CHAPTER III

JURISPRUDENTIAL SCIENTIFIC INQUIRY MODEL

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3.1. Introduction

The present study deals with the models of teaching, specially social interaction models of teaching. Hence, this chapter is divided into five sections. The first four sections are about the theoretical background of models of teaching. The fifth section is devoted to the Jurisprudential Scientific Inquiry Model. It describes, philosophical base, objectives, syntax of the models and educational implications. The word 'Model' is used by people in the different ways, in different concepts. It is meant for a particular purpose or plan, engineers and architects use the word 'Model' for dams, projects or machines. The models of teaching is a pattern or plan. The plan can be used to shape curriculum or course to design instructional materials and to guide a teachers actions. Apart from the uses it creates the necessary environment which facilitates the teaching-learning process.
3.2. Models of Teaching

According to Bruce Joyce and Marsha Weil and Beverly Showers, (1992)

"Models of Teaching are really models of learning. As we help students acquire information, ideals, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. In fact the most important long term outcome of instruction may be the students increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered the learning process."

3.3. Characteristics of Models of Teaching

Significant characteristics of the models of teaching can be stated as below:

1. They are some sort of plans or guidelines or patterns or strategies of teaching.
2. Models of teaching are not a haphazard combination of facts but are, on the other hand, systematic procedures to modify the behaviour of learners.
3. They specify the learning outcomes or instructional objectives in terms of observable and measurable performance of students.
4. They specify in definite terms of environmental conditions under which a student's response should be observed.

5. Models of teaching specify the criteria of acceptable performance expected from the students.

3.4. Social Interaction Models

The models of this family emphasize the relationships of the individual to the society or to the other persons. They focus on the processes by which reality is socially negotiated consequently models from this orientation give priority to the improvement of the individual ability to relate to others, to engage in democratic processes and to work productively in the society. It must be stressed that the social relations orientation does not assume that these goals continue the only important dimension of life. While social relations may be emphasized more than other domains, social theorists are also concerned with the development of the mind and the self, and the learning of academic subjects. The models of this family are: Group Interaction, Social Inquiry Models, Laboratory, Jurisprudential Scientific Inquiry Model, Role Playing and social stimulation.
3.5. Jurisprudential Scientific Inquiry Model

The Jurisprudential Scientific Inquiry Model, as the name shows, takes a person as a judge, who listens to the case and evidences so presented, analyses the legal position taken by both the sides, assesses the provision of law, and at the end makes the best possible judgement. In the class-room the teacher presents controversial issues before the students. The students analyse the issue with respect to various values involved in it. They take a stand and the stand so taken helps the students to understand the logical basis on which he had taken a stand.

The social sciences and even the sciences are taught in the class-room to make students good citizens. They are made aware about social and moral values, by analysing and taking stands on such issues as are controversial.

3.5.1. Basic Concepts of the Model

Basic concepts of the Jurisprudential Scientific Inquiry Model are as under:

1. Socratic Dialogue

The teaching strategy in this model is built around a socratic dialogue where the teachers role is that of an adversary. The teacher asks the students to take a position
or make a value judgement. Later on the teacher challenges the assumptions underlying the students stand. The teacher goes on probing the students position until they become more clear and more complex, reflecting consideration of alternative. In the course of doing this, the teacher questions the relevance, consistency, specificity and definitional clarity of the students ideas. In the socratic dialogue students take position and the teacher challenges the position with questions. The questions are designed to push students thinking about their stand. The purpose behind such questions is:

a) Does the students stand, reflect the alternative in the social situation.

b) Is the stand consistent across different situations.

c) Do the students have ample reason for the stand.

d) Is the position taken relevant to the situation.

e) What are the assumptions underlying the position.

f) Are the assumptions valid to the position.

g) Do the students know the consequences of the position.

h) Will the students hold on to the position inspite of the consequences.
2. Public Policy Issue

The whole model rests on the public policy issue. It is a quandary or a controversy. It may pose a question involving a choice or a decision for action by citizens in affairs that concern a community. For example - Should India sign the Nuclear Non-Proliferation Treaty?

3. Framework of Values

In any social or political system, people have a framework of values under which they form their opinions. In a legal ethical framework, developed in a social system, because of its cultural set-up it governs the decision of an individual. Any controversy that arises in a social or political situation is solved by the individual under existing value framework.

In the value framework, values are seen on the "Dimensional basis and not on the "Ideal" basis. That is a particular value is a continuum having different degrees of desirability.

3.5.2. Philosophical Base of the Model

The Jurisprudential Scientific Inquiry Model of teaching is based on a pragmatic philosophy of life. It considers that values are objective and relative. Values change with the times and circumstances. Human experience is the main determinant of values in life.
3.5.3. Objectives of the Model

The objectives of the model are as under:

1. To develop a policy stance regarding social issues.
2. To develop the skill of dialogue.
3. To help learners have a perfect group the complexity of the problem and be able to make their position reflect that complexity.
4. a) Looking at discussion as a process of mutual inquiry and clarification rather than compact.
   b) Rewarding the group members for their position clarification rather than ridiculing them for a 'losing' or 'giving in.'
   c) Recognising the significance of individual positions.

3.5.4. Syntax of the Model

Syntax of the model is as given below.

There are six phases of the Jurisprudential Scientific Inquiry Model as under:
Phase One  Orientation to the case.
   A - Introduce materials.
   B - Review facts.

Phase Two  Identifying the issues.
   A - Synthesize facts into a public policy issues.
   B - Select one policy issue for discussion.
   C - Identify values and value conflict.
   D - Recognize underlying factual and definitional questions.

Phase Three  Taking a position.
   A - Articulate a position state basis of position in terms of the social value or consequences of the decision.

Phase Four  Exploring the stance patterns of argumentation.
   A - Establish the point at which value is violated.
   B - Prove the desirable or undesirable consequences of the position.
   C - Clarify the value conflict with analogies.
   D - Set priorities, assert priority of the value over another and demonstrate lack of gross violation of second value.
Phase Five - Refining and Qualifying the position.
   A - State position and reasons for position and examine a number of similar situation.
   B - Qualifying position.
Phase Six - Testing factual assumptions, behind qualified position.
   A - Identify factual assumptions and determine where they are relevant.
   B - Determine the predicted consequences and examine their factual validity.

3.5.5. Value Inculcation and Jurisprudential Scientific Inquiry Model

The model has special applicability in teaching social sciences at secondary and senior secondary classes. The course in social studies has large number of public policy issues. The subjects like civics, economics, sociology, political science are generally social sciences teaching subjects which have many topics, which can be dealt with by using this model. Many researcher and teachers have observed that reading habits are increased in students who are exposed to this model, as they begin studying more literature to gather evidences for arguments.

The model is tailored for elder students. It has
been observed that the higher the class in which the students study the more useful the model, for the students. The mature students develop greater analytical power and more refined stand.

Even the argumentation process is more interesting with the higher class students. The model has its applicability to large classes where the number of students goes up to seventy to eighty. However, in the argumentation process most verbal students get greater edge over others. In some cases where many verbal students are there in a group, the model becomes threatening but the teachers dominant role helps in disciplining the situation. The students who remain generally silent in the class-room, also become quite vocal to prove the validity of their stand.

The model generally takes more than one school period to tackle a single public policy issues. Generally it takes three to four periods. However, the teacher has to manage the discussion process in such a way that it is regulated over a longer duration with gaps. It is very much advisable that teacher takes up relatively simple issues in the beginning and also arrange the discussion in such a way that the gap between the discussions does not go beyond one day. Cases which need longer discussion sessions should not be taken up nearer to holidays otherwise the articulation become very difficult. Once students become fluent in the use of Jurisprudential Scientific Inquiry Model they can apply it to conflicts that occur in &
around their own lives. When the public policy issues are taken from the real life situation of the students the dialogue skill develops more easily and fluently. Therefore, the study of value should not be confined to class but should be applied to the dynamics of their own lives and community around them.


Educational implications of the model are as under:

Implications for
1. Students.
2. Teachers
3. Society

3.6.1. 1. Students.

This model is useful for students as it helps them:
1. To understand the proper situation of social problems.
2. To make the idea of role as another person.
3. To get acquainted with the competency of social dialogue.
4. To get acquainted with the knowledge of value framework for analysis of social issues or problems.

5. Promotion for Self expression
With a view to promoting self expression among the students, debate, declamation, contest etc. may be planned.

6. Development of Hobbies
Hobbies are very helpful in preparing the students to make the best use of their leisure.

7. Opportunities for Social Work
Social work will bring the students into direct contact with the community and enable them to understand its problems.

3.6.2. 2. Teachers

1. Democratic Methods for Teaching
Learning by doing rather than by role learning should be aimed at.

2. The Doctrine of Freedom and Liberty
Freedom is the birth right of every individual. There should be no hindrance or interference in the way of child's growth and development.
3. The Teacher as Directors

In a democratic set-up the development of democratic values among the students is important. The role of the teacher is that of a director.

3.6.3. Society

1. Opportunities for Social Service

Social work will bring the students into direct contact with the community and enable them to understand its problems.

2. Equal Opportunity

There should be no distinction of caste, creed, colour, or wealth. This is very essential for promoting the cause of social justice.

3. Encouragement to Group Work

Group activities should be encouraged to provide opportunities to the students to participate in the affairs of the group.

4. Provision of Mannual Work

Mmannual work goes a long way in making the students realise the dignity of social work.

5. Respect of Individuals Personality

The school administrators should show regard to the individuality of the members of the staff and the students.
6. Co-operative Nature
Group Activities should be encouraged to provide opportunities to help each other and individual show regard for the society.

3.6.4. 4. Nation
1. Introduction to self Government in Schools
The students may associate with the managements of the school rules.
2. Students Parliament
Students Unions and parliments may be formed in the schools and the office-bearers of these be elected.
3. Clarification Rather than Combat
The students may be associated with clarification about social issues rather than combat.

3.6.5. Instructional and Nurturant Effects
Jurisprudential Scientific Inauiry Model:
--- Instructional Effects
--- Nurturant Effects

Framework for Analysing Social Issues
Ability to Assume Role of the other
Competence in Social Dialogue
Empathy/Pluralism
Facts about Social Problems
Capacity for Special Involvement and Desire for Social Action
3.6.6. Summary

This chapter has following purposes.

First, it gives the background and characteristics of the models of teaching. Then it deals with the Jurisprudential Scientific Inquiry Model. Its basic concepts, syntax of the model and value inculcation.

The final section deals with the implementation in value inculcation and educational implications of the model.

The next Chapter, Plan and Procedure, deals with the experimental research, design of the research, validity, sample selection, research tools, preparation of the experiment and implementation of the experiment.