List of Tables
List of Figures
List of Appendices

Chapter 1
INTRODUCTION........................................................................................ 01 - 27
  1.1 Background scenario of the study ....................................................... 02
  1.2 Rationale of commerce education ....................................................... 07
  1.3 Need and significance of the study .................................................... 11
  1.4 Statement of the problem ................................................................. 15
  1.5 Definition of Key Terms .................................................................... 17
  1.6 Hypotheses of the study .................................................................... 19
  1.7 Objectives of the study ..................................................................... 20
  1.8 Methodology in brief. ....................................................................... 21
    1.8.1 Method selected for the study ..................................................... 21
    1.8.2 Experimental design ................................................................. 22
    1.8.3 Sample selected .......................................................................... 23
    1.8.4 Experimental Procedure ............................................................ 23
    1.8.5 Exploratory supports and techniques of the study ....................... 24
    1.8.6 Statistical procedures employed ................................................. 24
  1.9 Scope of the study ........................................................................... 25
  1.10 Delimitations of the study ............................................................... 26
  1.11 Organisation of the report .............................................................. 27

Chapter 2
THEORETICAL OVERVIEW ................................................................. 28 - 103
  2.1 Theoretical overview on models of teaching with emphasis on JIM ....... 29
    2.1.1 Models of teaching – a precept .................................................. 29
    2.1.2 Philosophical underpinnings of models of teaching ..................... 30
    2.1.3 Classification of models of teaching .......................................... 32
    2.1.4 Concepts for describing a model ............................................... 37
    2.1.5 Efficacy of Teaching Models ..................................................... 40
    2.1.6 Jurisprudential Inquiry Model: The Theoretical Underpinnings .... 41
    2.1.7 Rationale of Jurisprudential Inquiry Model ................................. 42
    2.1.8 Orientation to the JIM-Goals and assumptions .......................... 43
    2.1.9 Syntax of Jurisprudential Inquiry Model .................................... 48
  2.2 Theoretical Overview on Entrepreneurial Skills ................................. 55
    2.2.1 Introduction ............................................................................... 55
    2.2.2 Skills Required for the Twenty First Century ............................... 56
    2.2.3 Entrepreneurship- An Overview ................................................. 57
    2.2.4 The Force of Entrepreneurship education: Setting the Scene ....... 58
    2.2.5 Instructional Prospects of Entrepreneurship Education .............. 63
2.2.6 Learning Theories and Their Implication for Entrepreneurship Education ........................................................................................................... 70
2.2.7 Models for Accomplishing Business Skills in Higher Education .......... 73
2.2.8 Role of Teacher ................................................................................ 75
2.2.9 Entrepreneurship Outcomes: Re-Shaping of Today’s Entrepreneurial Activities .......................................................................................... 76
2.2.10 Concerns and Challenges for Entrepreneurship Education: Thoughts on the future ........................................................................................ 80

2.3 Theoretical Overview on Social Competence ....................................... 82
2.3.1 Introduction ...................................................................................... 82
2.3.2 Concept of Social Competence: A Brief Account .............................. 83
2.3.3 Understanding Social Development: Theories Related to Social Development ........................................................................................... 88
2.3.4 Dual Perspectives on Information Processing as Part of Social Competence: Academics and Socialization ............................................................. 94
2.3.5 Social Development on Schooling- Impact of social Context in the Classroom ................................................................................................. 96
2.3.6 The Ecology of Positive learning environments in promoting Social Competence ........................................................................................... 97
2.3.7 Social Competence and Its Development—Possible Outcomes ............. 99
2.3.8 Relationship between Learning, Social Cognition, Emotions, and Behaviour- Means to endorse Social Competence ...................................... 100

Chapter 3
REVIEW OF RELATED LITERATURE ....................................................... 104 - 135
3.1 Studies on Commerce Learning .......................................................... 105
3.2 Studies on Jurisprudential Inquiry Model of teaching ............................ 110
3.3 Studies related to Entrepreneurial Skills ............................................. 119
3.4 Studies on Social Competence ......................................................... 125

Chapter 4
METHODOLOGY ..................................................................................... 136 - 195
4.1 Methodology: A prelude ...................................................................... 137
4.2 Amidst the orbit of the methodological voyage ..................................... 141
4.3 Phased implementation for the pursuit of research .............................. 141
4.4 Research design - A mode of action .................................................... 142
4.5 Participants of the study ...................................................................... 144
4.6 Variables enacted for the study ......................................................... 146
4.7 Exploratory supports and techniques accessed for data collection ......... 147
4.7.1 Interview Protocol .......................................................................... 148
4.7.2 Assessment Schedule for Validating Instructional Model .................. 150
4.7.3 Development of the instructional model of teaching ...................... 151
4.7.4 Lesson Design Based on JIM ......................................................... 168
4.7.5 Achievement Test in Business Studies ......................................... 174
4.7.6 Entrepreneurial Skills Assessment Scale ...................................... 180
Chapter 5
ANALYSIS AND INTERPRETATION OF DATA ...................... 196 - 336

5.1 Introduction ...........................................................................................................197

5.2 Analysis of the regnant pedagogical transaction ways of learning commerce at Higher Secondary level using interview protocol, primarily focusing on theoretical constructs and praxis, obstructions and challenges along with designing supplements for chiseling conceptualization of academic performance, entrepreneurial skills and social competence among students at higher secondary school level ..............................200

5.2.1 Analysis of practitioners’ outlook concerning regnant modes of learning commerce at higher secondary level .......... 201

5.2.2 Obstructions and challenges confronted in the process of chiseling the pedagogic mechanisms by practitioners in commerce discipline at higher secondary level............................ 204

5.2.3 Designing supplements as an offshoot for escalating conceptualization of entrepreneurial and social competence ...... 206

5.3 Analysis of the effect of the select Jurisprudential inquiry model on academic performance, entrepreneurial skills and social competence among commerce students at higher secondary level focusing on: Instructional model assessment schedule, Achievement test score, Entrepreneurial skills assessment scale scores, Social competence assessment test scores, Instructional model judgment proforma of JIM and Episodic interview. .................. 208

5.3.1 Validation of the lesson design based on jurisprudential inquiry modelof teaching commerce education....................... 208

5.4 Analysis of effectiveness of Jurisprudential inquiry model in enhancing academic performance of commerce students at higher secondary level................................................................. 220

5.4.1 Nature and dependability of the data collected.................... 220

5.4.2 Nature of first post test scores of academic performance in commerce ........................................................................ 221

5.4.3 Nature of second post test scores of academic performance in commerce ........................................................................ 221

5.4.4 Effectiveness of JIM on academic performance in commerce for the total sample...................................................... 222

5.4.4.1 Comparison of pre test and two post scores of academic performance of the two groups for the total sample using Repeated measures ANOVA .............................................. 223
5.4.4.2 Comparison of pre and post test scores of academic performance of both control group and experimental group for the total sample using paired t-test .................. 225

5.4.4.3 Comparison of scores of pre test, post test I and post test II of academic performance between control group (AOA) and experimental group (JIM) evaluated using Independent t-test ........................................ 227

5.4.4.4 Effectiveness of JIM of teaching commerce among the sub sample based on gender, locale and type of higher secondary school assessed using Paired t-test for different sub sample separately .................................................. 228

5.4.4.5 Comparison of the differences in the effectiveness of JIM among subsample based on gender, locale and type of higher secondary school in experimental group done by three way ANCOVA. ................................................................. 241

5.5 Analysis of the effectiveness of Jurisprudential inquiry model (JIM) in enhancing entrepreneurial skills of commerce students at higher secondary level .............................................................................. 249

5.5.1 Nature and dependability of the data collected ........................................ 249

5.5.2 Nature of first post test scores of entrepreneurial skills of commerce students ........................................................................ 250

5.5.3 Nature of second post test scores of entrepreneurial skills of commerce students ........................................................................ 250

5.5.4 Effectiveness of Jurisprudential inquiry model on entrepreneurial skills of students for the total sample ................................. 251

5.5.4.1 Comparison of pre test and two post scores of entrepreneurial skills of the two groups for the total sample using Repeated measures ANOVA ........................................ 252

5.5.4.2 Comparison of pre and post test scores of entrepreneurial skills of both control group and experimental group for the total sample using paired t-test ........................................ 254

5.5.4.3 Comparison of pre test, post test I and post test II of entrepreneurial skills assessment test scores between control group (AOA) and experimental group (JIM) evaluated using Independent t-test ........................................ 256

5.5.4.4 Effectiveness of JIM of teaching commerce among the sub sample based on gender, locale and type of higher secondary school assessed using Paired t-test for different sub sample separately ........................................ 257

5.5.4.5 Comparison of the differences in the effectiveness of JIM among subsample based on gender, locale and type of higher secondary school in experimental group done by three way ANCOVA ................................................................. 268

5.6 Analysis of effectiveness of Jurisprudential inquiry model in enhancing social competence of commerce students at higher secondary level .............................................................................. 277

5.6.1 Nature and dependability of the data collected ........................................ 277

5.6.2 Nature of first post test scores of social competence of commerce students ........................................................................ 277
5.6.3 Nature of second post test scores of social competence of commerce students ................................................................. 278
5.6.4 Effectiveness of JIM on social competence of students for the total sample ........................................................................ 279
  5.6.4.1 Comparison of pre test and two post tests scores of social competence of the two groups for the total sample using Repeated measures ANOVA ........................................ 280
  5.6.4.2 Comparison of pre and post test scores of social competence of both control group and experimental group for the total sample using paired t-test ........................................ 282
  5.6.4.3 Comparison of pre test, post test I and post test II of social competence test scores between control group (AOM) and experimental group (JIM) evaluated using Independent t-test ............................................................ 284
  5.6.4.4 Effectiveness of JIM of teaching commerce among the sub sample based on gender, locale and type of higher secondary school assessed using Paired t-test for different sub sample separately ........................................ 285
  5.6.4.5 Comparison of the differences in the effectiveness of JIM among subsample based on gender, locale and type of higher secondary school in experimental group done by three way ANCOVA ........................................ 295
5.7 Analysis of the appropriateness of JIM using Instructional model judgment proforma .................................................. 307
  5.7.1 Instructional model judgment proforma of Jurisprudential Inquiry model ................................................................. 307
5.8 Analysis of select JIM through episodic interview .................. 311

Chapter 6
SUMMARY AND CONCLUSIONS ........................................ 337 - 373
6.1 The Study in Retrospect ................................................................. 338
  6.1.1 Statement of the Problem ................................................................. 338
  6.1.2 Variables of the Study ................................................................. 338
  6.1.3 Hypotheses of the Study ................................................................. 339
  6.1.4 Objectives of the Study ................................................................. 340
  6.1.5 Methodology in Brief ................................................................. 341
  6.1.6 Exploratory Supports and Techniques of the Study ................. 342
  6.1.7 Statistical Procedures Employed .................................................. 343
6.2 Major Findings of the Study ....................................................... 343
6.3 Summary of conclusions ............................................................. 360
6.4 Implications of the study ............................................................. 362
6.5 Limitations of the Study ............................................................. 370
6.6 Suggestions for Further Research ............................................. 370

BIBLIOGRAPHY ........................................................................... 374 – 402
APPENDICES ................................................................................. i - lx