Commerce is that pasture of education which triggers the required knowledge, skills and attitudes for the exhilarated usage of trade, commerce and industry through suitable pedagogic modes. When students learn through inquiry oriented approach, by scheming, scheduling and implementing initiatives in groups, it has a transformative effect on their discernment of themselves, their affiliation to learning and sense of their own place in the world around them paving the way to upsurge the diverse portfolio of skills that are increasingly in demand by employers thereby developing an innovation ecosystem for education. Models of teaching will unravel each child’s potential for learning and add creative dimension to childhood experience by systematic application of sound learning principles within the demanding environment of the classroom. Within the social family models of teaching, the investigator considers JIM relevant for Commerce education, as it is embedded with issues related to the corporate world which helps students to develop capacity for analyzing social issues by assuming role of others, meaningful student engagement, provides pedagogical platform for dialogic exchanges, stimulate critical thinking, reflective thinking, communicative and interpersonal skills, decision making skills resulting in shared meaning of an issue, initiate social competence, augments entrepreneurial mindset and enhanced retention in all commerce related endeavors demanded by the dynamic business world. In view of the objectives of the study and the nature of data required for the realization, mixed methodology coalescing both quantitative and qualitative approaches is adopted. The Pre-test Post-test non equivalent group design served as blue print and sample consisted of 389 pupils at higher secondary level and 78 commerce experts and school practitioners of higher secondary level. In the primal phase, the investigator make use of descriptive survey using interview protocol, in the experimental phase the experimental group was treated with JIM lesson design and was validated using an assessment schedule, tested for its effectiveness with reference to academic performance, entrepreneurial skills and social competence using Achievement test in commerce, Entrepreneurial skills assessment scale, Social competence assessment test, and the last phase focused on assessing the effectiveness of the JIM by means of instructional model judgment proforma and conducting episodic interview amidst the three strata’s identified from the experimental group. The results of the study points to the conclusion that the select Jurisprudential Inquiry Model is effective in improving academic performance, enhancing the level of entrepreneurial skills and augmenting social competence among higher secondary school students. The qualitative dimension of the investigation also confirmed the positive effect of the model in same line of the ramification towards the outcome of Commerce education.