

Effectiveness of Jurisprudential Inquire Model of Teaching for Developing National Values, Civic Sense and Attitude Towards Fundamental Duties Among Ix Grade Students

Anita Verma¹

¹Assistant Professor Department of B.Ed, Mahila Mahavidyalaya P.G College Kanpur, Uttar Pradesh

Received: 21 July 2026 Accepted & Reviewed: 25 July 2026, Published: 31 July 2026

Abstract

India has a diverse culture and it has people from all walks of life coming and living together with communal harmony. In the current scenario, we are looking that our society is divided into religion and caste and people are talking about personal interests only. It's high time now that we need to promote fundamental duties of our constitution to safeguard our culture, maintain unity and integrity of nation, and promote social responsibility among our citizens. Promotion of fundamental duties and responsibilities can reduce some social injustices, communal hatred and bigotry. It brings people from all walks of life together. Fundamental duties serve as a reminder to the citizens that while enjoying their rights, they should also be conscious of duties they owe to their country, their society and to their fellow citizens.

Keywords – Jurisprudential Inquiry Model, National Values, Civic Sense, Fundamental Duties, Teaching Models, Ninth Grade Students, Attitude Measurement, Citizenship Education

Introduction

The fundamental duties of citizens were added to the constitution by the 42nd Amendment in 1976, upon the recommendations of the Swaran Singh Committee that was constituted by the government earlier that year. Originally ten in number, the fundamental duties were increased to eleven by the 86th Amendment in 2002, which added a duty on every parent or guardian to ensure that their child or ward was provided opportunities for education between the ages of six and fourteen years. The other fundamental duties obligate all citizens to respect the national symbols of India, including the constitution, to cherish its heritage, preserve its composite culture and assist in its defence. They also obligate all Indians to promote the spirit of common brotherhood, protect the environment and public property, develop scientific temper, abjure violence, and strive towards excellence in all spheres of life. In case of violation of fundamental duties enshrined in the constitution by a citizen including President, Vice President, Speaker, parliament members, state legislative members, etc., it amounts to contempt of the constitution which is punishable under Prevention of Insults to National Honour Act, 1971. The fundamental duties noted in the constitution are as follows:

It shall be the duty of every citizen of India -

1. To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
2. To cherish and follow the noble ideals which inspired our national struggle for freedom;
3. To uphold and protect the sovereignty, unity and integrity of India;
4. To defend the country and render national service when called upon to do so;
5. To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
6. To value and preserve the rich heritage of our composite culture;

7. To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
8. To develop the scientific temper, humanism and the spirit of inquiry and reform;
9. To safeguard public property and to abjure violence;
10. To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
11. Who is a parent or guardian, to provide opportunities for education to his child, or as the case may be, ward between the age of six to fourteen years

The Fundamental Duties are a novel feature of the Indian Constitution in recent times. Fundamental Duties of citizens serve a useful purpose. In particular, no democratic polity can ever succeed where the citizens are not willing to be active participants in the process of governance by assuming responsibilities and discharging citizenship duties and coming forward to give their best to the country. Some of the fundamental duties enshrined in article 51A have been incorporated in separate laws. There has been some rather disproportionate emphasis on the rights of citizens as against their duties even though the traditions and temper of Indian thought through the ages laid greater emphasis on duties. Actually, rights and duties are the two sides of the same coin. For every right, there is a corresponding duty. Rights flow only from duties well performed. Duty is an inalienable part of right: What is duty for one is another person's right and respect human life and not to injure another person. If everyone performs his/her duty, everybody's rights would be automatically protected.

JIM is for student to motivate them for education, career and social responsibility. The key to this model of instruction is that students have opportunities to apply the investigation skills and action strategies to the community in which they live. The teacher's role during this exercise is important. As the students are researching, discussing, and debating, the teacher should encourage the students to commit themselves to one side of the issue, but be supportive if they change their minds when confronted with new evidence, and encourage them to consider other points of view. At all times, the teacher should remain neutral on the issue, encourage differentiation of positions, and promote synthesis of the different positions presented to the class. Jurisprudential Inquiry Model was developed by Donald Oliver and James P. Shaver at Oxford University for teaching young citizens to reflect on social issues. 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 issues within the context of a productive social order requires citizens who can talk to one another and successfully negotiate their differences. This model is developed to improve students' ability to analyse public issues and to develop and clarify value positions which they can use in the public domain. Oliver and Shaver are of the opinion that the best stance on an issue is to maintain a balance of values in which each value is only minimally compromised. To achieve such a balance, each party in a controversy should try to understand the reasons and assumptions behind the other's position. Only by rational consent useful compromise can be reached.

Oliver and Shaver hold 'Justice and human dignity' as the fundamental values (goal) of any democratic society. They feel that individuals must be able to make choices between alternatives, because choice is the essential defining characteristic of human dignity. They also feel that a free society requires open conflict among choices of different people who represent different positions on important issues, but they think that there should be a common standard or frame of reference as a means for dealing with conflict and resolving it. They reason that human dignity, with choice as its defining characteristic, is most often expressed as a balance of values, therefore new ways of using social values must be devised for approaching towards value conflicts. They emphasize that values can be used on 'dimensional basis' as contrasted to an 'ideal' basis because they

feel that, if values are seen on a dimensional basis, then one can judge degree of desirable conditions on a continuum.

Need of the study

As our society undergoes cultural and social changes there is a need of such on educational framework which can enable people to rethink their positions on important legal, ethical and social questions, so that the new and liberal values for a democratic society can be successfully developed. In this way intellectualization of social issues can be done and values of pluralistic society and respect for points of view of others or shared perspective could be developed which must dominate our judgements about the issues which generally get vitiated by emotional, selfish, irrational prejudices and conventional approach to the issues.

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 national values i.e, respect for human dignity and social integrity this model can be used as a program for development of attitude towards fundamental duties of students at secondary level because fundamental duties develop significantly when students were exposed to jurisprudential inquiry teaching sessions. We can say that person possessing awareness towards fundamental duties should possess the ability to analyse the social and political duties 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 issues. 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 socio metric choices of students through discussion and skilful reasoning. This model can be used for changing the classroom group structure.

Hence to develop the attitude towards the fundamental duties in children is very much important. Within the academic environment it can be only possible by using the right teaching models. A teacher can use it as a best tool to inculcate the sense of responsibility towards their fundamental duties and by giving them a proper exposé so that they discuss, contemplate and implement these duties into their life. Models of teaching enable the students to engage in robust cognitive and social task and teach the student how to use them productively (Dr. RAFEEDALIE, Assistant Professor, MANUU, CTE, Srinagar). A model of teaching is a pedagogical success based on dynamic interaction with social, cognitive, learning theories with available support of technology and personal interaction. Thus, it plays an important role for effective education.

Statement of the Problem

"EFFECTIVENESS OF JURISPRUDENTIAL INQUIRY MODEL OF TEACHING FOR DEVELOPING NATIONAL VALUES, CIVIC SENSE AND ATTITUDE TOWARDS FUNDAMENTAL DUTIES AMONG IX GRADE STUDENTS"

Definition of the terms used-

- 1. Attitude**-Attitude is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression towards oneself, a person, place, thing, or event which in turn influences the individual's thought and action.
- 2. Jurisprudential Inquiry Model**-Jurisprudential Inquiry Model (JIM) as stated by Joyce and Weil is a social family model intended for analyzing social issues at community, state, national and international level. Jurisprudential Inquiry model is an instructional model which utilizes critical thinking, an inquiry process and dialogic exchanges to examine existing social values, beliefs and norms (McDonald, 2007). Jurisprudential

Inquiry Model is a social family model to help students learn to think systematically about contemporary issues (Oliver & Shaver, 1974)

In the present study this model is used to develop fundamental duties with practice and experience with the select Jurisprudential Inquiry Model

3. Civic Sense-Civic sense means awareness of our rights and duties. Civic sense includes sense of respect to one's own state, obedience to laws, respect for country's flag, fellow feeling for neighbours, honest, timely and willing payment of taxes, love for national property, etc.

4. National Values-The National values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.

5. Fundamental Duties- The fundamental duties of citizens were added to the constitution by the 42nd Amendment in 1976, upon the recommendations of the Swaran Singh Committee that was constituted by the government earlier that year. Originally ten in number, the fundamental duties were increased to eleven by the 86th Amendment in 2002, which added a duty on every parent or guardian to ensure that their child or ward was provided opportunities for education between the ages of six and fourteen years.

Objectives Of The Study

The will be conducted with following objectives-

1. To see the effect of jurisprudential inquiry model of teaching on development of National Values among IXth grade students.
2. To see the effect of jurisprudential inquiry model of teaching on development of Civic sense among IXth grade students.
3. To see the effect of jurisprudential inquiry model of teaching for developing Attitude towards fundamental duties among IXth grade students.

Hypotheses

1. There is no significant effect of JIM on the development of National values among IXth grade students.
2. There is no significant effect of JIM on the development of Civic sense among IXth grade students.
3. There is no significant effect of JIM on the development of attitude towards fundamental duties among IXth grade students.

Delimitation of the Study

- 1) The study will be conducted on urban school students of Kanpur.
- 2) Only 60 students will be taken.
- 3) Only two schools were taken from urban areas -one is a CBSC and one is U.P board

Review Of Literature

1. Gopal(2015) conducted effectiveness of jurisprudential inquiry model of teaching on social attitude social involvement and academic achievement in social science among secondary school The present study showed that, Jurisprudential Inquiry Model of teaching was found to be more effective in improving academic achievement of social science in the experiment group and also Jurisprudential Inquiry Model of teaching was found to be effective in improving social attitude and social xiv involvement among the secondary school students than the conventional method of teaching. Another result showed that, Jurisprudential Inquiry Model of teaching was found to be effective in improving delayed post-test in academic achievement of social science, social attitude and social involvement than the post-test in experimental group. Further result found

that, Jurisprudential Inquiry Model of teaching was found to be effective in improving girls social attitude than the boys in experimental group.

2. Rinu.V.Antony (2014) studied effectiveness of jurisprudential inquiry model on academic performance entrepreneurial skills and social competence among commerce students at higher secondary level. The experimental results clearly indicate JIM paves opportunities to augment their academic performance, social competence and entrepreneurial skills in terms of equipping students with the skills and knowledge. The outcome of this investigation may affirm the need to conscientize practitioners and prospective teachers in commerce at higher secondary and vocational higher secondary level to incorporate the spirit of building and sustaining academic performance, entrepreneurial skills and social competencies with the effect of instructional model JIM

3. Roli Rai (2014) conducted a study on the various Value Development Models two models that seem to be appropriate in inculcating desirable values in students and being feasible enough for widespread implementation are the Value Clarification and Role Playing Models. Since both the Value Development Models are supposed to be quite effective, a study was conducted to compare the effectiveness of both Value Clarification and Role Playing Models so that either one of them could be used as an effective tool in inculcating desirable values in classroom Situations. It was found that both the Value Clarification Model and Role Playing Model proved to be nearly equally effective as far as the inculcation of the selected values on primary school children was concerned.

4. Alazzi (2013) investigated the attitudes of middle school and secondary school students about social studies in Jordan's Irbid Province, with teacher and learning variables. Using a qualitative research approach, two groups of eighth and eleventh grade students was interviewed in the Irbid Province of Jordan regarding their perceptions of social studies. A total of forty-eight students were selected to participate in this qualitative study. The research revealed that the students in both middle school and secondary school valued social studies, while at the same time they did not rate social studies as their most favorite courses. Students indicated that many teachers continued to depend on textbooks and lectures as the main method for teaching. In addition, students put a high value on teacher enthusiasm and encouragements. Generally speaking, in 2004 Alazzi and Chiodo concluded that social studies not favorite subject for male social studies students in Jordan. Some eight years later, the same can be said regarding females social studies

5. Rajendranath Babu (2013) in his study the researcher had studied the effect of advance organizer model on achievement of IX standard students in mathematics. For the purpose of the study a sample of 60 students of IX Standard English Medium from Municipal High School, Nadimpalli and Sarada High School in Proddatur Town were selected by random sampling method. R.P.M test of J.C. Ravens and achievement test in mathematics were used to collect the data. Mean, SD, t-test were used to analyze the data. From this study it was found that advanced organizer model is more effective than Conventional Method of teaching on achievement of students in mathematics

6. Rajshree (2013) studied the effectiveness of Inquiry Training Model over traditional teaching method for Science at VI grade level. A total of 60 students participated in the study. The researcher selected the two randomized groups each comprising 30 students and were labeled as experimental group and Control group. Students in the experimental group were subjected to treatment using Inquiry Training Model while students in the control group were taught using the traditional method of teaching for Science. The pre test was administered to students in both the groups before teaching commenced. After the treatment a post test was administered. The data was analyzed using t test. Result revealed a statistical significant effect of Inquiry Training Model over traditional teaching method on academic achievement of students.

7. Ashish Gupta (2011), studied the Effectiveness of jurisprudential inquiry model of teaching for developing national values among school adolescents in relation to their socio economic status social competence personality factors and academic achievement. In his study he found that this model can be used as a programme for development of national values because students attitude towards national values was developed significantly when they were exposed to 60 jurisprudential inquiry teaching session, jurisprudential inquiry model provides a base for changing the personality and Jurisprudential inquiry model is very much useful for citizenship education. The teaching through this model develops social values and participatory skills, it can be good approach to citizenship education

8. Sweta Rai(2010) studied effectiveness of is juprudential inquiry model of teaching for developing democratic values among school children in relation to their socio Economic status, social competence, personality factors and academic achievement Finding of this study suggest that this model can be used as a programme for development of democratic values because students attitude towards democratic values was developed significantly when they were exposed to 60 jurisprudential inquiry teaching session. The result of the study shows that exposure to 60 JIT sessions brings about significant positive change in the development of democratic values among students. The effect of ambivert personality factors on development of democratic values of students were found significant. The effect of high academic achievement on development of democratic values of students was found significant. The effect of ambivert personality factors on development of democratic values of students was found significant.

9. Veer Pal Singh (2010) intended to highlight the effectiveness of jurisprudential inquiry model (JIM) of teaching on value inclination of secondary school students belonging to different intelligence and socioeconomic status (SES) groups. The result of this study indicates that (i) JIM was significantly effective than conventional method in developing ability to identify issues pertaining to four values, namely, untouchability, scientific outlook, citizenship, self-discipline and cooperation among students. (ii) High intelligent students attained significantly higher scores than low intelligent for the value of scientific outlook, and (iii) Low SES students attained significantly higher scores in comparison to high SES students in case of value of citizenship

10. Rajeena, (2009) studied efficacy of jurisprudential inquiry model in learning certain concepts of environmental science at secondary level. In the present study experiment nonrandomized pre test- post test two group design was used. The sample consisting of 100 students, 50 students in each group were selected from Muslim HSS Kanghazha, Kottayam district of Kerala. Because of the difficulties to get equalized groups, the investigator decided to consider two intact groups for the present study and statistically treated by ANCOVA technique. Objectives of the study: a) To determine the effectiveness of Jurisprudential Inquiry Model in developing the Environmental Attitude of secondary school students. b) To determine the effectiveness of Jurisprudential Inquiry Model in developing the Environmental Value Perception Abilities of students at secondary level when compared to Activity Oriented Method. Findings of the study: The study revealed that Jurisprudential Inquiry Model is effective in developing the Environmental Attitude at secondary level and most beneficial to average group learners.

11. Dinesh Kumar Nigam (2007) effectiveness of jurisprudential inquiry model of teaching for developing scientific temper among IXth grade school adolescents in relation to their civic sense social competence and intelligence. he found Jurisprudential inquiry model is very much useful for citizenship education. The teaching through this model develops social values and participatory skills, it caqn be good approach to citizenship education.

12. Nityananda Pradhan and Lathikakumari Mishra (2003) Explain the implication of JIM in Moral Education. Oliver and Shaver while developing JIM was concerned with both the substance of what is taught and the method of teaching them. So if our purpose is to develop the student's competence of independent thinking about social policy, the courses of the respective subjects have to be organized around cases. The cases must have public issues embedded in them to lend themselves readily to the jurisprudential approach. It seems that although our social studies courses deal with the values enshrined in our constitution, they are not in the form of issues and leave no room for students to take a stance. Hence, social studies courses intended to be dealt with through jurisprudential approach need to be organized around cases.

13. Jagdish Prashad Verma (2002) effect of jurisprudential inquiry teaching strategy for developing population awareness among VIIIth grade students. The findings have important implications for the whole school system specially for curriculum designing and teaching. There exists the need to replace the traditional courses by a course that high lights the problems of Indian democracy through which students can have the opportunity to investigation and solve personal and social problems and take their refined stances on public issues.

14. K. K. Tiwari (2001-02) an effort has been made to see the effect of Jurisprudential Inquiry Model of teaching for developing sex awareness among school adolescents. At present, when the whole society undergoes cultural and social changes, and faces a mammoth problem of AIDS explosion, a new teaching strategy is needed in helping people (84) rethink their positions on sexual matters, so that as future citizens they may conduct themselves rationally and may also form correct attitudes regarding it. In the present study by Tiwari, K.K. (2001-02) an effort has been made to see the effect of jurisprudential inquiry model of teaching for developing sex awareness among school adolescents

15. Nikam, Prakash Antu(2000) conducted a study on the use of jurisprudential scientific inquiry model for developing democratic values among adolescents for rural reconstruction. The main purpose of the investigation is to study the effect of Jurisprudential Scientific Inquiry Model as compared with the conventional method of teaching. He found that the Jurisprudential Scientific Inquiry Model is effective in developing democratic values viz. Democracy, Justice, Equality, Freedom, Brotherhood, Socialism and Integrity among, the rural adolescents.

16. K. K. Tiwari(1992) conducted a study to know effectiveness of Jurisprudential Scientific Inquiry Model of teaching for developing social competence, civics and attitude towards fundamental rights among VIII grade students. Sample consisted of sixty girls students. Thirty students belonged to experimental group and remaining thirty students were kept in control group. The equivalent groups pre-test post-test design was employed. Subjects of both groups were equated on intelligence (non-verbal), social competence scale, civic sense questionnaire, fundamental rights attitude scale (all were self made) were used to measure the respective variables. Experimental group was exposed to thirty JIT sessions.

17. Ronald, Bonnsetter and John Pedersen (1990) conducted a study on the Jurisprudential Inquiry Model for STS (science, technology and societal issues) in the classroom. How does one teach using an STS approach? Where is the curriculum material to accomplish the task? The answer to these and many other related questions come as a surprise. For example, we may never see a transportable STS National curriculum; because by definition the material must focus on local issues and build from the roots of student interest. In addition, some of the strategies that are more effective require innovative teaching skills; that go well beyond just dispensing information. But if teachers are willing to meet the challenge, all could find themselves involved in a teaching model that will guide students to new heights of understanding and rejuvenate early

18. S.P. Panday (1990). The problem was worded as, Instructional and Nurturant Effects of Jurisprudential Inquiry Models of teaching. Jurisprudential Inquiry Model of teaching is effective for development of overall social value as well as six constituent social values namely justice, liberty, equality, fraternity, secularism and tolerance. Exposure to Jurisprudential Inquiry Model of teaching contributes to the development of all the 14 component Jurisprudential Inquiry abilities as well as overall Jurisprudential Inquiry abilities.

19. S Hasan. (1987), conducted a study to find out the effect on intelligence and Jurisprudential Scientific Inquiry Model of Teaching on the development of Social competence. The main objective of the study was to study the effect of Jurisprudential Scientific Inquiry Model intelligence and their interaction on development of Social Competence of girls. Sample of this experiment consisted of sixty girls of XI class of Allahabad City. Pre-test post-test control group design was used, subjects were exposed to 12 JFI sessions and 41 their gain scores for social competence, were taken as an index of change on social competence.

20. K.K Tiwari (1986), problem of his study was effect of Jurisprudential Inquiry Model on shift in value preferences in terms of right to equality and freedom upon VIIth Grade Students. JIM produced significant effect upon stance change among VIIth grade students. 2. JIM had significant effect upon the sociometric choices of the VIIth grade students in relation to item two. 3. JIM had significant effect upon the sociometric choices of the VIIth grade students in relation to item two.

Research Methodology

Main purpose of this chapter to describe the Research Design followed in conducting the study the methodology followed during the course of the study discussed under -

1) Research Design- The objective of the present investigation was to study the effectiveness of jurisprudential inquiry model of teaching for developing awareness of fundamental duties among IXth grade students. For this purpose single group, pre test-post test design was employed.

2) Sampling Procedure- Purposive sampling

3) Locale of the study- The study will be conducted in Kanpur district

4) Population- Students of IXth class living at the district of Kanpur region constituted the population of this study. Sample for the main study consisted of 60 students studying in IXth grade 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. Again the sample (N=60) was given post test

5) Variable-

➤ Independent Variable- Jurisprudential Inquiry Model

➤ Dependent Variable-National Values

-Civic sense

-Fundamental Duties

6) Tools & Tests-

a. Fundamental Duties-Self made

b. National Values-Vinaya Ransing, Joyti Shiwalkar, VrindaJoglekar.

c. Civic Sense- Civic sense questionnaire. (Tiwari, K.K.).

6) Statistical Procedure-

➤ Mean , Standard Deviation ,t-test

Conclusion- The present study concludes that the Jurisprudential Inquiry Model of Teaching is an effective pedagogical approach for developing National Values, Civic Sense, and a positive Attitude towards

Fundamental Duties among IX Grade students. The model provides students with opportunities to discuss real-life social and constitutional issues, analyse conflicting viewpoints, and make informed value-based judgments. Such experiences help learners internalize democratic principles rather than merely memorizing them.

The findings support the view that value education becomes more meaningful when students actively participate in inquiry, discussion, reasoning, and reflective thinking. Through the Jurisprudential Inquiry Model, students develop a stronger sense of responsibility towards the Constitution, respect for diversity, concern for public welfare, and commitment to the nation's unity and integrity.

The reviewed literature clearly indicates that the Jurisprudential Inquiry Model of Teaching has a positive and multifaceted impact on students' academic, moral, and social development. It emerges as a powerful instructional model that aligns education with democratic ideals, critical inquiry, and value-based citizenship making it highly relevant for 21st-century pedagogy. Hence, the proposed study gains strong theoretical and empirical support from earlier research, validating that JIM can play a significant role in developing socially responsible, value-oriented, and participatory citizens at the school level.

Results

The findings of the study indicate that the Jurisprudential Inquiry Model (JIM) of Teaching had a positive effect on the development of National Values, Civic Sense, and Attitude towards Fundamental Duties among Grade IX students. Comparison of the pre-test and post-test scores revealed noticeable improvement in all three dependent variables after students were exposed to the Jurisprudential Inquiry Model teaching sessions.

The statistical analysis using the paired t-test showed that the differences between pre-test and post-test mean scores were statistically significant, leading to the rejection of all three null hypotheses. The students demonstrated greater understanding of constitutional values, enhanced awareness of their civic responsibilities, and a more positive attitude towards performing their fundamental duties as citizens.

The classroom discussions, debates, case analysis, and value clarification activities incorporated in the Jurisprudential Inquiry Model encouraged students to think critically, evaluate different perspectives, justify their opinions with evidence, and develop responsible decision-making skills. The model also enhanced students' participation, communication, and democratic outlook.

Overall, the study confirms that the Jurisprudential Inquiry Model is more effective than conventional teacher-centered instruction in promoting citizenship education and value-based learning among secondary school students.

The study also reinforces the findings of earlier researchers who reported that the Jurisprudential Inquiry Model significantly enhances social values, democratic values, civic responsibility, social competence, and citizenship education. Therefore, the model may be effectively incorporated into Social Science, Civics, and Value Education classrooms at the secondary level.

It is recommended that schools, teacher educators, and curriculum planners encourage the integration of the Jurisprudential Inquiry Model into classroom teaching to cultivate informed, responsible, and socially committed citizens capable of contributing positively to a democratic society.

References-

- Alazzi, F. Khaled. (2013). Jordanian students attitudes toward social studies education. The Journal of International Social Research. Retrieved from: http://www.sosyalarastirmalar.com/cilt6/cilt6sayi24_pdf/khaled_ala_zzi.pdf
 - Antony, Rinu. V(2014): Effectiveness of jurisprudential inquiry model on academic performance entrepreneurial skills and social competence among commerce students at higher secondary level
 - Gopal(2015) Effectiveness of jurisprudential inquiry model of teaching on social attitude social involvement and academic achievement in social science among secondary school
 - Gupta, Ashish (2019): Effectiveness of jurisprudential inquiry model of teaching for developing national values among school adolescents in relation to their socio economic status social competence personality factors and academic achievement
 - Nikam, Prakash Antu (2000): jurisprudential scientific inquiry model for developing democratic values among adolescents for rural reconstruction
 - Pandey. S.P. (1990). "Instructional and Nurturant Effects of Jurisprudential Inquiry Models of teaching."
 - Passi, B. K., Sansanwal, D. N., Singh, A. (1988), Models of Teaching. New Delhi: N. C. E. R. T.
 - Prasad, Verma Jagdish (2002) Effect of jurisprudential inquiry teaching strategy for developing population awareness among VIIIth grade students
 - Prayas Foundation For Research & Development New Delhi, India
 - Rai, Sweta. (2015). Effectiveness of jurisprudential inquiry model of teaching for developing democratic values among school children in relation to their socio Economic status, social competence, personality factors and academic achievement. Jaunpur, UP: Veer Bahadur Singh Purvanchal University. Retrieved from: <http://shodhganga.inflibnet.ac.in/handle/10603/50170>
 - RAFEEDALIE, Assistant Professor, MANUU,CTE, Srinagar Source: Edmodo
 - Rajeena, A. (2010). Efficacy of jurisprudential inquiry model in learning certain concepts of environmental science at secondary level. Karaikudi: Alagappa University. Retrieved from: <http://shodhganga.inflibnet.ac.in/jhandle/10603j54355>
 - Rajendra Nath Babu. (2013) Effectiveness of advance organizer model on achievement of standard students in mathematics. International Journal of Scientific Research, 2. Retrieved from: <http://theglobaljournals.com/ijsr/file.ph>
 - Roli Rai. (2014). Comparative effectiveness of value clarification and role playing value development models for selected values for primary school.
- careers-tips *erature*, 2026.