CHAPTER-III
CHAPTER - III

RESEARCH DESIGN AND PROCEDURE

1.0.0 Introduction:

The design of research entails an overview of the total layout including consideration of how the work is to be executed. It is at this stage that crucial decisions are made for how the objectives are to be achieved, what tools are to be used for collecting necessary data, how population should be defined and sampled, what controls, if any, are to be applied and finally how the data is to be analysed. The present chapter embodies a discussion of all these aspects of the present study.

The objective of the present investigation was to study the effectiveness of Jurisprudential inquiry model of teaching for developing Democratic Value among VIII grade school children in relation to their Socio-economic status, Social competence, Personality factors and Academic achievement. For this purpose the single group per-test, Post-test design was employed. For pre-test four tools were given Socio economic status scale,
social competence scale, personality test, academic achievement test and democratic value test (self made). 60 lesson plans (in fact treatment) prepared on the basis of jurisprudential inquiry model of teaching were taught to the students. After the 60 lesson's treatment for post-test one tool Democratic Value test was given to students.

1.1.0 Population and Sample:

Students of VIIIth class living at district head quarter of Ghazipur region, constituted the population of this study. Sample for the main study consisted of 60 students studying in VIIIth grade in Saraswati Shishu Mandir, Raiganj, Ghazipur, Uttar Pradesh. The real sample (N = 60) selected for the main study was given pre-test before any treatment. Then it was given 60 jurisprudential inquiry teaching sessions in the form of treatment. The table given below shows the clear picture of the sample.

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1.2.0 Variables in the Study:

The present study attempts to explore the effectiveness of JIMOT for developing Democratic Value, among VIII\textsuperscript{th} grade students. Hence, there is one major independent variable JIMOT. Democratic Value is independent variable. Besides these variables, there are three intervening variables viz.,

- socio-economic status,
- Social competence,
- Personality Factors,
- Academic achievement.

1.3.0 Tools:

The following tools prepared by the investigator himself were used in the present study.

Democratic Value Test (Self made)

Besides this self made tool, some other tools were also used for various purposes of the study. They are-

1. Kalliath's Socio-economic Status Scale
2. Tiwari's Social Competence Scale

3. P. F. Aziz's Personality Test

4. Academic Achievement Test.

1.3.1 Democratic Value Test:

Since very ancient times educational systems have served as a supreme agency for inculcating the values and norms of society in their members. In this sense the role of schools has remained throughout important. It is generally agreed that the main function of education is to promote a balanced development of physical, mental, social, moral and spiritual aspects of the students in order to produce balanced citizens who strive to promote social welfare and progress. Education in the context of social changes is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism, and national integration. This is necessary for the realization of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom.
Several educationists in India and abroad have the importance of promoting values through education, which is facing the crises of character in different spheres of life. Radhakrishnan commission (1949) held the view that in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. Kothari commission (1964-66) with its emphasis on education's role in national development includes among the functions of higher education cultivation of right interests, attitudes and moral and intellectual values. The National Policy on Education, 1986 observes, "the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values." Young people at their school and colleges should be given an understanding of moral, spiritual and democratic values. If it is the business of education to impart an integrated view of life, then a proper value orientation of education become imperative.

1.3.2 Construction of Items:
After defining the various aspects of Democratic Value, 60 items were written initially to measure the predetermined aspect of democratic value. Each of these items was read and judged many times on different occasions by the present investigator. As a result of these efforts some items were reworded each time while some that were considered to be irrelevant were dropped. Remaining items were typed and subjected to expert scrutiny. The typed test was discussed with three experts and some researchers interested in the test. The operational definitions were also presented to them and they were requested to judge whether each item measures Democratic Value which it intended to measure. Their opinions about irrelevant or doubtful items were noted by the investigator and the items were modified in consultation with them. Irrelevant items which could not be modified were dropped. Four hundred copies of the test in its preliminary form were typed and administered to four hundred students of VIII\textsuperscript{th} class in five schools of Ghazipur, taken for the preliminary administration of the questionnaire. The situation in which students responded to various items were carefully observed to detect language difficulties of children. Some students expressed difficulty in understanding a few words. The meaning of these words were explained to them. The test consisted of 60 items, each item having five
dimensions for choice. This test was got printed along with the necessary instructions for students.

1.3.3 Item Analysis:

The preliminary form of the questionnaire was administered to four hundred students, two hundred boys and two hundred girls respectively studying in VIIIth class of two selected schools Sarswati Shishu Mandir, Girls Inter college situated in Ghazipur city. Observation of the test paper's showed that 01 student did not respond to one or more items. Sheets of such students were separated and the remaining 399 sheets were used for item analysis:

These sheets were scored using 0-2 marks - 0, 1, 2 marks were assigned to 'strongly Disagreed', 'Agreed but unwilling to change', Agreed and ready to change response categories respectively. Chi-square ($\chi^2$) statistics was used for finding out the significance of each item. 2x3 chi-square table was used for analysing data obtained on democratic value.

All of the chi square ($\chi^2$) values were found to be significant at 0.05 level of significance when df was 2.
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1.3.4 The Final Form:

The Democratic Value test in its final form has 60 items. All the sixty items have been retained. No item has been rejected.

1.3.5 Reliability of the Democratic Value test:

The split half reliabilities were worked out for the Democratic Value test and product moment coefficient were computed and the resulting correlations between the two subdivided tests were boosted up using Spearman Brown Prophecy formula. The reliability coefficient for the whole Democratic Value test was found to be 0.92.

1.3.6 Validity of the Democratic Value Test:
Content validity of the Democratic Value Test was very carefully scrutinized to make the test as dependable as possible. For this, Democratic Value test along with the operational definitions of Democratic Values were given to three experts and some researchers in the area to read and to judge whether the each item designed to measure 'Democratic Value' measures what it intends to measure. The judges were also requested to report the extent to which this test will measure the total hypothesized area. The investigator was satisfied when all of the experts and researchers expressed the opinion that the items are measuring the characteristics indicated by the test.

1.4.0 Socio-Economic Status Scale:

1.4.1 Introduction:

Family is the first and the most important source that initiates and individual as a social being. It is not only the key determinant of one's attitudes, values and behaviour patterns (Morrison, 1971), the life experiences of an individual are greatly influenced by the family. The type and nature of the school experiences, the occupational aspirations, social participation and the quality of one's life, are all controlled by the home
milieu. Though family is the basic primary social group, yet families constitute very different and distinct social contexts and turn out it's own "brand" of products. Coleman (1940) and Jencks (1972) found that the home environment supercedes school influence in students' scholastic achievement and is also a powerful predictor of school performance. The quality of the home environment is critical in the overall development of an individual.

The home background is an important factor which dominates, controls and determines one's standing in society. Socio-economic status is commonly viewed as the standing of a person in society on the basis of both social class and financial situation. Chapin (1928) was the first to conceptualize socio-economic status as a composite of several factors reflecting one's standing in relation to the contemporary society when he defined it as "the position that an individual or family occupies with reference to prevailing average standards of cultural possessions, effective income, material possessions and participation in group activity of the community" In contemporary literature the socio-economic status of an individual or group is the level indicative of both the social and economic achievement of the individual or group. The essence of socio-economic status is that individuals and groups differ in their positions in a social hierarchy due to a variety of
determinants and that the social position has profound behavioural consequences. It is the prime indicator of social development. The social and economic status of the home is a key variable for research in social sciences, particularly in Sociology, Psychology and Education.

Social theorists have identified prestige or status, wealth or income and power, as the most important criteria of one's social and economic status. The term status is indicative of the accepted social position of the individual or one's social standing and is almost synonymous with social class, a sociological concept that underlies social stratification. In modern rational societies social class is based on non-ascriptive criteria such as mode of living, level of education, type of occupation, material possessions and social interactions, facilitating mobility into and out of it making social class flexible.

Of the many factors that contribute to one's socio-economic background, the most important ones are the occupation, income and education of the parents. Interrelated as they are, one's income is commensurate with one's occupation and, one's educational level to a large extent determines the nature of one's occupation. The mode of living is reflected through the physical facilities available in the home and the manner
of interactions among the family members. Leisure time activities also vary in accordance with one's social standing.

Several attempts have been made to measure and quantify the socio-economic status of individuals. As early as in 1928 Tanssig developed a scale based on the income of people to classify populations. Cattell (1942) constructed a social class scale to categorize respondents into five distinct social classes and found a very high positive correlation between social class and occupational class, IQ, income and years of education. Warner et al (1949) and Hollingshed and Relich (1958) rated the social and economic background with reference to occupation, income and locality of residence. Davis (1956) evaluated social standing based on judgement of pictures of living rooms and respondent's occupation.

On the Indian scene Kuppuswamy's 1958 pioneering efforts laid the foundation for the quantification of the socio-economic background of individuals based on occupation, income and education. Verma's (1962) scale included items on family members relatives and their attitudes and interactions too. Notable among the locally developed S E S tools are the ones constructed by Lewis and Dhillon (1955), Freeman (1965), Jogawar

Majority of the above mentioned instruments seek to equate social standing with the three basic criteria of occupation, income and education, and appeared either too superficial or immensely elaborate. Most of the tools lacked a rational orientation and assigned undue credence to ascriptive factors, like caste and community groups. An appropriate tool to measure socio-economic background of the contemporary Indian urbanite was conspicuously absent, and this S E S inventory is expected to fill this void. This tool will certainly be a boon to researchers in Sociology, Psychology and Education for whom the home background has a perpetual special appeal.

1.4.2 Description of The S E S Inventory:

Kalliath S E S inventory is designed to measure and quantify the social position of an individual in the social hierarchy that prevails in modern
urban rational conglomerations. This inventory is specially targeted at the typical urbanite in a metropolis, city or a town. The tool may be administered to individuals of any age group ranging from ten years onwards. The socio-economic status of an individual is perceived as a composite of the following factors.

1. Type and nature of the family
2. Type of accommodation facilities and services available in the home
3. Articles possessed
4. Total monthly income of the family
5. Literacy levels of parents/spouse
6. Occupation of parents/spouse
7. Exposure to mass media
8. Library, club membership
9. Interaction among family members
10. Holidaying habits of the family

1.4.3 Sub-Areas of The Inventory:
1.4.3.1 Type and Nature of family:

Family type is examined in terms of its a) composition and b) size of the family. Family is subdivided into three types based on its composition as (1) the nuclear family which is the modern family comprising parents and children (2) the joint family where more than two generations live under the same roof with uncles, aunts and cousins (3) the extended family which has become increasingly common especially in the urban areas where besides the parents and children there are one or two additional members. The (b) part considers the total number of members in the family as it is a criterion of status, the facilities being shared among them.

1.4.3.2 Type of Accommodation, Facilities and Services available in the Home:

The inventory makes a detailed survey of (a) the type of accommodation in terms of ownership or rented place of residence (b) the
number of rooms (c) toilet facilities and (d) the nature of services available in
the household.

1.4.3.3 Articles Possessed:

A list of possible household articles is presented in this item and these have been categorized under seven heads into (a) vehicles possessed (b) cooking and cleaning facilities (c) entertainment items (d) luxury articles (e) furniture used in the drawing room (f) furniture used in the dining room and (g) furniture used in the bedroom. It was found that enlisting the furniture according to their utility was a better way to assess one's social standard. No assumption was made about the number of rooms, the different articles may be in the same room.

1.4.3.4 Total Income of the Family:

The inventory takes into account the total monthly income of all the earning members together. Care is taken to provide a wide range (seven
slabs of income) to accommodate all the classes of salary and income. Since
the time this inventory was developed and first used by Kalliath (1988), the
income slabs have been revised thrice based on the revision of wages and
salaries effected from time to time. The salary slabs need to be updated every
three years in view of the inflationary trends.

1.4.3.5 Literacy Level of Parents/Spouse/Self:

This item has to be responded to with reference to the parents
(father and mother) if the respondent is unmarried. In case the respondent is
married this item has reference to one's self and spouse. Section (a) refers to
the literacy level of the father/husband/self in case. The respondent is
unmarried/married female/married male respectively. Section (b) refers to the
literacy level of the mother/wife/self in case the respondent is
unmarried/married male/married female. Both the sections are to be answered
by the respondents. The levels of literacy range from illiterate to doctorate
covering seven categories and it is assumed to by adequately exhaustive.

1.4.3.6 Occupation of Parents/Spouse/Self:

This item also has to be responded to with reference to the
parents (father and mother) by unmarried respondents and with reference to
one's self and the spouse in case of married respondents. This item has four
sections. Section (a) applies to father/husband/self and section (c) applies to
mother/wife/self. The occupations are listed in a hierarchical order ranging from unemployed to self-employed professional, the self-employed professional being ranked the highest assuming it to be the most prestigious occupation. The actual occupation of the father/husband/self is to be entered in the blanks of section (b) while the actual occupation of the mother/wife/self is to be entered in the blanks of section (d) This is to provide a check against the entries made in the sections (a) and (c). Alternatively, the respondent may be instructed to make the entries in (b) and (d) only and the researcher can later make the appropriate markings in (a) and (c) accordingly.

1.4.3.7 **Exposure to Mass Media:**

This item seeks information about the reading habits of the family as subscription to newspapers and magazines is an index of one's participation and awareness. The inventory takes into account the newspapers and magazines as well as their type/nature.

1.4.3.8 **Library and Club memberships:**

One's level of social participation is measured through the visits to clubs, libraries and entertainment centres. The type of books read is also
considered in terms of their contribution to one's professional growth and general awareness. Timeshare membership of families currently taken as an index of one's social class is also included in this item. Credit cards are becoming increasingly popular as a preferred mode of payment particularly among the salaried and professionals. Therefore possession of credit cards by family members is taken into account to measure one's social status.

1.4.3.9 Interaction among Family Members:

The level of interaction among family members is gauged through this item which seeks information of listening to mass media and watching television, visits to theatres, exhibitions and art galleries and family discussions on socio-economic and political issues.

1.4.3.10 Family Holidaying Habits:

Pleasure trips and sightseeing jaunts are a current trend becoming increasingly popular among both the business and salaried classes. The inventory takes into account the family holidaying habits in terms of frequency of visits/travels and places visited.
1.4.4 Preliminary Tryout:

In order to test the suitability and relevance of the instrument the first draft of the S E S inventory was administered to a group of 40 undergraduate and post-graduate students. This helped to rearrange the order of some of the items and introduce a few minor changes.

1.4.5 Validity:

Validity means the extent to which a tool measures what it deems to measure i.e. the degree to which it serves it's purpose.

1.4.5.1 Content Validity:

The Content validity of the inventory was established by presenting the tool to eight experts in the fields of Sociology and Education. All the experts gave their approval to the inventory.

1.4.6 Pilot Testing:

The S E S inventory was pilot tested on several groups of school students undergraduates and post-graduates in order to establish the validity and reliability of the tool.
1.4.7 Concurrent Validity:

The validity coefficient of the tool was established by correlating the inventory scores with family income, father's occupation and father's educational level for school and college students (N=35).

Validity coefficient of family income  = 0.43*

Validity coefficient for father's occupation  = 0.36*

Validity coefficient for father's education = 0.62*

(* significant at 0.01)

1.4.8 Reliability:

Reliability means the stability or consistency of the tool. The stability equivalents and internal consistency of the inventory were determined using test retest method, the parallel form method, Guttman's method and the Crobach's alpha.

1.4.8.1 Test Retest Reliability:
The test retest reliability coefficient of Kalliath SES inventory was found by administering the inventory to a sample of school and college students twice at an interval of 4 weeks and computing the reliability coefficient.

Test retest reliability coefficient = 0.96* (N = 118 College students)

Test retest reliability coefficient = 0.98* (N=35 School students)

(* significant at 0.01)

1.4.8.2 Parallel Form Reliability:

Jogawar's SES inventory was used as a parallel form tool to determine the reliability coefficient of Kalliath SES inventory in order to determine it's equivalence. The sample was 118 undergraduate and post-graduate students.

Parallel form reliability coefficient = 0.76*
1.4.8.3 Guttman's r :

The reliability coefficient of the SES inventory in terms of it's internal consistency was determined using the Guttman's formula.

Guttman's r = 0.69* (N=35 School students)

1.4.8.4 Cronbach's Alpha Coefficient :

The internal consistency of the SES inventory was also determined by computing the Cronbach's Alpha coefficient

Cronbach's Alpha = 0.64* (N=35 School students)

(*significant at 0.01)

1.4.9 Administration of Kalliath S E S Inventory :

Kalliath S E S inventory is a consumable tool and hence can not be reused. There is no separate answer sheet and the subjects are expected to mark their responses on the inventory itself. Kalliath S E S inventory is an easy to administer self-reporting device. This tool can be administered to an
individual singly and also to a group of respondents. The inventory is distributed to the respondents with a request to tick or encircle the number of the response corresponding to the items that are relevant in one's case. The tool may be administered to respondents of any age group (10 years and above). There is no time-limit for answering the tool but most respondents will require seven to ten minutes to complete the ten items.

1.4.10 **Scoring**:

As the inventory is designed to measure and identify the social position of an individual on a social hierarchy the weightages are assigned keeping in mind the contribution of each item to the status and social class ranking of individuals. An attempt is thus made for the rationalization of the scores. A detailed SCORING KEY is provided which elaborates the mechanics of score distribution. The summated score indicates the socio-economic status of the respondent.

1.4.10.1 **Interpretation Of Scores**:
Socio-economic status of an individual is one's position with reference to the prevailing social context. Hence the S E S of an individual is a relative measure that acquires significance only when compared against relevant group averages. The interpretation of scores is based on comparison with the group mean score and the standard deviation. After administration of the S E S inventory and it's scoring as per the scoring key provided, the mean and the standard deviation of the S E S scores may be calculated and the ranges of the low, average and the high S E S groups may be computed as follows and each individual score interpreted in terms of the three ranges.

Low S E S group = less than M-1 SD

Average S E S group = between M-1 SD and M+ 1 SD

High S E S group = greater than M+ 1 SD

Kalliath S E S inventory has no general norms. The scores are to be interpreted with reference to the contemporary social group parameters.
1.5.0 Social Competence Scale:

1.5.1 Introduction:

Throughout development, children continue to develop social competence, that is, the ability to initiate and maintain interaction with olds and peers and to build relationships with others in group and dyadic conditions. The social characteristics of the child undergo continuous and extensive modification in relation to adult and peer responses. Considerable evidence indicates that children increase their interaction with peers throughout childhood (Asher, Oden & Gottman, 1977). Peer interactions has been found to promote overall developmental competence (Muller & Brenner, 1977, Shatz & Gelman, 1973, Gottman & Parkhurst, 1979).

The process of social development involves changes, primarily in the affective, social cognitive, and behavioral areas. In the social-affective area of competence, three major categories are typically identified-attachment, expressiveness and self-control. 'Attachment' is the ability to establish an affectional tie or bond with another. The attachment process has been characterized by strong affectional interaction (Bowl by, 1958, Ainsworth, 1973) and distress upon departure of a particular person.
'Expressiveness' is the ability to express clearly feelings of affection, anger, sadness, fear, and excitement in ways comprehensible to others. Self-control' is the ability to express feelings and behave with little reliance on external controls (Spivack & Shure, 1974).

The main assumption underlying work in social cognition is that children's cognitive skills can be used to explain their social competence (Nicole Yuill, 1990). There are four major categories in social cognitive area—social knowledge, perspective taking, attribution and moral judgement. Social knowledge, includes several considerations - 'Knowledge of the social self (Montemayor & Eisen, 1977, Herzberger et.al., 1977), 'Knowledge of social interaction processes', 'Knowledge of social relationships' (Bigalow 1977, Peevers & Secord, 1973, Selman & Jaquethe, 1970, and 'Knowledge of social rules' (Furth, 1978).

'Perspective-taking', originally proposed by Piaget (1932), refers to the child's ability to appreciate that the other person may have a different perspective or be in a different role. Researchers have found progress in children's ability to take the role or perspective of another person as they gain
in cognitive ability and social experience. Role-taking appears to be enhanced by peer interaction (Selman & Jaquette, 1977) and is thought to be important in differentiating specific similarities and differences between the self and another person. 'Attribution' refers to the process of determining the cause of social actions including the ability to discern the extent to which personality characteristics, emotional or attitudinal factors, and situational factors determine a person's behaviour. 'Moral Judgement' refers to the ability to employ judgement based on moral principles that are universal, for example, person's right to life, freedom from injury or abuse, and fair distribution of materials and property.

In the area of 'Social Behaviour', children's ability to interact with others includes a number of major categories of observable skills. 'Communication' refers to the use of verbal and non verbal language in conversations that involve the reciprocal sending and receiving of understandable messages on any given topic. Problems in accurate communication appear to limit peer interaction and relationship building (Gottman, Gonso, & Rasumssen, 1975). 'Cooperation' refers to the ability to coordinate activity with another by sharing, space, time or materials either to accommodate each person's individual activity or to collaborate in some joint
activity. 'Support' refers to the ability to give help to ill, or lack knowledge of how to do a task. Correlations have been found between supportive behaviour and peer acceptance and friendship status (Ladd & Oden, 1979, Bigelow & La Gaipa, 1975). 'Inclusion and participation Skills in activities in the school, family, and neighbourhood include initiating and sustaining inclusion by using accepted methods of gaining entrance into peer interactions. Considerable evidence points to the importance of inclusion and participation skills to peer acceptance (e.g. Gottman, 1977, Gottman & Parkhurst, 1997). 'Conflict management' refers to strategies- how to negotiate, bargain, prevent, alleviate, or resolve a situation in which one peer has objectives or interests that conflict with those of one more other persons. 'Achievement' refers to striving to demonstrate one's uniqueness and individual accomplishment or skills, or to excel in some dimension. Children found to excel or to be expert in some area tend to receive recognition by adults and peers (Asher, Odon, & Gottman, 1977). 'Autonomous social self refers to knowing how to project one's uniqueness or individuality to others and to maintain some degree of independence of thought and action.
1.5.2 **Construction of Items:**

After defining the various aspects of social-competence, forty items were initially written to measure the predetermined aspects of social competence. Each of these items was read and judged many times on different occasions by the present investigator. As a result of these efforts some items were reworded each time while some that were considered to be irrelevent, were dropped. Remaining items were typed and subjected to expert scrutiny. The operational definitions were also presented to them and they were requested to judge whether each item measures social competence which it intended to measure. Their opinions about irrelevent or doubtful items were noted by the investigator and the items were modified in consultation with them. Irrelevant items which could not be modified to suit the desired objective were dropped. Two hundred copies of the scale in its preliminary form were typed and administered to two hundred students of VIII class in two schools of pratapharh city. Hundred boys from Government Inter College, pratapharh and hundred girls from Government Girls Inter College, pratapharh were taken for the preliminary administration of the
scale. The responses were analysed to explore their applicability. The situations in which students responded to various items were carefully observed to detect language difficulties of children. Some students expressed difficulty in understanding a few words. The meanings of these words were explained to them. The scale consisted of 40 items, each item having four alternatives for choice. This scale was got printed along with the necessary instructions for students.

1.5.3 Item Analysis:

The preliminary form of the scale was administered to two hundred students, hundred each for boys and girls respectively, studying in VIIIth class of two selected schools situated in Ghazipur, City. Observation of test papers showed that 12 students did not respond to one or more items. Sheets of such students were separated and the remaining 188 sheets were used for items analysis.

These sheets were scored using 1-4 marks. 1, 2, 3, and 4 marks were assigned to 'strongly disagreed', 'Disagreed', 'Agreed', and 'Strongly Agreed' response categories respectively. Chi square ($\chi^2$) statistics was used
for finding out the significance of each item. 2 x 4, chi-square table was used for analysing data obtained on social competence scale. The following table will make it more clear:

Table No. 3.2

2 x 4 chi-square ($x^2$) table

<table>
<thead>
<tr>
<th>SD</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
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<tr>
<td>fe</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
</tr>
</tbody>
</table>

The equation for chi-square is stated as follows:

$$X^2 = \frac{(fo - fe)^2}{Fe}$$
Thirty fore chi-square values were found to be significant and six chi-square values were found not significant at 0.05 level of significance when df was 3.

**Table No. 33**

Chi-square ($x^2$) values for items included in the final form of social competence scale.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Df</th>
<th>Calculated $x^2$ Value</th>
<th>Level of Significance</th>
<th>Tabulated $x^2$ Value</th>
<th>Result</th>
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<td>15.23</td>
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<td>Level of Significance</td>
<td>Tabulated $x^2$ Value</td>
<td>Result</td>
</tr>
<tr>
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<td>-----------------------</td>
<td>--------</td>
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</tr>
<tr>
<td>Item No.</td>
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<td>Level of Significance</td>
<td>Tabulated $x^2$ Value</td>
<td>Result</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>18</td>
<td>188 3</td>
<td>24.38</td>
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<td>Significant</td>
</tr>
<tr>
<td>19</td>
<td>188 3</td>
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<td>7.815</td>
<td>Significant</td>
</tr>
<tr>
<td>20</td>
<td>188 3</td>
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</tr>
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<td>21</td>
<td>188 3</td>
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<td>7.815</td>
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</tr>
<tr>
<td>22</td>
<td>188 3</td>
<td>20.3</td>
<td>0.05</td>
<td>7.815</td>
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</tr>
<tr>
<td>23</td>
<td>188 3</td>
<td>27.35</td>
<td>0.05</td>
<td>7.815</td>
<td>Significant</td>
</tr>
<tr>
<td>24</td>
<td>188 3</td>
<td>39.34</td>
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<tr>
<td>25</td>
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<td>26</td>
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<td>Significant</td>
</tr>
<tr>
<td>27</td>
<td>188 3</td>
<td>50.33</td>
<td>0.05</td>
<td>7.815</td>
<td>Significant</td>
</tr>
</tbody>
</table>
The 'Social competence scale' in its final form has thirty four items. Six items - 3, 5, 9, 21, 23 and 39 - have been rejected because their chi-square value was not found to be significant.

### 1.5.5 Reliability of the Social Competence Scale:

...
The split half reliabilities were worked out for the social competence scale and Product Moment coefficients were computed and the resulting correlations between the two subdivided tests were boosted up using Spearman Brown Prophecy formula. The reliability coefficient for the whole social competence scale was found to be 0.94.

1.5.6 Validity of the Social competence Scale:

Content validity of the social competence scale was very carefully scrutinized to make the scale as dependable as possible. For this, social competence scale along with the operational definitions of social competence were given to three experts and some researchers in the area to read and to judge whether the each item designed to measure social competence, measures what it intends to measure. The judges were also requested to report the extent to which this scale will measure the total hypothesized area. The investigator was satisfied when all of the experts and researchers expressed the opinion that the items are measuring the characteristics indicated by scale.

1.6.0 Personality Test:
1.6.1 Introduction:

Thus begins C.G. Jung his famous book 'Psychological Types' published in 1923. He observed that among the many individual difference in human psychology there exist also typical distinctions: two types - especially became clear to him whom he termed the introversion and the extroversion types. The introvert is one who turns from active participation in the objective world to an inner world of thought and fantasy. He avoids social situations, excitement and strong stimulation. The extrovert, on the other hand, is more directly governed by objective data, is responsive rather than reflective. He is more sociable, more outgoing and more active. Thus introversion involves a focus upon the self to a great degree: extroversion, a focus upon objects and individuals external to the self. Factorial studies have pinpointed five traits characterizing introversion-extroversion. These traits may be termed (i) social introversion (shyness, withdrawal), (ii) thinking introversion (meditation, philosophizing), (iii) depression (unworthiness, guilt), (iv) cycloid tendencies (ups and downs of mood) and (v) rhathymia (happy-go-lucky or carefree disposition).
Jung, however, did not assert that human beings could be divided into these two types. No person is either wholly introverted or wholly extroverted; rather he carries both possibilities within him. Some are dominated more by one tendency than the other. Observation and measurement indicate that most persons lie between the two extremes, and that there is a continuous gradation from one pole of this bipolar continuum to the other. The present inventory, therefore, aims at studying whether an individual is predominantly extroverted or predominantly introverted or falls some where in the middle of the continuum. The inventory has been designed for application to Hindi Knowing adults.

1.6.2 Construction of the Inventory:

The preliminary form of the inventory consisted of 70 items of 'Yes'-'No' type. For the construction of items recourse was had to Neymann Kohlsted Diagnostic Test for Introversion-Extroversion.

1.6.3 Item Analysis:
The Preliminary form of the inventory was administered on a sample of 200 individuals (100 males and 100 females). Item analysis was done by analysis the scores of the top 27% and the bottom 27% with the help of J.C. Flanagan's table of normalized biserial coefficients. Out of the 70 items 60, implying good discriminative power, were selected for the final form of the inventory. Thus, the final form of the inventory has 60 items - 30 pertaining to an introvert's characteristics and 30 to an extrovert's characteristics.

1.6.4 Standardization Sample:

The inventory was than administered in five - flung cities of the U.P. State - Dehradun and Meerut in the Western U.P. Allahabad in the Central U.P., and Basti and Rai Barely in the Eastern U.P. - on a sample of 792 individuals consisting of students, teachers, doctors, lawyers, engineers, businessmen, housewives etc.

1.6.5 Reliability:

The reliability was determined on a sample on 361 male and female subjects by the test - retest method after an interval of 15 to 20 days. Table 1 gives the retest reliability coefficient, index of reliability and
standard error or measurement. Standard error scores did not deviate too greatly from their true values.

### Table - 1

Reliability of the inventory

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>r</th>
<th>Index of Reliability</th>
<th>SE Meas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test - retest</td>
<td>361</td>
<td>0.95</td>
<td>0.95</td>
<td>4.50</td>
</tr>
</tbody>
</table>

#### 1.6.6 Validity:

Cross validation was carried out on a sample of 288 individuals. The criterion related validity was determined by correlating the scores obtained on the inventory with the scores obtained by the subject on the Neymann Rohistedt introversion Extroversion Test. The validity coefficient obtained is 0.67, which is significant beyond 0.01 level.
1.6.7 Instruction for Administration:

1. It is a self administering inventory. Though it may be administered on groups of reasonable sizes, it can also be used individually.

2. There is no fixed time limit. Ordinarily an individual takes 10 to 15 minutes.

3. It should be duly emphasized that all items have to be answered either in the positive or in the negative in 'Yes' or 'No', and that no statement must be skipped.

1.6.8 Scoring:
Extrovert responses are considered to be correct. One mark is awarded for each correct response. The correct responses are shown in Table - 2 given on the next page.

After checking the responses of the subject from Table - 2 subject's scores is calculated by the following formula:

Score obtained = No. of correct responses - No. of incorrect responses

The subject obtains a plus score when the No. of correct responses exceeds that of the incorrect ones; he gets a minus score when the No. of incorrect responses exceeds that of the correct ones. If the subject's score ranges between - 15 and +15 he is said to be an ambivert. If the score is above +15 he is said to be an extrovert; and if the score is below - 15 he is said to be an introvert.
### Table - 2

**Correct Responses**

<table>
<thead>
<tr>
<th>No. of Item</th>
<th>Correct Response</th>
<th>No of Item</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>31</td>
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</tr>
<tr>
<td>2</td>
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<td>32</td>
<td>Yes</td>
</tr>
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<td>3</td>
<td>No</td>
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<td>Yes</td>
</tr>
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1.7.0 **Academic Achievement Test**: 

Intelligence has been defined in terms of academic achievement gained by sample students in their previous annual examination.

1.8.0 **Design of the Study**: 

The single group pre-test, post-test design was followed in the study (N = 60). 60 lessons treatment was given to the group.

1.9.0 **Experimental Material**: 

The experimental material consisted of 60 lesson plan prepared on the basis of JIMOT. Lesson plans were taken from the following social issues.

1. Religious violence issue
2. Terrorism issue
3. Disparity of female issue
4. Capital punishment issue
5. Social justice issue
6. Secularmindedness issue
7. Regionalism issue
8. Ragging issue
9. Dowry law issue
10. Child labour issue
11. Intercaste marriage issue
12. Gandhian economic model issue
13. National language issue
14. Socialism issue
15. Sex education issue
16. Reservation issue
17. Consumerism issue
18. Right to information issue
19. Freedom of press issue
20. Sage law issue

21. Western isolation issue

22. Women empowerment issue

23. Public's Right to opposition issue

24. Liberalisation issue

25. Farmers loan-waiver issue

26. An issue of achievement of constitutional goal

27. Terrorism issue in Kashmir

28. An issue of effects of Cinemas

29. An issue of proliferation of atomic weapons

30. Preservation of economic interest issue

31. Right to personal life issue

32. Setu Samundram issue

33. Inflation issue
34. Exploitation of women issue
35. Nuxalvaad issue
36. Suicide issue
37. Spiritualism issue
38. Nuclear issue
39. Environmental Pollution issue
40. Educated unemployment issue
41. Sati Pratha issue
42. Self centre issue
43. Food coupon system issue
44. Sting operation issue
45. Wine prohibition issue
46. Caste violence issue
47. Easy Death issue
48. Atomic energy agreement issue
49. National Anthem issue
50. English language issue
51. Politics of Scheduled Caste Students issue.
52. Awareness regarding polling issue
53. Academic Autonomy issue
54. Students union issue
55. Education As a Fundamental Right issue
56. School Fair issue
57. Private Coaching issue
58. Iraq war issue
59. Right to self Defence issue
60. Operation Majnoo issue

1.10.0 Procedure for Administering Tests and Collecting Data
First of all the group was administered 5 tests - Democratic value test, Socio-economic status scale, Social competence scale, Personality tests and Academic achievement test. Then 60 lessons treatment was given to the group students one lesson one day. After the 60 lessons treatment, again group was given Democratic Value test as post-test. All the pre-test and post-test items were collected from students.

1.11.0 Statistical Technique:

To analyse data statistical techniques namely-mean, SD. & 't' test were used.

1.12.0 The Model as Treatment:

1.12.1 Introduction:

Donald Oliver and James P. Shaver created the Jurisprudential Inquiry Model to help students learn to think systematically about contemporary issues. It requires them to formulate these issues as public policy questions and to analyze alternative positions about them. Essentially, it is a high level model for citizenship education. By giving them tools for analyzing and debating social issues, the jurisprudential approach helps students participate forcefully in the redefinition of social values.
This model is based on a conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another. Resolving complex, controversial issue within the context of a productive social order requires such a skilled citizens who can talk to one another and successfully negotiate their differences. Oliver and Shaver's image of a skilled citizen is a very much that of a competent judge. Imagine for a moment that you are a supreme court justice hearing an important case. Your job is to listen to the evidence that is oriented, analyze the legal positions taken by both, weigh these positions and the evidence, assess the meaning and provisions of the law, and finally, to make the best possible decision. The role students are asked to take as they consider public issues.

1.12.2 Development of Teaching competence:

Before selection of final sample for the study the investigator taught to another sample (No. 30) of VIIIth grade students through Jurisprudential method. The purpose behind this teaching was to acquire skillness in this method and the sample was drawn from Siddharth Inter College, Ghazipur City. No data were collected from this sample for the study.

1.12.3 Preparation of Case Materials:
The investigator developed 60 cases from different areas of current affairs related to different social, legal, political and moral conflict prevailing in our society. While developing the case investigator took note of following points:

1. The case material should be directly or indirectly related to the social studies curriculum of VIII\textsuperscript{th} class.

2. The case should be interesting to students.

3. The presentation of case material should be clear and in simple language.

4. The theme of the case should be relevant to the age, mental level, maturity and social awareness of students.

5. Case should better be taken from contemporary Indian scene so that students may think over them in light of facts and values which are known and familiar to them.

1.12.4 Syntax of Model:
In the jurisprudential Model of Teaching there are six phases of activity which every investigator or teacher should know while using this model. In phase one, the teacher introduces the students to case materials by reading a story or historical narrative out loud, watching a filmed incident in the lives of the students, school or community. The second step in orienting students to the case is to review the fact by outlining the events in the case, analyzing who did what and why, or acting out the controversy.

In phase three, students are asked to articulate a position for the issue and state the basis for their position. In a school finance case, for example, a student might take the position that the state should not legislate how much each school district can spend on each pupil because this would constitute an unacceptable violation of local autonomy.

In phase four the stance is explored, either with the teacher or with other students. Up to this point, the model of discussion has been an analytic one. At this point, the teacher shifts to a socratic or confrontational style as he or she probes the students position. In enacting the Socratic role, the teacher (or a student) may use one or more of four patterns of arguments.

1. Establishing the point at which a value is violated.
2. Clarifying the value conflict through analogies.

3. Probing desirable or undesirable consequences of a position.

4. Setting value priorities: asserting priorities of one Value over another and demonstrating lack of gross violation of the second value.

Phase five consists of refining and qualifying the position(s). Some time this stage may fall naturally into Phase four as a result of the dialogue. At other time, the teacher may have to prompt the students to restate their position in light of the discussion in Phase four. A good way to do this is to ask student to identify the most convincing stance(s).

While Phase Five clarifies the reasoning in a value position phase six further tests the position by identifying the factual assumptions behind it and examining them carefully. The teacher helps the students to check
whether their position holds up under the most extreme conditions imaginable.

11.3.0 Planning Guide for Jurisprudential Inquiry

Model of Teaching:

Bruce Joyce and Marsha weil developed a Planning Guide in order to help researchers to organize the Jurisprudential lesson they are about to teach to the students while practising this model into the class-rooms. The investigator also used this Planning Guide in preparation of 60 lesson plans for treatment. The format of the guide is as follows:

I. Briefly describe the case, and outline its major facts.

II. Analyzing the Issues.

A. What is the basic public policy question?

B. Select one issue you want to focus on. What are the value (or legal) conflicts in the issue?
C.  What are some important factual questions in the conflict?

D.  What are the definitional problems in the conflict?

III. Preparing Analogies:

Describe at least two analogies for each side of the value conflict.

IV. Patterns of Argumentation:

Which of the following patterns of argumentation do you anticipate will be the most appropriate in this case?

(Check one or more as appropriate)

A.  Factual emphasis: establishing the point at which value is violated. Example:

B.  Factual emphasis: Proving the desirable and undesirable consequences of position. Example:

C.  Clarifying the value conflict with analogies. Example:
D. Setting value priorities: asserting the priority of one value over another and demonstrating the lack of gross violation of the second value. Example:

V. Educational objectives: List at least two behavioural objectives that you will teach for in this lesson.

1.14.0 Lesson Plan for Treatment:

1.14.1 Demonstration Transcript:

The investigator, using planning Guide for Jurisprudential model of Teaching, prepared 30 Lesson plans for experimentation in the class. A brief discussion of a Model Lesson Plan is as follows:

1.14.2 Lesson Plan:

Teacher:

All right children, what we are going to do this class is called the jurisprudential Model, which takes a case, looks at the different sides and
different issues and the kinds of values and the facts and that sort of thing that are in the case. The Jurisprudential Model was developed by two men named Oliver and Shaver. Their idea is that this is the sort of thing that is essential for citizenship. You have got to be able to defend what you believe.

Not only that, but you must be able to listen to what other people stand for and believe and talk about. And besides, after you have done all of these things, then you will be able to modify your standards according to the new facts and new values that come up. And that is what we are going to do here.

Take the case that you have infront of you, you know, there are two sides of the issue, and you know, regardless of law or whatever, there are still going to be two sides to the issue and there will always be conflicts. But after looking at the facts, looking at the various values, and in the case, conflicting values, and trying to figure out what is what, then you take a stand.

The case that you have now is actually a real social problem that is happening in our society and it can be resolved in various way. But to a lot
of people it can never be resolved satisfactorily. Please take your time and read the case now.

I. **Brief Description of the case and its major facts:**

   If reservation is limited and rational, no body can refuse its utility in any country. But at the same time it should be taken care of that this reservation may not lead to serious problem. For example very recently there was anti reservation movement throughout the country due to the increased reservation for weaker sections. A great amount of national property was lost on the name of reservation. Is it in the interest of society ?

II. **Analyzing the Issues :**

   A. **Basic public policy regarding the issue :**

      Should government give reservation for the weaker sections in the country ?
B. Selection of a issue for discussion and identification of conflicting value:

    Should government give reservation for the weaker sections in the country?

    Conflicting value:

    Social justice Vs. Individual merit.

C. Some important factual questions in the conflict:

1. Who are the weaker sections?
2. What is the meaning of increased reservation?

D. Some important definitional questions in the conflict:

1. What do we mean by reservation?
2. What should be the basis of reservation - caste or economic condition?

III Preparing Analogies:

A. Analogies emphasizing the importance of social justice
1. There is social injustice in our country due to the economic backwardness of weaker sections. If they will be given reservation in services, what will happen?

2. Suppose your neighbour is scheduled caste. But he is well educated and is a bank officer. How will you treat him?

B. Analogies emphasizing the importance of individual merit:

1. If, in an educational institution less meritorious students get admission on the basis of reservation and meritorious students are neglected, what type of citizen will it produce?

2. For Indian Armed Forces, what type of citizens will you prefer meritorious or candidates on the basis of reservation?

IV Patterns of Argumentation:

A. Factual emphasis: establishing the point at which value is violated: Example:
If a Scheduled caste is an officer, will a upper caste Brahmin marry his daughter with him?

B. Factual Emphasis: proving the desirable or undesirable consequences of a position. Example:

If there will be reservation in the society, the condition of weaker sections will improve. Hence nation will progress and there will be peace in society.

C. Clarifying the value conflict with analogies. Example:

Suppose a father has five sons. All sons get equal treatment from their father in terms of fooding, clothing, education and other facilities. Will their (son's) achievements in real life will be equal?

D. Setting value priorities: asserting the priority of one value over another. Example:
Equal status to every individual is an essential condition for national progress, but respect for individual's talent is equally important.

V. **Educational objectives:**

1. To develop among students the sense of sympathy towards weaker sections of society.

2. To develop among students the sense of respect towards talented individuals of the society.

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