CHAPTER I

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CHAPTER - I
INTRODUCTION

1.0 PREAMBLE

During the past ten years there has been an attempt to introduce integrated activity approaches to relate school with community experiences and issues. This was done in the last decade of the twentieth century on the auspices of DPEP (District Primary Education Programme). Since this involved a major change in the curriculum, only a minority of teachers was able to cope successfully with the new demands. There was also a drawback in DPEP that the provision for effective training was available only in six districts, and for the lower primary classes. In the beginning of the present century SSA (Sarva Siksha Abhiyan) was accepted as the official scheme in Kerala. In principle it accepted the spirit of activity and integrated approaches. But in practice there seemed to be some hesitation at first about some of the most progressive aspects of DPEP and its continuation curriculum in the upper classes. But in principle, many of the progressive practices were accepted though not with the same dynamism that was seen in DPEP at its best and its follow-up at the upper primary level. But every one would agree about two aspects of the SSA scheme, which the integrative and innovative practices of the type developed in DPEP were made applicable at least in the curriculum as proposed from above to all the fourteen districts and extended up to class VIII. The curricula in classes IX and X were also designed as a follow-up of the integrated activity curriculum during the academic years 2003-05.

However, when it comes to actual curricular transaction, there is a tendency in most schools to do the projects, interactional modes of pedagogy and projects in a mechanical way to satisfy the demands of the Education Department, copy the projects and tasks from bazaar notes, instead of attempting a live transaction of integrative, socially interactive and reflective
pedagogy. In teaching Malayalam there is a tendency to overemphasise specific skills like meaning of words, mastery of vocabulary, pronunciation, structure, grammar etc, though live communicational interaction is the officially prescribed mode. It is not argued that specific skill analysis and pedagogic implementation is not important. But such specific skills or Minimal Essentials Approach should not lead to a predominance of isolated, mechanical and formal drill. The presentation should as far as possible be integrated, meaningful, related to the issues of life. This integration should be not only within the subjects, but also among the subjects, and between school and life.

In District Primary Education Programme (DPEP) the mother tongue, mathematics and environmental studies were presented in integrated ways throughout the lower primary stage, with just one book in classes 1 and 2. As the child advances through the grades the separation of the subjects are justifiable to some extent. But the teacher should always look out for the ways of integrating language, environment and social science. In the Sarva Siksha Abhiyan (SSA) Scheme also, started in 2003, the principle of integration is accepted. The DPEP, as well as SSA scheme, made project approach as an essential aspect of education. Some of these projects involved the pupils in learning from social settings, and occasionally involved them in social issues – without necessarily calling the approaches as models. This is a challenge where dynamic models of teaching involving activity, and free social interactive and debate on crucial issues could be initiated as a regular practice in schools. In actuality, the practice falls far short of the projected principles. Hence live models of translating progressive theory into practice should be developed.

At present many teachers go to class without clear lesson plans. They just 'cover' the portion or help children to answer the questions and give the meaning of the difficult words. Systematic lesson plan is taught in the training colleges but not actually carried out in the schools. One reason may
be that some of the lesson plans are mechanically and uneconomically designed. More recently models of teaching have come into vogue. They are of higher conceptual level and with more complex sequential stages than the objective-based teaching plans.

After the new curriculum has come into vogue, teachers and even teacher educators are not sure about what is the right method of drawing the lesson plans. A good mix of the models of teaching intelligence conceived, supplemented with newly developed relevant models, and adapted to the real curricular tasks may help.

Model making processes on the lines developed by Joyce and Weil involve a higher level of theoretical activity than formal routine lesson plans. But in university researches in model making select models tend to be repeated, particularly Concept Attainment Model and Advance Organizer Model. But even here the results are not consistent as in the case with physical science. Some investigators find Advance organizer more effective than Concept Attainment. Others come to the reverse conclusion. The conditions, which lead to such inconsistent results, are not analyzed. Other models such as Mastery Learning, Jurisprudential Inquiry Model have also been touched by a few. On the whole the approach is psychometric oriented, leading to Terminal physical-science-type generalisations. Reflective criticism followed by qualitative exploration of how the models may conceived in the functional mode, how to design them in ways in which the curriculum can be transacted in the relevant social setting, and how to get the successful ones applied in practice tend to be neglected.

We are living in a world of controversies, which often lead to conflict. Meanwhile the school, like an ostrich, buries its head into the dreary desert sands of dead syllabus, devoid of the springs of life. Even many students, who do well in school and in the examinations by studying the prescribed
portions, simply flounder when they meet a real problem in life, for which this bookish learning is of no help. The student has to learn to wrestle with the actualities of life and start learning anew.

It is in this context that the Jurisprudential Inquiry Model (JIM) has been developed to make the teaching of the subjects as life-like as possible, especially while dealing with controversial issues on which much can be said on both sides. Such kind of training is very important in a democratic society. Jurisprudential Inquiry Model, as defined by Joyce and Weil, is designed for the purpose of studying social issues at community, state, national and international levels.

Language comes to life when it is used to express some content, particularly social issues. Students should learn to see reading and writing as vital support for the most direct way in which citizens can express themselves and participate in public life as public speakers. Public speaking was the primary medium for participation in public affairs at the birth of democracy in ancient Athens, and even today public dialogue or argument is for most citizens the chief means for participating in public life. According to Katula (1991)

Language teachers can help to enhance the quality of public dialogue by teaching their students how to engage in class discussions that require them to paraphrase as well as to respond to the points made by others. They can especially advance the cause of improving civic discourse in this country if they teach their students certain strategies of public debate that derive from classical rhetoric: to avoid logical fallacies in developing their arguments; to construct arguments that respect the truth; demonstrate an understanding of alternative positions; and to seek common ground in debates on controversial issues.

All students must become active learners who know how to pursue their own curiosity and who can engage in independent critical thinking.

This study attempts to start from where the earlier investigators have left in terms of quantitative methodology and proceed further by adding a
qualitative analysis of the appropriateness from the point of view of drawing out the depth of literary discourse as well as Jurisprudential Inquiry. The investigator was also aided in this attempt by the availability of an ideal lesson in the Malayalam text *Bhūmiyute Avakāśikā* (The Rightful Heirs of the Earth) by the brilliant Malayalam writer Vaikom Muhammad Basheer, who presents a hypothetical dialogue with his caring wife, himself taking a stand that the Earth belongs equally to all creatures - insects, scorpions, snakes, rats, crows and bats - which destroy or steal the fruits, and man has to share the Earth's bounties on equal terms with the other beings. His wife opposes his stand not because she was cruel to the animals but because she cares for the life and well being of her children and husband. Hence environmentalism in its extreme form and man's right to exploit the environment for his well being and for the economic development are presented in an interesting dialectic. Over and above this, there is another literary discourse on the masculine - feminine issue. The woman very often takes the blame in recommending even the killing of harmful animals.

It should not be understood that this is the only work, which lends itself to the use of Jurisprudential Inquiry Model in Malayalam. Other similar works can also be dug out. New scripts can be created or improvised. But perhaps Basheer's *Bhūmiyute Avakāśikā* is an ideal lesson to illustrate both JIM and literary discourse - which could provide a justification for a specialist teacher in Malayalam to work on JIM. To a very high extent the pedagogical analysis and exploitation of the text and its actual use in the classroom dialogue could bring out several principles usable with other texts too.

It was nearly four years since the investigator gave her research proposals based on the multiple inspirations embedded in this text as well as the deep analytical framework develop by Joyce and Weil. Consequent to the revision of the school curriculum, this lesson (Bhūmiyute Avakāśikā), which was current at the time of conducting the experiment, played its last innings in
Standard X at the end of March 2004. But that doesn’t diminish the pedagogic value of the study. The presence of this literary piece is always felt in all creative and dialectic Malayalam class in some way in some form. We are all familiar with his famous statement “A thing of beauty is a joy for ever”. Judged by this standard a great literary work once composed never dies. The analytical, discursive and critical skills developed through transaction of the JIM are likely to have transfer value beyond the piece actually taken. Even in the revised syllabus a translation of Bhūmiyute Avakāśikā finds a place in the English text of Class VIII. Similarly an effective pedagogical analysis combining Jurisprudential Inquiry and literary analysis on the lines of taming of the text, put into pedagogic use will also never die, but renew itself even better forms.

1.1 NEED AND SIGNIFICANCE OF THE STUDY

The Education Commission Report has rightly said, “The destiny of India is being shaped in her classrooms.” But when we come to actual practice, most classrooms dole out artificially broken and disconnected subject matter as if the final examination is the only destiny. This has been the problem all over India.

But Kerala is unique in the sense that even in schemes accepted all over India are done with more than usual enthusiasm by some, which is also countered by some others with equal output of energy – sometimes bordering on vehemence. The District Primary Education Programme (DPEP), which is really an All India Scheme, when introduced in Kerala brought out some unique innovations as well as distortions, and adverse criticisms (even to worthy innovations) as seen nowhere else in India.

The integrated, interactive, activity approaches introduced in the lower classes under DPEP about ten years ago were intended to break this
fragmentation in the curriculum. A minority of creative teachers did succeed in introducing some connectivity and genuine social interaction in the classroom. But the majority found it difficult to cope with the demands of the progressive curriculum. After the scheme of Sarva Siksha Abhiyan (which is really a culmination of DPEP) was introduced, the principle of integration and social interaction remains, but the percentage of effective implementation of progressive aspects of the scheme is probably still less. One reason is the provision of personnel for training and monitoring and support system is proportionately less than in DPEP. Another reason is that under SSA the degree of centralization is far more, which could hamper the autonomy at the local levels and the extent of spontaneity and creativity is much less. These tendencies can act as hindrances to progressive reform.

It is a good feature that now activity and interaction approaches can now be done as the officially prescribed mode up to class X. This official prescription has an advantage in that everyone can do it; indeed they are expected to do it. If all or even most can do it in the right spirit, with competence and commitment, our system could become the best in the country, one of the best even at world level. In that case, integration, interaction and social relevance will become a natural part of the school routine, and the destiny of India will really begin to be shaped in her classrooms.

But what happens in the last majority of schools is very different. The adjective 'official' and the adverb 'officially' used as key terms in the last paragraph was looked up in the Oxford Advanced Learner's Dictionary for reference. The first two meanings given are factual, without emotional colouring. The third meaning given in the dictionary has a negative colouring: "(according to information) that has been told to the public, but that may not be true."
Visit to any ordinary school or even to many schools 'officially' rated as excellent would reveal that activities, 'tasks', projects and interactions are done in the 'third' meaning given in the dictionary. The progressive practices are not followed at all. They are reported officially as being done, having been done. Meanwhile the classroom teaching goes on in terms of what traditionally teachers have been doing, what they think will bring good results in the examination – giving isolated word meaning, grammar point, mechanical drilling of question-answer.

There are many who do the activities', but just the minimum to satisfy the officials. In imposing the activity model from above in June 2002 after officially deactivating or discouraging even the minority of creative workers who were transacting the activity curriculum with commitment and competence in June 2001, the commitment to progressive educational approaches of the monitoring personnel has become suspect. Many teachers do the activities and projects or fill the records in a minimal form need to satisfy the District Educational Officer during school inspection or the Deputy Director of Education for special inspection in the cause of enforcing the resurrected activity mode. Many of the activities and projects suggested in the new scheme challenge even then capacities of the teachers. It has become the norm to copy down even creative and constructive work from printed bazaar notes. The printed notes themselves contain numerous errors in getting the 'answers' to challenging problems in record time. The work done will be mechanical and even distorted.

One reason why most teachers hesitate to work out difficult problems themselves is that they do not have the confidence to try out the answer to challenging questions. The price of being exposed having made a mistake in public is high. There are questions for which there are fixed, convergent answers. With some homework this can be easily found out. With certain type of questions multiple answers are possible. Evaluation in the new scheme admits multiple correct answers. It is officially recognised. What is
needed is to set up a climate in which how to get the information, how to arrive at generalisations, how to explore the unknown, how to trigger creativity – in the teacher as well as in the pupils, how to correct oneself if the first answer is wrong, how to choose the best answer among multiple correct answers – these and several issues posed in Kerala during the past ten years – need to be faced and solutions found out. Multiple modelled thinking and modelled teaching and learning can be a powerful source to find solutions.

Evan apart from the special innovations and innovation resistances peculiar to Kerala, the problem of compartmentalised versus integrated, socially related approaches need to be faced. While fragmented, formal teaching has been the norm in school for decades, and even centuries, the Government has accepted integrated, socially related, activity-oriented curriculum over the past few years. But implementation of such a curriculum calls for very high competencies on the part of the teachers. It must be conceded that the majority of teachers have yet to come to terms with it, and to acquire the needed skills.

Many of the models of teaching, particularly those organised by Joyce and Weil could be helpful in this context. When we come to the problems relating to school and society, relating schoolwork to public policy issues the Jurisprudential Inquiry Model (JIM) can be particularly useful.

Applying the model in the school has to take into account the subject division in schoolwork. Among the subjects as now constituted Social Studies is generally considered ideal for this purpose. But the broader the subject the more natural it would be to relate to public policy issues – which JIM demands. In the American curricular parlance, social studies itself is a broad field rather than a subject.
While the content of policy issues can be netted into social studies, the analysis and the argument has to be done in language. Earlier workers who have done JIM in the domain of social studies is conceived have taken the tool subject for the arguments – language – for granted. In the Mahatma Gandhi University one student has conducted JIM study within the domain of language at Master’s level.

In the present study the rationale of conducting JIM study with language as the Malayalam as the focal domain will be argued and explored. To interpret the content of the issues perhaps a broad field of Malayalam-Social Studies may become relevant. When the model is triggered from environmental issues a still broader field of Malayalam-social studies-science may be needed to map out the domain. Language comes to life when it is used to express some content with value for personal involvement, and interaction with the physical or social environment.

Joyce and Weil have classified their models into four families. The Social Family is one of these families of models. Within this family the investigator considers JIM most crucial today, because every day we are facing social issues, which easily lead to conflict and even fragmentation of the society. Hence students need to be trained in schools in analysing issues, identifying values and value conflicts, taking a position, defending it rationally and understanding the opposite positions. Hence there is a case for making a study on the JIM in the applied stance.

It is noted that just as a very flexible, thinking-oriented curriculum could be made rigid in transaction, even research on Models of Teaching could be reduced to exercises on tight-design models, limiting the concern to purely quantitative psychometric forms. While the merits of these precise forms are conceded, it is felt that both the new curriculum and the nature of JIM - inviting the student to involve himself in social issues, analysing issues
minutely, reasoning with competence, stating positions boldly and re-
examining them with thoroughness – call for a more flexible and
imaginative approach, with a judicious combination of qualitative and
quantitative methods.

The present study attempts to trigger JIM with the help of a lesson in the
Malayalam text for Class X. The type of content that emerges in the
analysis may fall within social studies and some would require some
scientific knowledge and even call for some philosophic and religious
thinking. But once the analysis and arguments start, the language also
comes into focus, especially when a language teacher conducts the
research.

As a student and teacher of Malayalam language and literature the
researcher is interested in extending the scope of the model, in breadth and
depth to cover a complex of language and literature, at the same time
enriching the valuable social issues and value conflict grounding provided by
Joyce and Weil. The impulse to pitch the goals higher and recast the
definition broader than the original formulation of model came, not on
account of the investigator’s over-confidence in herself, but on account of
the intellectual stimulus provided by Vaikom Muhammad Basheer, in a
‘dialogic’ story entitled Bhūmiyūṭe Avakāśikal. Independent of Joyce and
Weil, Basheer has intuitively sensed the JIM spirit and created a dialogue,
which seems to have been inspired by a super-Jurisprudential Inquiry Model.

In the light of the points made out above, it is proposed to take Basheer’s
theme on “The Rightful Heirs of the Earth” as the episode on which a JIM
study is to be conducted. Following the models of ‘stable inquiry,’ the steps
taken by earlier researchers on the quantitative paradigm are also followed
here. Besides, the Basheer inspiration as well as the challenges posed by
the new curriculum and JIM itself is taken as an invitation to ‘fluid research,’
exploring the phases where language and literature can pass into rhetoric
and discourse analysis, illuminating the social issues analysis and thus enriching JIM itself.

In fact it is proposed to make an extension of the formal study of JIM beyond the strictly bounded quantitative approaches. It is also proposed to extend the exploration of the concept of 'effectiveness' beyond experimentally testing a specific episode based on the model. It is difficult to resist the temptation to go into the antecedents of the relation between the jurisprudential, rhetorical and general cultural components of education in order to enrich the model itself. Another way of enriching the approach is through a purposeful excursion into literary and discourse analysis to draw out more relevant objectives for teaching Malayalam, and thus making the model more effective.

To summarise, this study takes off from a lesson in the Malayalam text with environmentalist, legal, humanistic, universal-love-proclaiming, survivalist, and existentialist stands alternating. There are even appeals to the deity when the human mind cannot resolve the contradictions involved in this clash of values. It starts with the JIM framework but goes beyond it with one extension in the direction of literary discourse analysis (because it helps to refine the value conflict analysis inherent in JIM itself) and another in the direction of history of educational ideas and practices as triggered by the term 'jurisprudential'. The latter enterprise takes us to the ancient Rhetorical schools of Greece and Rome, which prepared for legal practice as well as general literary education. An extension into the field of environmental education could also be justified because the initiating theme Bhūmiyuṛjye Avakāśikā can be read as a very high level literary-philosophic discourse in the domain of Environmental Education.

For some of the liberties taken to extend the scope of the study as indicated justification can be found from the conceptual and study reviews (Chapters II and III). The studies of Klinger (1994) and Katula (1991) are
particularly seminal. Klinger argues that a rhetorical view of the law sees law as an exercise in communicative praxis, reshaping the theoretical and practical contours of the law, changing patterns of communication, and opening *discursive space* both within and outside the legal academy.

Since public dialogue often turns to be little more than polarized or polarizing debate, with neither side genuinely listening to and learning from the other, as Ede (1991) found in an analysis of a local controversy (this is what happens in many stereotyped practices of JIM), “Language teachers can help enhance the quality of public dialogue by teaching their students how to engage in class discussions that require them to paraphrase as well as to respond to the points made by others. They can especially advance the *cause of improving civic discourse in this country if they teach their students certain strategies for public debate that derive from classical rhetoric: to avoid logical fallacies in developing their arguments; to construct arguments that respect the truth and demonstrate an understanding of, if not sympathy with, alternative positions; and to seek common ground in debates on controversial issues* (Katula 1991).

A direct analysis of Greek and Roman Education as the original source of Jurisprudential Inquiry Model and then drawing some relations to JIM conceptualizations would perhaps help to have a deeper understanding of the essence of JIM and apply it even more effectively. Joyce and Weil too have done it to some extent.

Greek education in one of the most creative phases in human cultural history. It reveals very clearly how from the types of traditional education, albeit of a superior kind as compared to many other cultures, the emergence of rhetorical schools to satisfy an important social need marked a major jump. The intellectual outcomes of this type of educational transaction (outside the formal Greek school system) later penetrated into the formal system and consolidated into the articulated structure of the school system,
from the primary school to university. This set the model for the establishment of organized school system all over the world. Later it turned out that such a formal system gets cut off from society. In order to re-establish the link between school and society, between mechanical and routine curricular transaction and society, and logic in action, models such as JIM could help. When there is the threat that even the application of such models in research could become stereotyped, one may look for inspiration and fresh air through a cultural excursion into ancient Romantic Greece and its practical translator Jurisprudential Rome.

This extended look has been done not only with Greek and Roman education and culture, but also with parallels in Sanskrit, Classical Tamil, and Malayalam and with discourse analysis materials drawn from linguistics departments. This is the justification for attempting to enrich the investigator's own understanding of JIM simultaneously with testing its effectiveness.

1.2 STATEMENT OF THE PROBLEM
In the light of the case made out in the preceding paragraphs the investigator has chosen to explore for her doctoral study the problem entitled: EFFECTIVENESS OF JURISPRUDENTIAL INQUIRY MODEL IN TEACHING MALAYALAM AT SECONDARY LEVEL.

1.3 DEFINITION OF IMPORTANT TERMS

1.3.1 EFFECTIVENESS
'Effectiveness' in this study is conceived not only in terms of improvement in academic (cognitive) achievement, but also in terms affective and active behavioural components, of social commitment, willingness to take responsibility for their work, and work for long hours at the project and so forth.
'Effectiveness' will be concerned not only with measuring the effectiveness of the working of a model/episode chosen to test it, but also with enriching the model and its episode in their formation. Since the social issues, value conflicts, arguments etc are presented through language, the operation of the language itself will become an essential component of effectiveness. Hence the discourse in which the case is made out and confronted will also constitute and essential part of effectiveness.

1.3.2 JURISPRUDENCE
Jurisprudence is the body of ordered knowledge, which deals with a particular species of law. In the present context jurisprudential thinking and transactions are attempted to be carried into the analysis of controversial social issues and values in the school setting rather than in the law court. The associations of the term with the Ancient Roman Rhetorical schools which provided general humanistic/literary education as well as professional preparation for law is also recalled in exploring the problem. Jurisprudential matters are analysed with Malayalam as the language of communication of issues and discourse.

1.3.3 MODEL
A model is a mental replication of an object or a situation in order to help understanding or solve a problem in optimum base. In this particular case it is taken for the major part of the study in the sense of helping to model in teaching-learning situations for optimal effects in exploration, analysis and resolving social issues, and for maximizing the relevant competencies in language, literature and discourse.

A fuller discussion of the theory of models is presented in Chapter II. But the varied form in which model and modelling played in this study warrants recalling some of the major concepts explained in Chapter II and explain the range of usages of 'model' in this study.
Most of the major constructs of philosophers are mental models of the highest level. This also applies to educational theories. A related concept, paradigm has also been popularised by Kuhn. *Paradigm* is a philosophical model or framework originating in a world view and belief system based on a particular *ontology* and *epistemology* and shared by a scientific community.

In Kaplan's five-fold classification of model (vide Chapter II) *semantic* (figurative and metaphoric models - usually verbal) and *schematic* (integrating theory and real world situations) models do have a relevance. Analogue models may be used, but not in Kaplan's strict mathematical sense.

'Model' in this study is used in the exploratory, explicatory and facilitative sense. Kuhn's paradigm shift is interesting, but this investigator cannot claim to have effected such a major shift in the process or even attempted to do so. But it is a fact that during the past two decades a paradigm shift has been taking place in Educational and Social Research, more and more research methodologists advocating a move from the quantitative to the qualitative paradigm. This investigator did follow the quantitative paradigm using ANOVA and ANCOVA as done by the many predecessors in this model. But the investigator did add a qualitative dimension. She also borrowed some models from 'discourse analysis' which is really a multidisciplinary construct, but is generally taken care of by linguistic departments. By intersecting models from different disciplines new constructs were developed and tested, often by informal qualitative methods.

It may be added that while the product of JIM is tested quantitatively, the 'process' during the various stages involves a kind of qualitative inquiry, which cannot be captured by quantitative techniques without understanding or analysing it thoroughly to reach some level of precision. Whitehead's rhythm model of Romance $\rightarrow$ Precision $\rightarrow$ Generalisation could help the predicament of an investigator exploring in this mixed, complex field.
It must also be added that some theorists working with problem-solving or creative mathematics classes plead for thinking on 'modelling' rather than 'models'. Sucklings' *Chemistry Through Models* conceives of each formula, equation, reaction, structure of atom etc., so that a live chemistry class in which the students are being helped to construct chemical models (concepts and principles) in their minds will be 'modelling' rather than applying a Joyce and Weil type model.

The present investigator followed the Joyce and Weil Type as well as the Sucklings type. She did modelling; and she applied the Jurisprudential Investigatory Model – with variations.

### 1.3.4 JURISPRUDENTIAL INQUIRY MODEL (JIM)

JIM as defined by Joyce and Weil is designed for the purpose of studying social issues at community, state, national and international level. The Jurisprudential Inquiry Model puts the pupil in the position of a judge to sift out social issues and values and come to a reasonable conclusion. In the present case the model is attempted to be increased in breadth and depth to cover a complex of language-literature, social and environmental studies in deep philosophical settings. The impulse to pitch the definition broader than the original formulators of JIM came about not on account of the investigator's overconfidence in herself but on account of being impelled by a deep value-conflict-triggering Malayalam essay by Vaikom Muhammad Basheer.

### 1.3.5 SECONDARY SCHOOL

Secondary school covers the classes VIII to X. Since a level of maturity associated with formal operations is needed for exploring JIM, this level is most suitable. Since the episode chosen is a complex one the highest class is chosen - class X.
1.4 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 antithesis 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 that 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.
1.5 HYPOTHESES

1.5.1 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.

1.5.2 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 Tolkappiyam 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.

1.6 METHODOLOGY IN BRIEF

The usual design adopted in models research is to compare the effectiveness of two models of teaching or compare a selected criterion model with traditional teaching. Usually a selected curricular theme is taken and a teaching episode is written following the full sequence of presenting it according to the steps of Joyce and Weil, making a formal statement of the other components too, such as the social system, nurturing effects etc., usually repeating and analysis of Joyce and Weil. Very few investigators take the liberty of adapting the conventional steps in the model or going beyond Joyce and Weil if the theme selected by them calls for such adaptation.

The basic experimental design adopted in the present study was pretest-post test non-equivalent group design.

The experimental design was preceded by a close analysis (a common method used in literary theory) of the passage selected to trigger the value conflict, viz Bhūmiyuṭe Avakāśikaṭ.

To the extent that current research models are replicated, the experimental method was adopted with pre test-post test parallel group design with one
group following JIM interactions and the control group taught by conventional methods, and analysing the data using ANCOVA followed by t test.

The experiment was conducted in three schools in Idukki district and two schools in Trissur District:

1. S.N.D.P. V.H.S.S, Adimali;
2. Govt. V.H.S. Deviyar colony;
3. S.N.High School, Irinjalakkuda;

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.

But there were certain objectives and hypotheses, which could be realised/tested by less structured tools and techniques such as observation and interview schedules and qualitative-participative approaches. Even on the basic experimental design, there were several nuances besides the difference in the achievement test results. Hence besides the five tools stated above, a survey tool was also used designated as Value-Conflict Resolution Schedule (containing a scale and some questionnaire items).

This schedule was prepared by the investigator to collect the judgements of teachers, teacher educators and experts regarding the relevance of the JIM
in a context of the Rightful Heirs of the Earth issue. The value conflict resolution schedule was administered to 15 experts, 40 teachers and 50 teacher trainees. The sample used for the judgement was purposive.

The enrichment of JIM insights by reference to early advanced cultural history is approached through the historical method. The early cultures which come to mind immediately are that of the Rhetorical schools of Ancient Rome and Greece, which are hypothesized to have served educational, literary and jurisprudential preparatory functions. Some extensions to early Kerala culture are also attempted.

Some of the hypotheses in the B Category take us 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. Some of the highest authorities in French, such as Michel Foucault, Bordeau, and Derrida and several from English were thus collected. The literary and discourse analyses are analysed further from the extended JIM point of view and applied in a deeper analysis of Bhūmiyute Avakāśikal and other relevant material if any.

1.7 TOOLS USED FOR THE EXPERIMENTAL PART

1. Lesson transcripts on conventional text book approach.

2. Lesson transcripts on Jurisprudential Inquiry Model

3. Pre test

4. Post test
1.8 VARIABLES TAKEN FOR THE EXPERIMENTAL STUDY

Table 1.1
Variables used in the experiment

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>Controlled Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>JIM*</td>
<td>Achievement</td>
<td>Subject taught</td>
</tr>
<tr>
<td>CTM*</td>
<td>Management</td>
<td>Lesson taught</td>
</tr>
<tr>
<td></td>
<td>Sex</td>
<td>Standard</td>
</tr>
<tr>
<td></td>
<td>Locality</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

JIM* Jurisprudential Inquiry Model
CTM* Conventional Text book Method

1.9 SCOPE AND LIMITATIONS OF THE STUDY

From the time of Plato and Aristotle attempts have been made to place education in the context of good citizenship, good government and towards the evolution of a just society. Many of the models of teaching mentioned by Joyce and Weil and others are concerned with individual learning, investigation, creativity etc. Group investigation model brings in the social aspect. JIM paves the way for taking the child gradually towards the highest end of education thinkable in a secular society. Most of the studies of models so far conducted have not focused these aspects.

Nearly forty years have passed since The Education Commission (1964-66) started its deliberations. The commission has given very valuable findings
but the implementations of the recommendations have not kept pace with the vast challenges that confront Indian education.

There has been a charge that formal school education is verbal, isolated from society avoiding social issues. It tends to emphasise learning the letters and words rather than going into the deep humanistic issues. Hence it would be interesting to explore whether educational research can transcend the inert and mechanistic targets of education and to give some guidance in managing the dynamic issues that face school and society.

Any new method requires substantial investments of time and energy to master. Discourse analysis is certainly no exception to this rule, especially with the relative shortage of methodological writings and established exemplars to guide new comers to the field. By definition, new methods are not institutionalized. The researcher therefore faced substantial barriers as she has attempted to present this work that her colleagues find unfamiliar and that can be difficult to relate to existing work in the field. Those who adopted this method faced additional risks when her work is evaluated for tenure or promotion because the relative rarity of discourse analytic studies makes their evaluation difficult, and unfamiliar reviewers may not appreciate their value. Discourse analysis is a labour intensive and time consuming method of analysis.

1.10 ORGANIZATION OF THE RESEARCH REPORT

The research report is divided into six chapters. Chapter 1 contains a brief introduction, the need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses, methodology in brief, tools used in the experimental part, variables taken for the experimental study and scope and limitations of the study. Chapter II presents a detailed conceptual review of literature used in the effectiveness of jurisprudential inquiry model. Chapter III contains a brief survey of
related studies and literature pertaining the area of the study. **Chapter IV** gives description of the methodology (quantitative and qualitative), variables used, tools used for measurement, samples used for the study, data collection procedure, scoring and consolidation of data, statistical techniques used for analysing the data and the analytical method adopted for discourse analysis. **Chapter V** gives a detailed analysis the quantitative data obtained through the experiment and the Value Conflict Resolution Schedule. The description of the statistical techniques used for the data obtained, an interpretation of the findings and discussion of the important findings are included in this chapter. **Chapter VI** presents the qualitative data obtained through literary discourse analysis, historical analysis, participant observation, focussed interview, expressionaires and reflective analysis. **Chapter VII** includes the study in retrospect, important conclusions drawn from the analysis of data, substantiation of the tenability of hypotheses set forth for and the study and suggestions for educational practice and for further study.