec a paper relating JIM and discourse analysis in an International Conference. There she presented an abstract of the *Bhūmiyuṭe Avakāśikaḥ* text, JIM principles and value analysis. She also explained how she was attempting to make the analysis better by drawing on some discourse analysis principles and matching them where appropriate with her criterion text.

(3) The discourse analysis concepts for which applications in *Bhūmiyuṭe Avakāśikaḥ* were attempted included: Bakhtin’s concepts of *dialogicity* and *heteroglossia*; Martin’s systemic functional linguistic model explicitly recognizes the context-creating and transforming capacities of textual resources in a programme oriented to *combating inequality*; Austin’s Speech act theory distinguishing between *constative utterances* and *performatives*.; the concept of *textual cohesion* — how a text "hangs together", types of textual sequencing such as *top-down* and *bottom-up* methods of proceeding, functional rhetorical schemata of "*losing face*" and "*gaining face*", *Frames of reference*; *feminism* and many others.

(4) Models were also drawn from Tamil akapporuḷ and from Sanskrit: Neital *kali* poems in Kalittokai and dramatic Sanskrit literatures like *Vikramorvaseeyam* present the mature and effective feminine discourses.

The responsibility of guarding of domestic virtues is allotted to women and the responsibility of material wealth and virtue of charity is associated with men. This is brought out in many *akam* poems, not only in *marutam* but also in other *akam* themes like *pālīri*. The effective feminine discourses are identified in Classical Tamil and Sanskrit literature in order to bring the conflict (masculine-feminine) into the domain of reality and help to find a conflict resolution in a realistic setting. They provide many situations in which the woman is ‘unexpectedly’ proved to be right — a rightness which is usually kept invisible, but made explicit under certain circumstances by a better use of subtle expressions, covert similes, and finesse of expression called *iraicci* (*dhvani*).
7.2 SUGGESTIONS

7.2.1 Suggestion for Improving Educational Practice

1. The classroom teacher has a crucial role in turning of the actual classroom situations into the active social interactive models. Teachers should have an awareness of the know-how process of the transactions and it should be carried out into small groups and each group should be motivated to come up with the strongest possible cases. Optimum stress should be given for providing effective training in effective implementation of such models for teacher trainees during pre-service training.

2. The prevailing system of education is content laid and there is undue stress on rote memorisation. There is no attempt for identifying the higher-level objectives of language and literature learning. Implementation of higher-level models like JIM requires a progressive outlook. It calls for in-service courses of the right type – not mere information loading type- but to develop skills for reasoning and the confidence to take stances by discussing easily and quickly.

3. The development of the understanding and appreciation of the integrated approaches of the broad field of Malayalam- Social studies is to be encouraged for the effective attainment of the higher-level objectives of language learning.

4. The integration of subjects and the effective integrative modes of transactions will be helpful to explore the ways of liberating the school teaching procedures from the verbal rote memorizing, passive and conforming approaches.

5. The contemporary course contents in public affairs should be included in school curriculum to bring school teaching closer to the real environmental and social issues.

6. Once students become fluent in the use of JIM they can apply it into conflicts that occur in and around their own lives. So this modelled transactional practices should be implemented in classroom teaching to help students to analyse issues, discriminate facts and values.
7. The ability to carry on forceful dialogue with others is another important outcome. It nurtures the capacity for social involvement and arouses the desire for social action to effect a natural marriage between the highest level of pedagogic-modelled thinking and the highest level of Malayalam literature set in an inter-disciplinary context.

7.2.2 Suggestions for Further Research

The study has been conceived in terms of only one standard (std X) and with only one lesson (Bhūmiyute Avakāśika). Developing the study into some other areas of lessons and in other high school classes can also make the full implication of the study. The research on the following perspectives can broaden the study for further developments.

1. Replication of the present study in other relevant topics.
2. Extension of the study of discourse analysis with other social interactive models.
3. Focussing the study on the same topic by using any specific discourse analysis theory to enrich the controversial transactional mode.
4. Analytical approaches can be adopted to find out the suitability of the lessons in high school classes for broad-field transactions of integrative models.
5. Exploration of the transfer value of such models in daily life can be studied in qualitative aspects.
6. Enrichment of JIM can be studied in environmental aspects as well as in social aspects.

7.3 CONCLUSION

The present study convincingly revealed the effectiveness of JIM through the quantitative, historical and qualitative approaches. The investigator would consider herself amply rewarded if the findings of the study are used by future researchers for improving current practices in language and literature teaching and for conducting more extensive researches relating to this crucial but interesting and effective area.