CHAPTER-IV
CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

1.00 Introduction:

To find out the effectiveness of Jurisprudential Inquiry Model of teaching for developing democratic values among VIII\textsuperscript{th} grade students, the following hypothesis were formulated and tested:

H\textsubscript{1} Jurisprudential Inquiry model teaching contributes to development of democratic values among VIII\textsuperscript{th} grade school children.

H\textsubscript{2} There is no significant effect of high socio-economic factors on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through Jurisprudential inquiry model of teaching.
H₃ There is no significant effect of low socio-economic factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential inquiry model of teaching.

H₄ There is no significant effect of high Social competence on the development of democratic values among VIIIth grade school children when taught through Jurisprudential inquiry model of teaching.

H₅ There is no significant effect of low Social competence on the development of democratic values among VIIIth grade school children when taught through Jurisprudential inquiry model of teaching.

H₆ There is no significant effect of ambivert personality factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential inquiry model of teaching.
$H_7$ There is no significant effect of introvert personality factors on the development of democratic values among VIII$^{th}$ grade school children when taught through Jurisprudential Inquiry model of teaching.

$H_8$ There is no significant effect of extrovert personality factors on the development of democratic values among VIII$^{th}$ grade school children when taught through Jurisprudential inquiry model of teaching.

$H_9$ There is no significant effect of high academic achievement on the development of democratic values among VIII$^{th}$ grade school children when taught through Jurisprudential inquiry model of teaching.

$H_{10}$ There is no significant effect of low academic achievement on the development of democratic values among VIII$^{th}$ grade school children when taught through Jurisprudential inquiry model of teaching.
1.1.0 Testing of the Hypotheses:

1.1.1 Testing of Hypothesis - 1

To test hypothesis one, 60 lessons prepared on the basis of JIMOT were taught to the sample (N = 60) students. One lesson each day was taught to the students. The pretest scores on democratic value test were treated as covariables and the post test scores as dependent variables. To analyse the score 't' test was applied and Critical Ratio was obtained. The results are given in table-1.

Table-1.

Table showing the value of 'CR' on democratic value:

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Tabulated critical</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>60</td>
<td>92.13</td>
<td>12.73</td>
<td></td>
<td></td>
<td>Critical</td>
<td>significant</td>
<td>Ratio</td>
</tr>
</tbody>
</table>
Table -1 Indicates that Critical Ratio (CR) value for the main effect of JITS session on the development of democratic values of students is 9.42. This value is significant at 0.05 level of significance because it is more than the required critical value (1.96 for df 118). It shows that exposure to JIT session bring about significant positive change in democratic value of students. Thus the hypothesis exposure to JIT session bring about significant postitive change in democratic values of students is accepted.

1.1.2 Testing of the hypothesis - 2

To test hypothesis-2, the initial scores of high Socio-Economic Status of students on democratic value test were taken as covariables and the final score (Post test scores) as dependent variables. To analyse the
score 'T' test was applied and Critical Ratio was obtained. The result are shown in table-2

**Table - 2**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of Tabulated</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>30</td>
<td>168.83</td>
<td>12.77</td>
<td>58</td>
<td>1.06</td>
<td>0.05</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>not</td>
</tr>
<tr>
<td>Postest</td>
<td>30</td>
<td>172.16</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td>significant</td>
</tr>
</tbody>
</table>

Table -2 Indicates that Critical Ratio (CR) value for the main effect of democratic values of high socio economic status students is 1.06. This value is not significant at 0.05 level of significance because it is less than the required critical value (2.00 for df 58). It shows that high Socio-Economic Status does not significantly affect the development of democratic values among VIIIth grade students when taught through JIMOT. Thus the hypothesis there is no significant effect of high Socio-Economic factors on
the development of democratic values of student when taught through JIM can be accepted.

1.1.3 Testing of the hypothesis -3

To test hypothesis -3, the initial scores of low socio-economic status of students on democratic values test were taken as covariable and the final scores (Post-test scores) as dependent variables. To analyse the scores 't' test was applied and Critical Ratio was obtained. The result are shown in table -3.

**Table - 3**

Table showing the value of "CR" of low socio-economic status on democratic value-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Critical Ratio</th>
<th>Tabulated Critical Ratio</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>30</td>
<td>160.5</td>
<td>14.49</td>
<td>58</td>
<td>3.63</td>
<td>0.05</td>
<td>2.00</td>
<td></td>
<td>significant</td>
</tr>
<tr>
<td>Postest</td>
<td>30</td>
<td>173.5</td>
<td>13.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>significant</td>
</tr>
</tbody>
</table>
Table -3 Indicates that Critical Ratio (CR) value for the main effect of
democratic values of low socio-economic status students is 3.63. This value
is significant at .05 level of significance because it is more than the
required critical value (2.00 for df 58). It shows that low socio-economic
status significantly affect the development of democratic value among VIII_{th}
grade students, when taught through JIMOT. Thus the hypothesis 'there is
no significant effect of low socio-economic factors on the development of
democratic values of students when taught through JIM' can be rejected.

1.1.4 Testing of the hypothesis -4

To test hypothesis-4 the initial scores of high social competence
on students of democratic values test were taken as covariable and the final
scores (Post test scores) as dependent variable. To analyse the scores 't' test
was applied and Critical Ratio was obtained. The results are shown in
table-4.

**Table - 4**
Table showing the value of "CR" of high social competence on democratic
values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of Critical Ratio</th>
<th>Tabulated Critical Ratio</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>30</td>
<td>118.16</td>
<td>16.82</td>
<td>58</td>
<td>3.93</td>
<td>0.05</td>
<td>2.00</td>
<td>significant</td>
</tr>
<tr>
<td>Postest</td>
<td>30</td>
<td>133.8</td>
<td>13.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>significant</td>
</tr>
</tbody>
</table>
Table-4 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of high social competence students is 3.92. This value is significant at 0.05 level of significance because it is more than the required critical value (2.00 for df 58). It shows that high social competence significantly affect the development of democratic values among VIIIth grade students, when taught through JIM. Thus the hypothesis 'there is no significant effect of high social competence on the development of democratic values of students' when taught through JIM' can be rejected.

1.1.5 Testing of hypothesis - 5

To test hypothesis -5 the initial scores of low social competence of students on democratic values test were taken as covariable and the final scores (Post test scores) as dependent variable. To analyse the scores 't' test was applied and Critical Ratio was obtained. The results are shown in table-5.

Table - 5
Table showing the value of "CR" of low social competence on democratic values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Tabulated</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>30</td>
<td>116.16</td>
<td>11.5</td>
<td>58</td>
<td>4.12</td>
<td>0.05</td>
<td>2.00</td>
<td>significant</td>
</tr>
<tr>
<td>Postest</td>
<td>30</td>
<td>128.16</td>
<td>11.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>significant</td>
</tr>
</tbody>
</table>

Table -2 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of low social competence students is 4.12. This value is significant at 0.05 level of significance because it is more than the required critical value (2.00 for df 58). It shows that low social competence significantly affect the development of democratic value among VIIIth grade students, when taught through JIMOT. Thus the hypothesis 'there is no significant effect of low social competence on the development of democratic values of students when taught through JIM' can be rejected.

1.1.6 Testing of hypothesis -6 :
To test hypothesis-6 the initial scores of ambivert personality factors of students on democratic values test were taken as covariable and the final scores (Post test scores) as dependent variable. To analyse the scores 't' test was applied and Critical Ratio was obtained. The results are shown in table-6.

### Table - 6
Table showing the value of "CR" of ambivert personality test on democratic values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Tabulated</th>
<th>Result</th>
<th>Critical Ratio</th>
<th>significant</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>40</td>
<td>119.5</td>
<td>16.88</td>
<td></td>
<td>78</td>
<td>0.05</td>
<td>1.99</td>
<td></td>
<td></td>
<td>signifcant</td>
<td></td>
</tr>
<tr>
<td>Postest</td>
<td>40</td>
<td>129.5</td>
<td>14.31</td>
<td></td>
<td>78</td>
<td>0.05</td>
<td>1.99</td>
<td></td>
<td></td>
<td>signifcant</td>
<td></td>
</tr>
</tbody>
</table>

Table-6 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of ambivert
personality students is 2.79. This value is significant at 0.05 level of significance because it is more than the required critical value (1.99 for df 78). It shows that ambivert personality test significantly affect the development of democratic value among VIIIth grade students, when taught through JIMOT. Thus the hypothesis 'there is no significant effect of ambivert personality factors on the development of democratic values of student when taught through JIM' can be rejected.

1.1.7 Testing of hypothesis -7 :

To test hypothesis-7 the initial scores of introvert personality factors of students on democratic values test were taken as covariable and final scores (Post test scores) as dependent variable. To analyse the scores 't'
test was applied and Critical Ratio was obtained. The results are shown in table-7.

**Table - 7**
Table showing the value of "CR" of introvert personality test on democratic values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of Tabulated</th>
<th>Result Critical Ratio</th>
<th>Result Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>8</td>
<td>113.25</td>
<td>9.28</td>
<td>14</td>
<td>3.54</td>
<td>0.05</td>
<td>2.14</td>
<td>significant</td>
</tr>
<tr>
<td>Postest</td>
<td>8</td>
<td>127.63</td>
<td>6.78</td>
<td></td>
<td>3.54</td>
<td></td>
<td></td>
<td>significant</td>
</tr>
</tbody>
</table>

Table -7 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of introvert personality students is 3.54. This value is significant at 0.05 level of significance because it is more than the required critical value (2.14 for df 14). It shows that introvert personality test significantly affect the development of democratic value of among VIII\textsuperscript{th} grade students, when taught through JIMOT. thus the hypothesis 'there is no significant effect of
introvert personality factors on the development of democratic values of student when taught through JIM' can be rejected.

1.1.8  

**Testing of the hypothesis -8 :**

To test hypothesis-8 the initial scores of extrovert personality factors of student on democratic values test were taken as covariable and final scores (Post test scores) as dependent variable. To analyze the scores 't' test was applied, and Critical Ratio was obtained. The results are shown in table-8

**Table - 8**

Table showing the value of "CR" of extrovert personality test on democratic values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Tabulated</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Critical Ratio</td>
<td>significant</td>
<td>Critical Ratio</td>
</tr>
<tr>
<td>Pretest</td>
<td>12</td>
<td>115.35</td>
<td>8</td>
<td></td>
<td>2.65</td>
<td>0.05</td>
<td>2.07</td>
<td>significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postest</td>
<td>12</td>
<td>123.25</td>
<td>6.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table-8 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of extrovert personality students is 2.65. This value is significant at .05 level of significance because it is more than the required critical value (2.07 for df 22). It shows that extrovert personality test significantly affect the development of democratic values among VIIIth grade students, when taught through JIMOT. Thus the hypothesis 'there is no significant effect of extrovert personality factors on the development of democratic values of student when taught through JIM' can be rejected.

1.1.9 Testing of the hypothesis-9:

To test hypothesis-9 the initial scores of high academic achievement student on democratic values test were taken as covariable and final scores (Post test scores) as dependent variable. To analyse the scores 't' test was applied and Critical Ratio was obtained. The results are shown in table-9.
Table - 9

Table showing the value of "CR" of high academic achievement of democratic values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Tabulated</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Critical Ratio</td>
<td>significant</td>
<td>Critical Ratio</td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>30</td>
<td>104.02</td>
<td>4.55</td>
<td>58</td>
<td>5.63</td>
<td>0.05</td>
<td>2.00</td>
<td>significant</td>
</tr>
<tr>
<td>Postest</td>
<td>30</td>
<td>110.77</td>
<td>4.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table -9 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of high academic achievement students is 5.63. This value is significant at 0.05 level of significance because it is more than the required critical value (2.00 for df 58). It shows that high academic achievement significantly affect the development of democratic values among VIIIth grade students, when taught through JIMOT. Thus the hypothesis 'there is no significant effect of high academic achievement on the development of democratic values of student when taught through? JIM' can be rejected.
1.1.10 Testing of the hypothesis -10 :

To test hypothesis-10 the initial scores of low academic achievement student on democratic values test were taken as covariable and final scores (Post test scroes) as dependent variable. To analyse the scores 't' test was applied, and Critical Ratio was obtained. The results are shown in table-10

**Table - 10**
Table showing the value of "CR" of low academic achievement of democratic values-

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>df</th>
<th>Calculated</th>
<th>Level of</th>
<th>Tabulated</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Ratio</td>
<td>significant</td>
<td>Critical Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>30</td>
<td>51.20</td>
<td>36.60</td>
<td>58</td>
<td>8.04</td>
<td>0.05</td>
<td>2.00</td>
<td>significant</td>
</tr>
<tr>
<td>Postest</td>
<td>30</td>
<td>105.20</td>
<td>2.78</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table -10 Indicates that Critical Ratio (CR) value for the main effect of JIT session on the development of democratic values of low academic achievement students is 8.04. This value is significant at 0.05 level of significance because it is more than the required critical value (2.00 for df 58). It shows that high academic achievement significantly affect the development of democratic value among VIII\textsuperscript{th} grade students, when taught through JIMOT. Thus the hypothesis 'there is no significant effect of low academic achievement on the development of democratic values of student when taught through JIM' can be rejected.

* * *

* * *
CHAPTER-V
CHAPTER - V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

1.00 Introduction:

The main purpose of conducting a research study is to draw conclusions with the help of hypothesis. For this the first task before the
investigator is to test the hypothesis. The present chapter starts with the verification of hypothesis formulated in the first chapter.

1.1.0 Testing the hypotheses:

1.1.1 Hypothesis one:

Hypothesis one states that "exposure to JIT sessions brings about significant positive change in democratic Values of students when taught through JIM". The research finding for hypothesis one (critical value 9.42 for df 118) is significant at .05 level of significance. Thus on the basis of this finding it can be said that exposure to JIT sessions develops the democratic values of students.

1.1.2 Hypothesis two:

Hypothesis two says that "There is no significant effect of high socio-economic factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential Inquiry Model of teaching."
The research finding for hypothesis two (CR value 1.06 for df 58) is not significant at .05 level of significance (required critical value 2.00). Thus, on the basis of this finding it can be said that there is no significant effect of high socio-economic status on development of democratic values of students when taught through JIM.

1.1.3 **Hypothesis three**:

Hypothesis three says "There is no significant effect of low socio-economic factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis three (CR value 3.63 for df 58) is significant at 0.05 level of significance (Required critical value 2.00). Thus on the basis of this finding it can be said that there is significant effect of low socio-economic status on development of democratic values of students when taught through JIM.

1.1.4 **Hypothesis four**:

Hypothesis four says that "There is no significant effect of high social competence on the development of democratic values among VIIIth
grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis four (CR value 3.92 for df 58) is significant at 0.05 level of significance (Required critical value 2.00). Thus on the basis of this finding it can be said that there is significant effect of high social competence on development of democratic values of students when taught through JIM.

1.1.5 Hypothesis five:

Hypothesis five says that "There is no significant effect of low social competence on the development of democratic values among VIIIth grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis five (CR value 4.12 for df 58) is significant at 0.05 level of significance (Required critical value 2.00). Thus on the basis of this finding it can be said that there is significant effect of low social competence on development of democratic values of students when taught through JIM.

1.1.6 Hypothesis six:
Hypothesis six says that "There is no significant effect of ambivert personality factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis six (CR value 2.79 for df 78) is significant at 0.05 level of significance (Required critical value 1.99). Thus on the basis of this finding it can be said that there is significant effect of ambivert personality factors on development of democratic values of students when taught through JIM.

1.1.7  **Hypothesis seven :**

Hypothesis seven says that "There is no significant effect of introvert personality factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis seven (CR value 3.54 for df 14) is significant at 0.05 level of significance (Required critical value 2.14). Thus on the basis of this finding it can be said
that there is significant effect of introvert personality factors on development of democratic values of students when taught through JIM.

1.1.8 Hypothesis eight:

Hypothesis eight says that "There is no significant effect of extrovert personality factors on the development of democratic values among VIIIth grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis eight (CR value 2.65 for df 22) is significant at 0.05 level of significance (Required critical value 2.07). Thus on the basis of this finding it can be said that there is significant effect of extrovert personality factors on development of democratic values of students when taught through JIM.

1.1.9 Hypothesis nine:
Hypothesis nine says that "There is no significant effect of high academic achievement on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through Jurisprudential Inquiry Model of teaching."

The research finding for hypothesis nine (CR value 5.63 for df 58) is significant at 0.05 level of significance (Required critical value 2.00). Thus on the basis of this finding it can be said that there is significant effect of high academic achievement on development of democratic values of students when taught through JIM.

1.1.10 Hypothesis ten:

Hypothesis ten says that "There is no significant effect of low academic achievement on the development of democratic values among VIII\textsuperscript{th} grade school children when taught through Jurisprudential Inquiry Model of teaching."
The research finding for hypothesis ten (CR value 8.04 for df 58) is significant at 0.05 level of significance (Required critical value 2.00). Thus on the basis of this finding it can be said that there is significant effect of low academic achievement on development of democratic values of students when taught through JIM.

1.1.1.0 Discussions:

1.1.1.1 Effect of Jurisprudential Inquiry Model of teaching on development of democratic values:

Result of the study shows that exposure to 60 JIT session brings about significant positive change in the development of democratic values among students. Tiwari (1986) found that 30 exposure to JIT sessions brings about significant positive change in development of attitude towards fundamental rights of VIIth grade students. (M.Phil. Dissertation, 1986 Indore).

1.1.1.2 Effect of high socio-economic status on development of democratic values:

The effect of high socio-economic status on development of democratic values of students was found not significant. Therefore we may
say that high socio-economic status does not affect the development of democratic values of students when taught through JIM.

1.1.1.3 Effect of low socio-economic status on development of democratic values:

The effect of low socio-economic status on development of democratic values of students was found significant. Therefore we may say that low socio-economic status affect the development of democratic values of students when taught through JIM.

1.1.1.4 Effect of high social competence on development of democratic values:

The effect of high social competence on development of democratic values of students was found significant. Therefore we may say that high social competence affect the development of democratic values of students when taught through JIM.

1.1.1.5 Effect of low social competence on development of democratic value:

The effect of low social competence on development of democratic values of students was found significant. Therefore we may say
that low social competence affect the development of democratic values of students when taught through JIM.

1.1.1.6 Effect of ambivert personality factors on development of democratic value:

The effect of ambivert personality factors on development of democratic value of students was found significant. Therefore we may say that ambivert personality factors affect the development of democratic values of students when taught through JIM.

1.1.1.7 Effect of Introvert personality factors on development of democratic values:

The effect of introvert personality factors on development of democratic values of students was found significant. Therefore we may say that introvert personality factors affect the development of democratic value of students when taught through JIM.

1.1.1.8 Effect of Extrovert personality factors on development of democratic value:
The effect of Extrovert personality factors on development of democratic values of students was found significant. Therefore we may say that extrovert personality factors affect the development of democratic values of students when taught through JIM.

1.1.1.9 **Effect of high academic achievement on development of democratic value:**

The effect of high academic achievement on development of democratic values of students was found significant. Therefore we may say that high academic achievement affect the development of democratic values of students when taught through JIM.

1.1.1.10 **Effect of low academic achievement on development of democratic value:**

The effect of low academic achievement on development of democratic values of students was found significant. Therefore we may say that low academic achievement affect the development of democratic values of students when taught through JIM.

1.2.0 **Educational implications of the study:**

Jurisprudential inquiry model of teaching is of immense use in our present day society in which people of different caste, creed and culture live together. Our common constitution is based on basic human and
democratic value i.e., respect for human dignity and social integrity. The finding of the present study strengthen our notion that jurisprudential inquiry model of teaching can contribute very much to the development of the qualities of children.

In the proceeding pages an attempt has been made to discuss the educational implication of the finding of this study.

1.3.0 **Significance for democratic values:**

Finding of this study suggests that this model can be sued as a programma for development of attitude towards democratic values of students at secondary level because democratic values developed significantly when students were exposed to jurisprudential inquiry teaching sessions. We can say that person possessing awareness towards democratic values should possess the ability to analyze the social and political value using the jurisprudential frame of reference and should have the knowledge of facts regarding issues in order to be able to make a compromise between conflicting values.

1.4.0 **Suggestion for Personality Development:**
Students ability to participate in social activities and social discussions is one of the very important aspect of their personality. As a model, jurisprudential inquiry model provides a base for changing the sociometric choices of students through discussion and skillful reasoning. This model can be used for changing the classroom group structure. The unaccepted can become accepted and this will certainly reduce the stress among students who may then improve their self concept and esteem.

1.5.0 Significance for Citizenship Education:

Jurisprudential inquiry model is very much useful for citizenship education. In our country we have no direct programma for citizenship education. It is released that our children must get such education so that they can be successful citizens. For this, critical thinking in social problems must be emphasized. We should have a programme to teach students to think critically about social issues so that they can participate in democratic society successfully. Since the teaching through this model develops social values and participatory skills, it can be good approach for citizenship education.

1.6.0 Significance for further Researches:
Effect of Jurisprudential inquiry model of teaching on students of different classes i.e. form class VI to graduation level can be studied and then it may be possible to identify class level or age at which this model may be the most effective for development of jurisprudential framework and social and democratic values.

In present study effect of personality factors and Socio-economic status on effectiveness of the model has been studied. Discussion of findings has revealed that personality factors and Socio-economic Status influence the effectiveness of the model, through active participation in JIT sessions of students.

In the light of present study, following broad areas are recommended for further research:

1. The same study may be replicated on a larger sample to verify the findings presented in this study.

2. Other factors such as creativity, sociometry, intelligence, self concept, social value etc. may also be correlated with Jurisprudential Inquiry Model of Teaching.
3. Studies should be conducted to develop dialogue skill among students by applying Jurisprudential Inquiry Model.

4. Studies should be conducted to see the effectiveness of Jurisprudential Model of teaching for delinquent, mentally retarded, truant and socially alienated children.

5. Studies relating to development of moral awareness, environmental awareness, future awareness, attitude towards fundamental rights etc. through jurisprudential inquiry model can also be conducted.