"EFFECTIVENESS OF BLENDED INSTRUCTIONAL STRATEGY ON THE DEVELOPMENT OF PATRIOTISM RELATED VARIABLES"

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DOCTOR OF PHILOSOPHY
IN
EDUCATION

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Declaration

I, **NAVEEDA KHANUM,** declare that this thesis titled**,** **"EFFECTIVENESS OF BLENDED INSTRUCTIONAL STRATEGY ON THE DEVELOPMENT OF THE PATRIOTIC RELATED VARIABLES"** is the result of research work done by me under the supervision of **Dr. JAGANNATH K DANGE,** Associate Professor, Department of Education, Kuvempu University, Shankaraghatta, Shivamogga. I am submitting this thesis for possible award of Doctor of Philosophy (Ph.D.) degree of Education of the Kuvempu University.

I declare that, the thesis has not either wholly or in part, been submitted for any other Degree or Diploma, anywhere.

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Certificate

This is to certify that the thesis entitled ***"Effectiveness of Blended Instructional Strategy on the Development of Patriotism Related Variables"*** *submitted by* ***Naveeda Khanum*** *for the award of degree of Doctor of Philosophy in Education is original work carried out under my guidance and supervision in the Department of Education, Kuvempu University.*

The thesis or part of the thesis has not been formerly submitted for any other degree or any other university.

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ABSTRACT

The English term patriot is first attested in the Elizabethan era via middle France from Late Latin. (6^{th} century) patriota, "country man" derived from Greek, it is an abstract noun. Patriotism means pertaining to the feeling of love towards one's country. In order to cope with the rampant condition of Indian society, it is necessary to develop patriotism by inculcating patriotic attributes like perception about symbols of national identity, awareness about fundamental duties of constitution, level of patriotism, and civic participation. This fosters devotion and affection towards the nation. NUEPA report on NEP (2016) emphasized the role of education to inculcate values and to provide skills and competencies for citizens and in enabling him/her to contribute to the nation's well-being, strengthen democracy by empowering citizen's acts as the integrative force in society and foster cohesion and national identity.

The study is experimental in nature where in a pre-test, post-test equivalent group design was employed. The method of blended instructional learning adopted for present study is blend of 'flipped' and 'confluent approach.' WhatsApp is used as the online platform to provide online learning and activities. Likert type scale is prepared to measure the variable perception about symbols of national identity. For awareness about fundamental duties of constitution multiple choice questions were prepared, for level of patriotism situational judgement test and for civic participation likert type frequency scale is prepared. The study revealed that blended learning strategy is more effective than the conventional method of teaching in enhancing the patriotic related variables. Students showed an overall positive reaction towards the blended learning strategy.

The findings of the research have several implications for the present educational system. This suggests that students need to be taught the social skills necessary for interacting with people especially through online forums. Helping

students learn to share reflections and views and to become active citizens is the key component in orchestrating collaboration. The study reveals that instructional method adopted in experiment is effective in inculcating and sustaining patriotic value among secondary school students. Therefore this method is to be adopted by the school teachers to develop patriotic attitude.

Key words- *Patriotism, Blended Learning strategy, flipped learning, Perception about symbols of national identity, fundamental duties of constitution, Level of patriotism, and civic participation.*

CHAPTER-1

BACKGROUND OF THE STUDY

Blessed am I that I am born to this land and that I had the luck
to love her.
What care I if queenly treasure is not in her store but precious
enough is for me the living wealth of her love.
The best gift of fragrance to my heart is from her own flowers
and I know not where else shines the moon that can flood my
being with such loveliness.
The first light revealed to my eyes was from her own sky and let
the same light kiss them before they are closed for ever.

Rabindranath Tagore

The verses fill the mind of the readers with reverence & profound love towards one's country and make one to feel a kind of pride &love towards country.

1.1 INTRODUCTION

Education should supplement the qualities required to help India stand as one of the developed nations. History is evident that it may be invention, discovery, winning war, adventure, or contributing to the economy, behind all this is a motive called patriotism. Patriotism is a magic bullet to all the issues related to the society. Patriotic spirit triggers competitive spirit to achieve excellence. Competitiveness is a power to develop.

Essential qualities are to be incorporated among students to shape them into good citizens by teaching about patriotism to youth and children and making them active participants in society. School is the suitable and appropriate platform to

infuse patriotism among students and thereby in society. Patriotism is not just a feeling, but it is to be reflected in our actions.

School is the centre of society, and the future citizens are created here. It is where the children choose their future as well as decide their role in the society. It is where the young minds are moulded towards positivity, and their talents are recognised their creativity is fostered. Therefore, teachers are required to work with ignited mind and commitment so that they can contribute to the society by equipping the student with qualities required to shape healthy and elite society i.e. true patriots.

1.1.1 PATRIOTISM

The English term patriot is first attested in the Elizabethan era via middle France from Late Latin. (6^{th} century) patriota, country man derived from Greek, it is an abstract noun. Patriotism means pertaining to the feeling of love towards one's country.

It is generally cultural attachment to one's homeland or devotion to a country. The interpretation of the term varies with context; geography; & philosophy.

The Dictionary meaning

The standard dictionary definition reads: Patriotism as "Love of one's country," This captures the core meaning of the term in ordinary use.

Collins co-build the English dictionary: Patriotism is a love for your country, and loyalty towards it.

Oxford advanced learners dictionary: Patriotism is a strong love feeling towards the country.

The Webster's dictionary defines patriotism as: Love one's country and to keep the interest of the country.

Accordingly, patriotism can be defined as love of one's country. It is identification with it and willingness to sacrifice for it.

Stephen Nathonson (1995) defines patriotism as involving,

1. Special affection for one's own country.
2. A sense of personal identification with the country.
3. Special concern for the well being of the country.
4. Willingness to sacrifice to promote the country's good.

The Stanford encyclopaedia of philosophy. (2009). In the article patriotism defined patriotism as love of one's country, identification with it, and special concern for its well-being and that of compatriots. It clarifies the distinction between Patriotism and nationalism, though they are often used interchangeably nationalism is aggressive, patriotism is defensive; it is a devotion to a particular place and a way of life one thinks best, but has no wish to impose on others (Orwell 1968, 362).In the case of patriotism, that entity is one's *patria*, one's country; in the case of nationalism, that entity is one's *natio*, one's nation (in the ethnic/cultural sense of the term). Thus patriotism and nationalism are understood as the same type of set of beliefs and attitudes and distinguished in terms of their objects, rather than the strength of those beliefs and attitudes, or as sentiment vs. theory.

The issues like why one should love and loyal to the country are discussed and reasoned as Patriotism as a natural and appropriate expression of attachment to the country in which we were born and raised and of gratitude for the benefits of life on its soil, among its people, and under its laws. Patriotism is an important component of our identity. Patriotism is morally mandatory, or even that it is the

core of morality. In the medieval and ancient period, India was divided into provinces and ruled by different dynasties. Therefore, loyalty was restricted to the group they belong. In modern days the social structure has changed and all the provinces are merged into united India

Modern India is based upon the idea that all its citizens are equal and that its rulers represent the will of not just a few, but all of the different communities that make up this country. This nation is based upon different foundations than most of those which went before it. Its legitimacy lies in its being able to satisfy its various component communities that their interests will be safeguarded by the Indian state. Irrespective of the religion, caste, community, sex of the individual, the state is supposed to represent each and every one of them. The modern nation has its appeal because of its being able to mediate between and reconcile often conflicting interests. The state is considered legitimate when it speaks with the same voice to all.

It is the coming together of so many diverse groups which lend strength to the country. The strength of India lies in its being able to weld together a large and heterogeneous populace into a common force. Any country in modern times which seeks to progress and develop must find ways of attracting and retaining the loyalty of its constituent groups. The heterogeneity of Indian society is unique and it is not so easy to melt the identities as in the USA. Therefore, it takes time to move towards modernity. In Indian context, patriotism can be defined as the characteristic which upholds the happiness of poorest, assures dignified life to weaker sect, equality to the minority. It must be patriotism which comes into action every day, through a conscience that sees lying to customers, exploiting labourers, cheating on tax, paying bribes, oppressing the poor, paying obeisance to the powerful, all these daily acts of betrayal of the people as treason.

Every secular space in a modern country teaches a lesson of patriotism. However, school education is a special area for our concern. It is here where most young people come together crossing the old boundaries of religion and caste. It is here where the new nation is being constructed. The kind of values which Indians seek must be in tune with the universal appeal of the country. The modern idea of India is about equality and the transcendence of social barriers, not about narrow dividing walls. It is high time that we rethought our school experience to try and create a land where the patriot is he who cares for compatriots.

There are different practices to show patriotism, the national symbols of India are an integral part of the country's culture and heritage. These symbols give a feeling of unification among the diversified Indian population. The national symbols are used during national celebrations, for example; the national flag of India is hoisted on Independence Day. These symbols are unique and uphold a separate cultural unity. The Indian national symbols are in a way the representatives of India, the prominent symbols are the National flag, National Anthem, National Song and National Emblem. Other national symbols include Lotus, Banyan tree, mango, peacock, and tiger. Along with symbols the different gestures of showing patriotism are March- past which represents moving forward unitedly with a definite goal. Singing patriotic songs, celebrating national festivals, etc. Even educational reports and policies recommended to develop the characteristic related to good citizen i.e. patriotism among school children. Even the education reports recommended inculcating patriotism.

1.1.2 Recommendations of Educational Reports and Patriotism

The Kothari Commission (1964–66), was set up to formulate a coherent education policy for India. It aimed at increasing national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values

The national policy on education 1986 says “Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper, and independence of mind and spirit thus furthering the goals of socialism, secularism, and democracy enshrined in our constitution.” school education can be used, as a useful instrument, in creating, sustaining and cementing these values and priorities in society.

The 1988 National Curriculum Framework (NCF), recommended compulsory core curriculum elements to be taught throughout the country. Most of these core elements were aimed at the development of national identity and a spirit of togetherness, leading to national unity and making people aware of their rights and responsibilities. The common core elements, recommended in the NCF, were: the history of India’s freedom struggle, constitutional obligations, content essential for the development of the national identity, common cultural heritage of India, democracy, secularism, socialism, gender equality, environmental conservation, removal of social barriers, the small-family norm and development of a scientific approach. Most of the areas that have been covered are directly linked with a human rights perspective.

‘Strengthening of national identity and unity is intimately associated with the study of the cultural heritage of India. At no point can the school curriculum ignore the inclusion of specific content to forge national identity, a profound sense of nationalism and patriotism. (NCF 2000, p.12).

NCF (2005) recommended peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities. Peace education should form a component of teacher education.

The 2016 National Policy on Education, which is being formulated nearly three decades since the last Policy, recognizes the criticality of Education as the

most important vehicle for the social, economic and political transformation. It reiterates the role of education in inculcating values, and to provide skills and competencies for the citizens, and in enabling him to contribute to the nation's well-being; strengthen democracy by empowering citizens; acts as an integrative force in society, and fosters social cohesion and national identity. All the above reports recommended the inculcation of good citizens 'attributes like perception about symbols of national identity, awareness about fundamental duties of constitution, level of patriotism, and civic participation.

1.1.3 Perceptions about Symbols of National Identity

It is the feeling People in different places express pride & love for their nation in different ways. The strong feeling of loyalty and devotion to a political cause or movement often through the use of symbols and slogans, depicted in flags, works of art, national anthem, etc. These symbols reinforce a national consciousness, create a sense of pride towards national culture & inspire loyalty towards national culture and inspire loyalty towards national political interest.

K.R. Minogue (1967) examined the phenomena in his book Nationalism the flags and anthem can be used to create members of a nation by developing new habits and emotion, they are used to build a sense of commonality.

About this element, Durkheim states, the "collective totem is part of the civil status of each individual." There are primarily two criteria of group identity: a name (of the group) and a representative sign (the totem) that are significant indications of the degree of collective consciousness. Borne Man Elirea, (2005). In the study, National symbols and Nation Building in the Post-Apartheid South Africa found that Symbols such as the Rainbow and new National Flag have been hailed worldwide as representative of optimism that the new political dispensation would bring reconciliation and unity in the diverse South African society.

David, A. Butz. (2009). In National symbols as agents of psychological and social change is of the view that national symbols are not passive fixtures of people's environment, but instead may yield significant psychological and social effects. In this study, National Anthem & national flag are considered as most prominent symbols of national identity. Based on the above reviews the components like National consciousness, sense of pride, unity are considered as the ways of perception about symbols of national Identity. The researcher wants to know if there are cases in today's generation of digital natives who think that there are no feelings attached to the flag or anthem. The researcher also wants to know whether they have oppressed feeling about the symbols i.e. may be having dissatisfaction of any kind. Along with symbols, awareness about fundamental duties of constitution brings national consciousness among Indians.

1.1.4 Awareness about Fundamental duties of constitution

It is about the duties enlisted in the constitution. National Commission to review the working of the constitution (2001): focused on the need of developing awareness about citizens' duties to Indians along with explanation of each duty, which are in the Indian constitution, 4th chapter 'A" part Article 51'A.'

Sen Tanmay and Sinha. (2011). in their write up about fundamental duties: An Analysis in the Indian Context, suggest that legislative steps be taken for the enforcement of fundamental duties. Secondly, fundamental duties should be discharged by all who enjoy the rights. It is significant to note that none of the constitutions of western democratic countries specifically provides the duties of the citizens. Among the democratic constitutions of the world, we find the mention of certain duties of citizens' in Japan and India. In other countries, a sense of patriotism is imbibed in education.

People should be sensitized, and awareness should be developed about fundamental duties. This awareness develops critical thinking and promotes constructive patriotism.

1.1.5 The Level of Patriotism

It may be broadly categorized as Blind patriotism and Critical patriotism Robert Schatz**. (**1999). Conducted a study and proposed the existence of two types of patriotism, blind and constructive. The distinction between the two types is explained, i.e. Blind patriotism is an attachment to the country that is characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like "I would support my country right or wrong." Richey Sean**. (**2013) In, The Social Basis of the Rational citizen, found that social networking increases constructive patriotism and lessen blind patriotism. The result suggests that the stimulation of social networking would be beneficial for critical citizenship and should be promoted.

Madupu vivek (2012). In the study, the Influence of Blind and Constructive Patriotism on Ethnocentrism and Willingness to Buy Bi-national Products, found that patriotism was found to be one of the antecedents of consumer ethnocentrism The study by Barnes Kelly, and Bernard Whitley, J.R**.** (2012) Blind Patriotism, Stereotyping, and the Mediating Role of Threat is about increased stereotyping of African American, Gaymen and Lesbian. Blind Patriotism was related to increase stereotyping interestingly constructive patriotism was also found to be related to increase stereotyping. Good patriots show an inclination to behaviours of civic participation.

1.1.6 Civic participation

Civic education (CE) is a broad concept. It can cover specific rights and duties of legal citizens, but usually, it is used to indicate the knowledge, skills, and

attitudes that children are expected to learn to be virtuous and civically productive members of society. These qualities of a citizen, although they can be accrued from a number of resources, are fostered and developed through educational systems. Civic education in school is recognized as an effective way of increasing political awareness and effective participation in the society. Civic Education helps build better citizens via acquiring skills and attitude towards their nation via awareness of current and past challenges and active participation in the society. It works to support citizens who are able to get involved on a global level without compromising their national identity and loyalty. Schools, by choosing programs that foster classroom discussions, community projects, and informational use of the internet produce favourable outcomes that build over the K-12 level in civic education.

Providing effective civic education is critical for any state wishing to be. A curriculum that fosters a better understanding of fairness, diversity, and participation through the integration of lessons and methods that are relevant to young people's lives ensures the importance of civic education is recognized by teachers and students. Civic education needs to have a cross-curricular approach, allowing citizenship to be incorporated into other lessons to demonstrate how it influences a wide range of human activity. Furthermore, civic education needs to provide effectively for students to talk about events they have seen in the news or have heard being discussed, in a safe and supportive environment. (Usman Saleha Smaira, 2015).

Levison Meira. (2015) in The Civic Empowerment Gap: Defining the Problem and Locating Solutions says that Civic Education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are 1. Informed and thoughtful; have a grasp

and an appreciation of history and the fundamental processes of democracy; have an understanding and awareness of public and community issues, and have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives. 2. Participate in their communities through membership in or contributions to organizations working to address an array of cultural, social, political, and religious interests and beliefs. 3. Act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving public speaking, petitioning and protesting, and voting. 4. Have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference. (Carnegie Corporation of New York & CIRCLE, 2003, p. 4).

One virtue of this characterization of good citizenship, and hence of good civic education, is that it is capacious without being simplistic. Within this definition, good citizens may be those who vote, protest, boycott, run for office, join political parties, join civic organizations, commit acts of civil disobedience, circulate e-mail petitions, write influential political blogs, "tweet" or text message about political events. Reachey Sean (2011) in The Research study Civic Engagement, and Patriotism has shown a link between patriotism and civic participation. This research assumes that the causal arrow flows from patriotism to civic participation (Kahne Joseph, Middaugh Ellen, Danielle Allen,2014). Social network sites, websites and text increasingly serve as both a conduit for political information and a major public arena where citizens express and exchange their political ideas; raise funds; and mobilize others to vote, protest, and work on public issues. Participatory politics--interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern. This attribute can be better adapted through the medium of ICT.

1.1.7 Information and Communication Technology in Learning

Recent developments in the field of Information and Communication Technology are revolutionary in nature. ICT is not an initiative introduced purposefully into an existing system in order to bring about improvement, but a major perturbation that has established the existing order and led a large number of unpredictable changes (Somekh, 2007). The ability to use ICT effectively and appropriately is essential to enable learners to acquire and exploit information within any sphere of human activity. ICT has paved the way for accelerating the paradigm shift through providing more flexible ways of learning, this provides the learner with more ways to search for the most effective and efficient path to learning. The ready availability of computer technologies in the classroom and the community has greatly expanded the educational options available to learners.

1.1.7.1 Information and Communication Technology and Teaching Social Science.

ICT has an important role to play in teaching and learning. In recent years there has been a shift toward the use of ICT skills as tools to assist learning. Researches suggest that ICT can be used to strengthen procedural knowledge and that the main forms of ICT which are relevant to school activities, includes: multimedia software, information system, publishing presentation tools and computer projection technology (LA Velle & Brown, 2003; Osborne & Hennessy,2003).

Lokman and Stephanie (2001) studied "The information seeking behaviour and use of Social Sciences Faculty Members." Results of the study show that members of the Social Sciences faculty use the World Wide Web and electronic mail for locating particular government information. They also use traditional methods for searching information. Borgman, and Smart (2005) suggests that

digital libraries promote the undergraduates education and help to access the primary as well as secondary sources of information. Hemming (2008) investigated that the respondents liked to use visual resources more than textual ones.

If the internet connectivity is improved in the seminar libraries of Social Sciences departments, the social scientists will use the internet in a more effective way Bhatti, Asghar, Mukhtar and Chohan (2011).

The internet is useful for academic purposes and online databases, dictionaries, encyclopaedias and online courses, Khan and Bhatti, (2011)

ICTs have positive impact on learning and it helps in improving CGPA Khan, Bhatti and Khan. (2011). They highlighted the problems they faced in accessing ICTs. They mentioned slow speed of Internet, lack of computers, shortage of time and electricity failure as the problems faced by them. Blended learning is the latest trend of ICT in teaching.

1.1.8 Blended learning

Blended learning is a hybrid of online learning and face-to-face (F2F) instruction using a variety of learning resources. Blended learning is a flexible learning strategy that integrates innovative and technological advances of online learning with interaction and participation of traditional classroom learning. Combining face to face and fully online components optimize both environments in ways impossible in other formats. Dziuban, Hartman, & Moskal, (2004). Garrison and Yaughan. (2008). define blended learning as a new educational paradigm that integrates the strengths of face-to-face and online learning, a designed approach whereby both face-to-face and online learning are each made better by the presence of the other. Providing several online options in addition to traditional classroom teaching training really increased what students learned

(Dean, Stahl, Sylvester& Pearson, 2001; Graham & Allen, 2005). It is an educational formation that integrates online learning techniques including online delivery of materials through web pages, discussion boards, email, face book, and WhatsApp with traditional teaching methods. The pedagogy of blended learning is based on the assumption that there are inherent benefits in face-to-face instruction as well as the understanding that there are advantages in using online methods (Clark & Patrick).

Blended learning, the teaching practice that combines teaching methods from both face-to-face and online learning, is an established, rapidly growing instructional model that is proving to be highly effective in helping schools and districts, address the challenges of student achievement, limited resources and the expectations of 21st-century learners (Eduviews, 2009).

1.1.8.1 Ingredients of Blended Learning

Ingredients of blended learning proposed by Carman (2005) are:

- Live Events
- Self- Paced Learning
- Collaboration
- Assessment
- Performance Support.

Live events

Synchronous, teacher-led learning environments in which all learners participate at the same time. For many learners, nothing can replace the ability to tap the expertise of a live teacher.

Self-paced learning

Learning experiences that the learner completes individually at his/her own pace and time such as recorded live events, internet or CD-ROM based learning. it implies on demand learning at a pace that is managed or controlled by the learner.

Collaboration

It implies more dynamic communication among learners that brings about knowledge sharing. Collaborative learning has more advantages which are not available from traditional instruction because a group can accomplish meaningful learning and solve problems better than any individual alone can. It can be extended from discussion in the live classroom to synchronous communications in chat room or in open discussion forum and asynchronous communication by using e-mail and threaded discussion.

Assessment

It is both live and online measure of learner's knowledge to determine prior knowledge as well as to measure learning transferred.

Performance support

These are the reference materials that enhance learning, retention and transfer. It may be printed references, downloaded multimedia learning objects, documentation etc.

1.1.8.2 Models of Blended Learning

Blended learning can be implemented using a wide range of models. Eduviews (2009) summarizes the continuum of models that can be used in schools as:

Model 1: Fully online curriculum with an option for face-to-face instruction.

Model 2: Mostly or fully online curriculum with some time required in either the classroom or computer lab.

Model 3: Mostly or fully online curriculum with students meeting daily in the classroom or computer lab.

Model 4: Classroom instruction with substantial required online components that extend beyond the classroom and or the school day.

Model 5: Classroom instruction that includes online resources with limited or no requirements for students to be online.

These models give a working picture of the many ways in which online learning blends with and supports traditional instruction. It may not be plausible to launch a blended learning program by replacing most of the face-to-face instruction by online learning as depicted in model 1 (Eduviews, 2009). However, the strategy is flexible enough to be adapted to any model which fits the current resources and requirements of the institution.

With the growth of blended learning, pedagogy of blended learning is also evolving. The role of the teacher is getting transformed from ‘lecturer’ to ‘mentor’ who gives continuous support, guidance, and assistance the blended learning models are so flexible and adaptive that teachers can create instructional activities that give students opportunities to work collaboratively tapping their interests and abilities in social learning (Eduviews,2009).

A good merit of blended learning is that it can cater to individual preferences or learning styles. Students are free to choose the preferred learning styles to some extent though some components may be compulsory (Harding,

Kaczynski & Wood, 2005). Within the blended learning classroom, students meet in face-to-face instruction and then have an opportunity to collaborate and communicate with open dialogue, to experience critical debate through a worldwide online platform which in turn facilitates greater reflection on part of the learners. Blended learning approach provides room for the development of autonomy self-efficacy and individual organizational skill since it gives scope for self-regulated learning, in effect contributing to the development.

Students enjoy freedom to study anywhere anytime, and the students who are shy in classroom interaction will become active in online discussion (Marjana A, Canales A.W, Kati K, & Anu N, 2016). Blended learning promotes collaborative learning and effective in building knowledge in Moodle and WE chat platforms (Simon K.S, Lam, Shank J, Wang A, & Kwan K, 2016.). The teachers needed a fairly minimal amount of pedagogical and technical training to employ BL successfully. Collaborative planning also proved very beneficial, together with technical and pedagogical support. Students were found to work more autonomously and focused while becoming more responsible for their own learning. This enabled the teachers to better provide personalized assistance, keep better track of student progress, and cover more materials. Students also liked learning in the BL environment and indicated they would prefer this to be more conventional classes (Jacob Lars, 2012). In recent years, the flipped classroom has become one of emerging technologies in education and it can be a standard of teaching-learning practice to foster students' active learning in higher education (Hamdan, McKnight, McKnight, & Arfstrom, 2013). There are different types of blended instructional strategies. They are hybrid learning and flipped classroom. Flipped learning is one of the blended forms of learning.

1.1.8.3 The flipped classroom

It is an approach to teaching and learning activities where students watch a video lesson outside the class through distance learning and have hands-on activities in the class. Halili and Zainuddin (2015) note that the flipped classroom or reverse classroom is an element of blended learning, integrating both face-to-face learning in the class through group discussion and distance learning outside the class by watching asynchronous video lessons and online collaboration. Blended learning is simply defined as the activity of teaching and learning which combined face-to-face physical activities with online learning (Heilesen, 2010; Lean, Moizer, & Newbery, 2014; Poon, 2014). Blended learning was practiced by mixed face-to-face and distance teaching and learning or the integration of both distance and face-to-face modalities to deliver instruction.

The flipped classroom is also known as a student-cantered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students' performance (Sams & Bergmann, 2012). Hence, by applying the flipped classroom approach to teaching and learning activities, the instructor can move the traditional lecturer's talk to video and the students can listen to the lectures anywhere outside of class. The flipped classroom allows students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity also increases students' collaborative learning in distance education outside the class. Thus, by flipping the class, the students will not spend so much time listening to long lectures in the classroom but will have more time to solve problems individually or collaboratively through distance learning with peers. Applying flipped classroom approach also contributes to better understanding of technology use in teaching and learning activities; students will use various technology media in learning

activities independently, while the lecturer will use various technology media in their teaching practices (Zainuddin & Attaran, 2015).

Thus, differentiated instruction is possible to a large extent. Self-pacing allows for the engagement of every learner at any given time in blended learning. Students also realized that the learning involved becomes a process, and not just isolated individual learning tasks. One of the most specific advantages is the opportunity to quickly establish a sense of community amongst student learners (Garrison & Kanuka, 2004), thus helps to inculcate citizenship values by integrating with school subjects. Whatsapp is the most suitable and easily available platform to teach in flipped mode.

1.1.8.4 Teaching with WhatsApp

WhatsApp Messenger is a cross-platform mobile messaging app which allows exchanging messages without having to pay for SMS. WhatsApp Messenger is available for iPhone, BlackBerry, Android, Windows Phone and Nokia and yes, those phones can all message each other. Because WhatsApp Messenger uses the same internet data plan that is used for email and web browsing, there is no cost to message and stay in touch with people. In addition to basic messaging “WhatsApp, users can create groups, send each other unlimited images, video and audio media messages." WhatsApp is a texting service between mobile phones as a replacement for the regular SMS text messages. Over 900 million users are active worldwide using the Whatsapp service. The first part of this path was about what WhatsApp is and how to use it and the second part is focusing on its use in education.

It is a little hard to believe, but WhatsApp can be used as a learning tool. Some of the popular messaging app's attributes make it an ideal solution for teachers and students. The underlying purpose of WhatsApp is to facilitate

communication, and at its most basic level, education is nothing but communication. It facilitates communication (Teaching with Whatsapp. hepified.com). Blended learning saves time as students are provided with the opportunity of getting lessons at home using Whatsapp platforms. Confluent and integrated approaches prove to be complement to the online lessons.

1.1.9 Approaches of Teaching

Confluent refers to the process of holistic learning, involving body, mind, emotion and spirit. In educational settings the term is used to describe methods for teaching traditional subjects such as math, science, social studies, reading, language arts, physical education and fine arts by applying effective, introspective, intuitive, body/mind, movement and kinaesthetic types of activities to the lessons being taught. In this, process the students learn multi-dimensionally about themselves and others at the same time they are learning the traditional subject matter.

"An integrated approach allows learners to explore, gather, process, refine, and present information about topics they want to investigate without the constraints imposed by traditional subject barriers" (Pigdon and Woolley, 1992). An integrated approach allows students to engage in purposeful, relevant learning. Integrated learning encourages students to see the interconnectedness and interrelationships between the curriculum areas. Rather than focusing on learning in isolated curriculum areas, an integrated program is based on skill development around a particular theme that is relevant to the children in the class.

"In an integrated curriculum all activities contain opportunities for students to learn more about the content" (Pigdon and Woolley, 1992). Smith and Ellery (1997) agree with this, saying that children can develop a deeper understanding of content through a range of purposeful activities.

Integral to the model of integrated learning is the **inquiry approach**. Students are active learners who research, interpret, communicate, and process learning to both others and themselves. Inquiry approaches allow for students to construct meaning using their prior knowledge on a subject, and new knowledge gained during the learning process.

1.2 NEED AND IMPORTANCE OF THE STUDY

For any lasting change to happen in the country society has to change in terms of its behaviour, attitude, & values. The purpose of Social Studies' education process is not bringing up students who are isolated from society and are blind patriots. But school education should promote a sense of responsibility and mold the behaviour of students to be civically engaged. They must be able to think critically and bold enough to criticize the decisions policies if they are not in favour of countries progress.

History reveals that India was attacked several times since 300 BC & dominated by many foreign powers up to 1947. The main reason for it was that Bharthvarsha was divided; there was no unity in the country, states were battling with each other so invaders took the advantage of this separatist attitude and reigned our country. Again the terrorists are trying to take the advantage. Therefore, it is necessary to inculcate patriotic attitude among Indians.

Corruption has become the common practice in India. The practice of giving bribes is accepted with sweet lemon attitude by Indians. Scams have become quite entertaining to watch on TV they have provided content to channels. Even in offices, this type of incidents are prevalent. Even to get caste certificate & income certificate students are required to give bribe. Though there is proper means & provision for getting justice, people, go violent & the first target of their

violence is the government buses government building, is there any solution in destruction.

In the land of spiritual people what is happening? Incidents of aborting girl child and girls are being victims of Torture, molest sexual assaults, honour killing, etc. no doubt there are strong rules for protection. But most of the cases go unnoticed. It is not possible to achieve progress without empowering women.

In this modern era & after 50 years of independence clashes in the name of religion are prevalent. There should be a spirit of harmony & common brotherhood in society for progress.

There is a need of finding proper means of waste management, keeping the surroundings of dwelling places clean. People throw rubbish in drains though municipalities & other bodies have made carriages to transport household waste. There is a little sense of bad effects of plastic; thermo coal etc among people, it is the need of the hour to change the lifestyle to save the earth and avoid natural calamities which occur due to the meddling of the man with nature and unwise usage of resources.

Citizens are not expected to be the passive bystanders, the habit of rendering help & service to the compatriots is necessary. Because the service of the people is the service of the God. People seldom bother about the problems of other fellow beings.

About 70% of Indian population is below 35 years. But most of the youth are not developing their talents & capacities instead they are wasting their energy. Modernity to them i.e. young girls & boys is going to pubs, smoking, vulgarity, etc. In today's era of globalization, everyone has to strive to build his or her capacities. Good personality development among citizens can make India self-

sufficient & can save from being exploited by richer countries in an unequal trade relation and dependency on technology.

India's patriotism needs to be critical the diversity of Indians should become the strength of India. Patriotism needs to go beyond being a formality. It needs to go beyond standing motionless for 52 seconds. It needs to become an unfurled & never-ending devotion as long as we exist.

It needs to be the pious & noble sentiment. Patriotism in a modern country must be expressed through universal symbols. These are all around us and yet are ignored. The streets of a neighbourhood are a truer symbol of nationhood than a place of worship. They are used by all and paid for by the contributions of all. Yet, they remain filthy while people pool money to build distant places of worship.

In order to cope with the rampant condition of Indian society, it is necessary to develop patriotism by inculcating patriotic attributes like perception about symbols of national identity. This fosters devotion and affection towards the nation. Nearly 75% of Indians are not aware of the fundamental duties of the constitution. The national commission to review the working of the constitution, (2001); focused on the need for developing awareness about citizens' duties to Indians. Many Indians blindly support the policies and decisions of the government without questioning. This type of behaviour gives ways to corruption and abuse of power. Only a small percentage of people participate in civic activities like participating in the national programme, discussing issues related to country, voting, in election, keeping update by reading newspaper, etc. Therefore, there is a need to conduct research to develop the attributes related to patriotism. Patriotism is a great value which is to be developed among all Indians using schools as the platform and by adopting different modern methods of teaching to achieve the desirable and effective result.

World youth development index shows that, India stands at 133rd rank in world employment and social outlook 2017 shows that, India has 18 million youths unemployed. Transparency international report (Corruption) figures India at 81st Rank (1st rank in Asia pacific countries). Global slavery index of India is at 4th rank, only 1% of the people have 71% of the assets. India's position needs a great lift in the above aspects. Therefore it is essential to bring rationality, transparency, and patriotic attitude among Indians. (Dange, K. J. Face book, 2018, Aug.)

NUEPA report on NEP (2016) emphasized the role of education to inculcate values and to provide skills and competencies for citizens and in enabling him/her to contribute to the nation's well-being, strengthen democracy by empowering citizen's acts as the integrative force in society and foster cohesion and national identity. Further, the UNESCO report (1999) recommends undertaking projects to transform negative feeling into reconciliation by encouraging practices in teaching History and combat stereotype and prejudice. The national commission to review the working of the constitution (2001) recommends that people should be sensitized about the duties of the constitution and develop citizenship values among people.

The research work done so far in this area is only to gauge the patriotic attitude. Leoni and Khatib (2007) conducted research about American patriotism, national identity and political involvement focused on the degree of patriotism among Americans. Kumar, Derby, Singh & Sudhir (2012) conducted research about patriotic and parochial attitude among natives and migrants only compared patriotic feel among natives and migrants. Ley & Torney (2014) conducted a study about patriotism and political participation among Americans and Russians adolescents compared the patriotism and political participation and patriotism between Americans and Russians.

So far there is no any research work about inculcation or development of patriotism. Therefore the present study is unique and new in its approach. Moreover to eradicate the evils of the society school should support actively by developing values among children.

As per educational thoughts of Plato education should solve all social and individual problems of society. Education should help to develop patriotism among pupils.

Psychological studies in the characteristic and emotional development of adolescents have found that emotion of love among adolescence is the result of psychological disturbances caused due to the spurt of puberty and sex and this love is restricted to people only and it can be directed to the country, it is called patriotism.NCF 2005 has stressed that education should help the children to become good citizens.

Patriotism motivates to develop efficiency and to work for the welfare of the nation. It helps in inculcating values. it prompts the citizens to become active citizens and keep check on fallacious activities like fraud, corruption etc. resulting in making Indian society a healthy society.

To the present generation that is to the digital natives, the blended learning strategy is appropriate and effective to catch the interest of the learners. Therefore the problem chosen for the study is a good citizenship value and method adopted is suitable to the present generation. Values are those guiding principles of life which not only help to develop one's physical & mental health but also in sustaining the society & its culture. Therefore, the problem chosen for the study is a good citizenship value. Hence the present study titled as below.

1.3 STATEMENT OF THE PROBLEM

Love to country works as the backbone of the nation. Without it how can we aim to stand as a power in this globe? Values are those guiding principles of life which not only help to develop one's physical & mental health but also in sustaining the society & its culture. Young people must be taught to acquire those attitudes that would empower them. They will become an effective instrument of the society for ones development & transformation of the society. But if forced upon people they will lose their significance. Therefore, the problem chosen for the study is a good citizenship value. Hence, the present study titled,

"Effectiveness of Blended instructional Strategy on the Development of Patriotism Related Variables."

1.4 OBJECTIVES OF THE STUDY

The objectives of the present study are formulated as follows

1. To study the effectiveness of the blended learning strategy on the perception about symbols of national identity among secondary school students.
2. To study the effectiveness of the conventional approach on the perception about symbols of national identity among secondary school students.
3. To study the effectiveness of the blended learning strategy on awareness about the fundamental duties of the constitution among secondary school students.
4. To study the effectiveness of the conventional approach on awareness about the fundamental duties of the constitution among secondary school students.
5. To study the effectiveness of the blended learning strategy on the level of patriotism among secondary school students.

6. To study the effectiveness of the conventional approach on the level of patriotism among secondary school students.
7. To study the effectiveness of the blended learning strategy on civic participation among secondary school students.
8. To study the effectiveness of the conventional approach on civic participation among secondary school students.
9. To compare the effectiveness of the blended learning approach and the conventional learning approach in terms of developing the perception about symbols of national identity.
10. To compare the effectiveness of the blended learning approach and the conventional learning approach in terms of developing awareness about the fundamental duties of the constitution.
11. To compare the effectiveness of the blended learning approach and the conventional learning approach in terms of developing the level of patriotism.
12. To compare the effectiveness of the blended learning approach and the conventional learning approach in terms of developing civic participation.
13. To investigate the interaction between 'treatments' and 'gender' with reference to developing the perception about symbols of national identity
14. To investigate the interaction between 'treatments' and 'gender' with reference to developing awareness about the fundamental duties of the constitution.
15. To investigate the interaction between 'treatments' and 'gender' with reference to developing the level of patriotism.
16. To investigate the interaction between 'treatments' and 'gender' with reference to developing civic participation.
17. To investigate whether the students sustain the perception about symbols of national identity induced through blended learning approach.

18. To investigate whether the students sustain awareness about the fundamental duties of the constitution induced through the blended learning approach.
19. To investigate whether the students sustain the level of patriotism induced through the blended learning approach.
20. To investigate whether the students sustain civic participation induced through the blended learning approach

1.5 SCOPE OF THE STUDY

The main focus of the present investigation was to assess the effectiveness of the blended learning strategy in developing patriotic related variables among secondary school students on patriotic related variables, the Perception about symbols of national Identity, awareness about the fundamental duties of the constitutional the level of patriotism and civic participation.

The investigator developed an instructional module based on the units of social science. The effectiveness of the blended instructional module is assessed by the analysis of the obtained data.

The researcher also tested the reaction of the students towards blended instructional strategy. The study was confined only to ninth class students 39+39=78, ninth graders of English Medium Priyadarshini School. Shimoga.

The intervention was carried out only for 05 units of ninth class social science.

Online platform was only to watch video lesson and to share reflections views, highlights of news and message related to awareness and excluded online submission of projects, tests, and synchronous tutoring.

1.6 OUTLINE OF THE SUCCEEDING CHAPTERS

Chapter I

In this chapter on the background of the study, blended learning is presented as a strategy for teaching social science along with inculcating patriotism. Various models of blended learning and its components are explained in detail. Objectives of the study are stated and provided the scope of the study.

Chapter II

In the second chapter, the related studies in the area of blended learning, the Perception about symbols of national Identity, awareness about the fundamental duties of the constitutional, the level of patriotism and civic participation are reviewed. The reviews helped the researcher to design the present study.

Chapter III

In the third chapter the methodology adopted for the present study is discussed. This chapter includes the operational definitions of the key terms, variables of the study, hypotheses, design of the study, tools used for the collection of the data, analysis and statistical techniques used.

Chapter IV

The fourth chapter deals with analysis and interpretation of the data.

Chapter V

Fifth chapter presents the summary of the study, conclusion drawn and their educational implications along with a few suggestions for further investigations.

CHAPTER- II

REVIEW OF RELATED LITERATURE

This chapter encompasses the review of literature related to the present study. It is divided in to subsections such as patriotism, blended learning, level of patriotism, awareness about the fundamental duties and civic participation.

The review of related literature helped the researcher to identify existing research gaps, to define key terms operationally, to identify methodologies and techniques of the analysis and to arrive at hypotheses. The exercise of reviewing related literature also helped in identifying tools to assess the variables and it was useful in the stage of discussing the findings.

The studies reviewed are classified under the following heads.

- Studies related to patriotism.
- Studies related to the perception about symbols of national identity.
- Studies related to blended learning.
- Studies related to flipped learning strategy.
- Studies related to information and communication technology and teaching social science.
- Studies related to approaches of teaching.
- Studies related to recommendation of educational reports.
- Insight from the reviews.

2.1 REVIEWS RELATED TO PATRIOTISM

Literary survey about patriotism reveals that it is an important virtue which promotes national progress.

Staples, B. G. (2018). This life with gracie: What makes an American patriot? This is about the argument related to patriotic and unpatriotic behaviour. Most of

the Americans agree that patriotism is, being proud of the men and women who serve in military and are charitable in nature. Some point it as “to live in strong democracy.” Some are of the view that it is “can do” spirit. There is also discussion regarding the position during national anthem.

NUEPA report on National Policy on Education 2016 Report of the Committee for Evolution of the New Education is as follows “The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs, and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values.” Report of the University Education Commission (Dr. S. Radhakrishnan Commission), 1948-49. The 2016 National Policy on Education, which is being formulated nearly three decades since the last Policy, recognizes the criticality of Education as the most important vehicle for social, economic and political transformation. It reiterates the role of education in inculcating values, and to provide skills and competencies for the citizens, and in enabling him to contribute to the nation’s well-being; strengthens democracy by empowering citizens; acts as an integrative force in society, and fosters social cohesion and national identity. One cannot overemphasize the role of Education as the key catalyst for promoting socio-economic mobility in building an equitable and just society. It is an established fact that an education system built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy. Education is a powerful tool for preparing our citizens in the knowledge society. Education will amalgamate globalization with localization, enabling our children and youth to become world citizens, with their roots deeply embedded in Indian culture and traditions.

A report of Asia and the Pacific on integrating values with science teaching to UNESCO. (2016). Programme of educational innovation for development strategies and methods for teaching values in the context of science and technology gave the following recommendations.

1. Make value education in science as a basic focal point along with the development of cognitive, psychomotor and intuitive aspects.
2. Encourage action learning in science in schools and outside schools.
3. Educational journals be persuaded to feature regularly aspects of values formation to motivate and guide the educational personal particularly teacher.

National and regional level resource centres for values formation could be conceptualised alternatively existing institution say in science education could be augmented to function as institutes of science and value education National, state and regional level for the scientific society in the 21st century may be organised**.**

Lay Celeste and Torney Judith. (2014). in the study Patriotism and Political Participation among Russian and American Adolescents have given the following findings, patriotism is not a unitary concept in the minds of 14-year-olds in Russia or the U.S. The value of pride in the country is different from one's perception that other countries pose a threat. These values are distinct and have different sources. Pride in country promotes conventional political participation and impedes illegal political participation. Not only are proud individuals more likely to collect signatures for petitions and to collect money for a social cause, they are less likely to occupy buildings in protest or block traffic. Instead, they trust that participation in their governmental system works. In terms of the debate about the role of patriotic education in civic education, contend that there is a role for patriotism in civic education. It is not necessarily true that patriotic education must inherently foster suspicion of different cultures and nations. Adolescents can separate

feelings of pride in their nation from their perceptions of threat from other countries.

Patriotic rituals and lessons that cultivate pride in country may actually provide a foundation for civic participation. Giving children an outlet, in school and in the home, to discuss politics freely and to ask questions, to disagree with others, and to bring up current events, is essential in fostering patriotism and ultimately, political participation.

A classroom environment that allows students opportunities to discuss politics encourages pride and love of nation among 14-year-olds. Furthermore, political discussions with adults (in the U.S.) and peers (in Russia) give students occasions to learn from others, to solidify their opinions, and ultimately, they enhance pride in one's nation. Perhaps peers are more important to Russian adolescents because of the huge generation gap in the Russians.

The government's interest in promoting patriotism among younger generation indicate that a balanced patriotism that emphasizes pride in country, but not suspicion of outsiders, may encourage conventional political participation among Russian youth. Similarly, in the U.S., since September 11, 2001, there have been efforts to link young people's desire to serve their communities and patriotic duty.

Kumar Vimalesh Derby, Prasad Harihar Singh and Kumar Sudhir.(2012). In their Comparative Study of Patriotic and Parochial Attitude among Natives and Migrants in the City of Mumbai and Bangalore over the issue of migration and migrants showed that both natives, as well as migrants, exhibit the high level of patriotic attitude. There is no reason whatsoever to believe that the level of patriotism of natives is less than the migrants and debate on their loyalty to the motherland is unnecessary. Natives are equally patriot as a migrant and therefore allegation on natives for being non-patriotic over the issue of migration and migrant are baseless and unfound. Similarly, both natives as well as migrants

exhibit mid-level parochial attitudes. This parochial Attitude varies significantly among natives and migrants and sometimes may vary significantly from the normal perception. There is no reason to single out natives for having parochial attitudes the same type of attitude is observed among migrants too.

The online encyclopaedia. ( ). In the patriotism facts and information, considered patriotism as one of the large classes of words that are linked to virtues of membership. The dimensions of membership are fidelity & loyalty to nation, and patriotism is related to specific loyalty virtue consequent upon member ship of a country. The writer signifies patriotism as a sense of personal identification with & concern for the well-being of that country. It is defined as a special affection feeling or emotive response. A brief account of the origin of the term patriotism is given patriot is an older usage traceable back to the ancient Roman republic, while patriotism is viewed as an eighteenth- century neologism, objects of loyalty in different periods is expressed as during medieval period patria, means defending village, township or hamlet. In feudal structure, it was like defending land, land lord or prince. In Augustinian Christian thought, patria is the city god i.e. defending the city or state. The distinction between the strong and the moderate patriotism is given, former is sole loyalty to state where as moderate tries to mediate between universalism and localism.

Added to the above content, **The Stanford encyclopaedia of philosophy. (2009).** in the article patriotism defined patriotism as love of one's country, identification with it, and special concern for its well-being and that of compatriots. It clarifies the distinction between Patriotism and nationalism, though they are often used interchangeably nationalism is aggressive, patriotism is defensive; it is a devotion to a particular place and a way of life one thinks best, but has no wish to impose on others (Orwell 1968, 362).In the case of patriotism, that entity is one's *patria*, one's country; in the case of nationalism, that entity is one's *natio*, one's nation (in

the ethnic/cultural sense of the term). Thus, patriotism and nationalism are understood as the same type of set of beliefs and attitudes and distinguished in terms of their objects, rather than the strength of those beliefs and attitudes, or as sentiment vs. theory.

The issues like why one should love and loyal to the country are discussed and reasoned as Patriotism as a natural and appropriate expression of attachment to the country in which we were born and raised and of gratitude for the benefits of living on its soil, among its people, and under its laws. Patriotism is an important component of our identity. Patriotism is morally mandatory, or even that it is the core of morality.

Different types of patriotism are discussed in extreme patriotism the interest of one's country is overriding any moral consideration. Robust patriotism is critical & rational. Moderate patriotism is the special concern for the country .but will not prevent patriot from showing concern to other countries. Both extreme & robust give greater weight to the interest of the country but moderate patriotism shows concern for human beings even beyond the boundaries. Further to add to this in the article from **Wikipedia. ( ).** Patriotism is termed as emotional attachment to the country. In the 18^{th} century, Europe patriotism is loyalty to the country not to the church. Philosophical issues were also discussed it is suggested that it can be strengthened to national religion (a civic religion or even a theocracy),

Nussbaum Maratha. (2011). in the write-up Teaching Patriotism: Love and Critical Freedom, began with the example of 1892; a world's fair called the Columbian Exposition in Chicago. Here America wants to show technological powers and materials to the world. A gilded statue of the woman holding sceptre and orb i.e. the statue of the republic is exhibited to mark the occasion. The researcher expressed his views about the pledge of allegiance along with flag salute, in the nation's schools as the project of teaching patriotism and considered

as enforced homogeneity, that will short- circuit the critical faculties and undercut social rationality. Again the writer upholds that national sentiments play the valuable and even essential role in creating the decent society. The researcher briefed the dangers due to discrimination on the basis of caste hierarchy, racism indifferent parts of the world and the animal behaviour in the human being. Patriotic emotions can bring out the country from the dangers of separatist attitude. According to him, the truly patriotic attitude is one that repudiates orthodoxy and coercive pressure and celebrates liberties of speech and conscience. He related the blind passion of patriotism to Scylla & Charybdis. There are citations of how Gandhi, Nehru Lincoln, and Martin Luther inspired people to promote patriotism.

Muller, J.N and Scheppele Lane, K.M. (2008). In their research study, Constitutional Patriotism is of the view that Constitutional Patriotism is one of the most attractive but ill-defined idea. It designates the idea that political attachment ought to centre on the norms, values and more indirectly the procedure of a liberal democratic constitution. Thus political allegiance owed primarily neither to a national culture as the proponent of liberal nationalism. It is distinct from cosmopolitanism & nationalism. The idea was born in post-war West Germany. The political philosopher Dolf Sternberger a pupil of Hannah Arandt's coined it in the late 1970s. Because it allows for the principles that should underwrite constitutional patriotism derives from a moral background theory capable of legitimating the state precisely because it allows for robust political debate, civil disobedience and protection of minorities. It gives way to both national attachment & universal values. But practical and normative potential has yet to be fully realised.

Leonie Hurdy and Nadia Khatib,(2007). In the study, American Patriotism, National Identity, and Political Involvement, the researchers measured the degree of patriotism. A new measure of National attachment that is grounded in social

identity theory (Tajfel and Turner 1979), drawing on data from three distinct Sources: two studies of undergraduate students and the 1996 General Social Survey (GSS). Confirmatory factor analyses Provide clear evidence that national identity is distinct from other measures of national attachment including symbolic, Constructive and uncritical patriotism (and nationalism). National identity has a number of other good measurements Properties when compared to existing measures: it receives equal endorsement from conservatives, and liberals (unlike most Other measures which exhibit an ideological bias), develops with time spent in the United States among immigrants, and importantly is the only measure of national attachment to predict political interest and voter turnout in both students and adult samples, consistent with the predictions of social identity theory. In that sense, the national identity measure outperforms all other measures of national attachment and provides unambiguous evidence that a strong American identity Promotes civic involvement.

Andersen Robert, (2001). In the research work about Identity and Attitude towards independence**,** Minority Nationalism in Scotland and Wales has found that the major theories of nationalism make assumptions about individual attitudes. This paper relies on these theories to model the correlates of national identity and attitudes towards independence in Scotland and Wales. Through an analysis of extensive national surveys, the paper argues that; nationalism is related to the mass media & the declining Social classical so significantly related to minority national identity, suggesting that argument is plausible. Most importantly, although national identity is the most important predictor, other important factors unrelated to national identity affect attitudes.

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UNESCO report of the International Conference. (1999). Recommendations to the Director-general of UNESCO, in co-operation with the European Union (Stability Pact and Royaumont process) and the Council of Europe on combating stereotype and prejudice in history textbooks of south-east Europe, are as follows

i. To develop further the perspectives on history teaching, as they are outlined in UNESCO's Medium-term Strategy, into a coherent strategy for inter-agency and institutional cooperation with NGOs;

ii. Update existing ways for the dissemination of experiences, ideas, and proposals for networking, making full use of the new information technologies and including the dissemination of results of relevant research such as the "Youth and History" project;

iii. Identify a number of best practices in history teaching;

iv. Promote research and evaluation in this field;

v. Elaborate a specific plan of action for the South-East Europe sub-region, aiming at, inter alia, fostering the process of establishing and further developing partnerships between governmental and intergovernmental institutions; innovation in teacher training; involving UNESCO's Associated Schools Network in the development of new materials and methods of history teaching; recognizing best practices in history teaching which can contribute to the transformation of negative feelings into reconciliation; adaptation and large-scale implementation of such examples of best practice; encouraging innovation in history teaching through a number of pilot projects; encouraging experiments with bi-or even multilateral co-production of supplementary educational materials and certain modules of history textbooks; facilitating access to innovative materials and methods through the Internet; providing support to initiatives which its Member States of South-east Europe may wish to take in carrying out a bilateral or multi-lateral revision of school textbooks so as to remove any prejudices or stereotypes they might contain.

All the above studies conclude that patriotism is necessary for the transformation and progress of the country. Patriotism should be taught at school to mould the characteristic of future citizens.

2.2. REVIEWS RELATED TO PERCEPTION ABOUT SYMBOLS OF NATIONAL IDENTITY

Pavlic Aleksander & Christopher (2016). In their book about the lyrics of the national anthem. It is specifically about the anthems of the new states in south-east Europe that have arisen from the disintegration of Yogoslavia. The book attempts to analyse the use of the poetic texts to express their devotion to the new states in which they enjoy citizenship. A focus of attentions in the use of poetic texts for an ideological purpose. They were interested in the use of poetry in shaping devotion to a nation. They are also interested in the ways in which political movements deploy poetic devices and imagery to evoke and maintain both the national identity and the sense of self of citizen subjects. The key ideology in question is nationalism and it is essential to note that the resurgence of nationalist ideology in the Balkans over the past three decades has been a key world developments and for the study of nation and nationalism.

Hu E.Shang & Tang Tin Seung (2014). In this paper investigates the relationships among national identity, national pride, and happiness, using a nationally representative survey dataset from South Korea. Two dimensions of national identity civic and ethnic are considered, after factor-analysing eight survey items. The results demonstrate that national pride is positively associated with happiness, but empirical evidence is scarce regarding the relationship between National identity and happiness. Also, they have not found the alleged moderating effects of National identity on the relationship between national pride and happiness. Lack of statistically significant effects of national identity is not consistent with the pre-existing findings from cross-national surveys. Given that

national identity is deeply rooted in a historically unique context of each nation, this study calls for a more nuanced conceptualization of national identity and culture-specific measures

Pyka Andrea (2010) in the thesis Visual framing of patriotism and national identity on the covers of Der Spiegel studied how Der Spiegel a news magazine in Germany visually framed images of German patriotism and national identity on its front cover. It examined whether covers showed an increase in symbols of patriotism and national identity. The results revealed that there was a greater number of patriotism and national identity symbols.

Borne Man Elirea (2005). In his research article National symbols & Nation Building in the Post- Apartheid South Africa states that symbols such as rainbow and new national flag have been hailed world as representative of optimism. The finding of this study could serve as a warning against indiscriminate attempts towards Nation building and promotion of supranational identity and culture to the detriment of sub- national cultures and identities, especially in heterogeneous societies. Where at least some groups attached high value to their unique culture & identity. The results further more point to the complexity of governance and promoting peace and national unity in heterogeneous societies.

KR Minogue (1967) examined the phenomena in his book Nationalism. The flags and anthem can be used to create members of a nation by developing new habits and emotion they are used to build a sense of commonality. About this element Durkheim states, the "collective totem is part of the civil status of each individual." There are primarily two criteria of group identity: a name (of the group) and a representative sign (the totem) that are significant indications of degree of collective consciousness.

National Symbols-Wikipedia presents elaborately about the following content, common official national symbols, national anthem and national song.

Mudgal Mukal, ( ). In his Law and Culture focused about the different art forms and their importance and established a link between law and culture. Some of the rights and duties are discussed the culture, tradition, and values of a society not only form the foundation of the laws that governs but changes in values and tradition with the passage of time also influence and bring about fresh legislation reflecting the society under linking the ever present link between law and culture.

After reviewing the above studies it can be concluded that national symbols act as unifying force and promote patriotism.

2.3 REVIEWS RELATED TO AWARENESS ABOUT FUNDAMENTAL DUTIES OF CONSTITUTION

Naik Saidul. (2014). In Fundamental Duties, it's Significance, and Drawbacks interpreted all the 11 fundamental duties. The significance and problems associated in its implementation are presented in detail. It contains a citation of prevention act regarding any kind of disrespect to National Anthem & National Flag. It also focuses on the provisions in the existing criminal laws to ensure that the activities which encourage enmity between different groups of people on grounds of religion, race, place of birth, residence, language, etc. are adequately punished. Writings, speeches, gestures, activities, exercise, drills, etc. aimed at creating a feeling of insecurity or ill-will among the members of other communities, etc. have been prohibited under Section 153A of the Indian Penal Code (IPC). IPC related to discrimination on the basis of caste, class are discussed.

Sen Tanmay and Sinha. (2011). In their write up about fundamental duties, An Analysis in the Indian Context, suggest that legislative steps to be taken for the enforcement of fundamental duties. Secondly, fundamental duties should be discharged by all who enjoy the rights. People should be sensitized, and awareness should be developed about fundamental duties. **Mudgal Mukal. ( ).** In the Law and Culture focused on the different art forms and their importance. The

researcher established a link between law and culture. Some of the rights and duties are discussed. The culture, tradition, and values of a society not only form the foundation of the laws that govern but changes in values and tradition with the passage of time also influence and bring about fresh legislation reflecting the society under linking the ever- present link between law and culture.

Ian Davies. (2007). In his book, 100 Ideas For Teaching Citizenship, is of the view that this book will be good for a positive, creative and democratic form of citizenship education if teachers & others are sufficiently stimulated, in constructively critical manner, to try out some of the ideas and then develop their own.

Vasudha Dhagamwar, Syed S, Hameed, and Justice Shri Shiv Dayal. (2001). National commission to review the working of the constitution**:** have focussed about the need of developing awareness about citizens' duties to Indians along with an explanation of each duty, which are in "Article 51A- Fundamental Duties. They are of the view that the article 51–A has the potential to regenerate and reconstruct the nation. The report says Fundamental Duties have remained in the Constitution Book and have not come out to reach even the class of people who handle the Constitution. The report also puts stress that, as a nation-building measure, teaching Fundamental Duties in every educational institution and as a measure of in-service training everywhere was necessary as these cannot be inculcated in our citizens unless these are brought into their minds and living process through teaching and education.

The above studies reveal the importance of the bringing awareness about the fundamental duties of the constitution among the citizens and as a nation building measure teaching fundamental duties in every educational institution and in-service training centres is necessary.

2.4. REVIEWS RELATED TO THE LEVEL OF PATRIOTISM

Altukulac Ali (2016). Conducted a study and found that, the ultimate aim of teaching Social Studies is to raise good citizens. However, raising "good" citizens has become a more complicated issue since the continuous change in social dynamics demands continual revisions on curriculums. Beyond the question of "Should, the children be raised as patriot individuals?" a growing number of studies conducted on Education Science concentrate on the notion of Global Citizenship. The purpose of Social Studies' education process is not bringing up students who are isolated from society and are blind patriots. Then the question arises, what type of citizenship should be developed within the education system? This research aims to put forward the notion of global citizenship and patriotism as each of them is a value within the Social Studies course that has the mission of bringing up good citizens. The research is the model case study. The data about patriotism is collected through the scale that is developed by Schatz, Staub and Levine (1999) which is called, Patriotism Attitude Scale (PAS), on the other side, the data about global citizenship is collected through the scale developed by Morais and Ogden (2011) which is called Global Citizen Scale (GCS) collected from the participants. The research study group consisted of 144 Social Studies teacher candidates who are from two different state universities, who are in their senior grade. The research data includes quantitative and qualitative data. In the analysis of the quantitative data, a computer-aided statistic program is used and in the analysis of qualitative data, content-analysis method was used. The research's conclusion shows that the participants prefer patriotism over global citizenship and constructive patriotism against blind patriotism.

Everett A.C Jim Nadira.S.Faber, Molly Crockett. (2015). In their study about In-group favouritism—found that the tendency to favour members of one's own group over those in other groups—is well documented, but the mechanisms driving this behaviour are not well understood. In particular, it is unclear to what

extent in group favouritism is driven by preferences concerning the welfare of in-group over out-group members, vs. beliefs about the behaviours of in -group and out-group members. In this review the research on in-group favouritism in economic games, identifying key gaps in the literature and providing suggestions on how future work can incorporate these insights to shed further light on when, why, and how in group favouritism occurs is analysed.

Tong D & Aksoy B. (2014). In this study investigated the patriotic attitudes of the prospective teachers. The final results revealed that the blind patriotic attitude of the male participants was higher than the females and there was no gender- related difference in the constructive patriotic attitudes. The prospective teachers who were following the political and journals showed a statistically significant difference in constructive patriotic attitudes.

Richey Sean. (2013). In, The Social Basis of the Rational, citizen, found that social networking increases constructive patriotism & lessen blind patriotism. The result suggests that the stimulation of social networking would be beneficial for critical citizenship and should be promoted.

Madupu Vivek. (2012). In the study, The Influence of Blind and Constructive Patriotism on Ethnocentrism and Willingness to Buy Bi-national Products, found that patriotism was found to be one of the antecedents of consumer ethnocentrism. However, the relationship between consumer ethnocentrism and patriotism has not been consistent. He suspected that these conflicting results are due to different definitions and measures of patriotism among scholars. He investigated the relationship between blind and constructive patriotism as antecedents of consumer ethnocentrism and investigate the relationship between consumer ethnocentrism and willingness to buy bi-national products.

The study by **Barnes Kelly, Bernard Whitley, and J.R. chairperson. (2012).** Blind Patriotism, Stereotyping, and the Mediating Role of Threat is about increased stereotyping of African American Gay men and Lesbian. Blind Patriotism was related to increase stereotyping. Interestingly constructive patriotism was also found to be related to increase stereotyping. Patriotism is an important value in American culture. Patriotism has obvious benefits such as increasing civic unity; however, researchers have acknowledged that it can take both positive and negative forms. Schatz (1994) developed the concepts of blind and constructive patriotism to characterize this difference.

Schatz T Robert (1994) in On Being a good **"**American"; Blind versus constructive patriotism explored the two empirical studies; study 1 provides evidence for the multidimensionality of patriotic attitudes. In the study 2 measure of blind & constructive patriotism are developed and the reliability and validity of these measures are assessed. Blind and constructive patriotism are then contrasted by examining their relationship with other constructs.

Paul R Kimmel Chris E. Stoutin. ( ). In Collateral Damage described the psychological consequences of America's war on terrorism. They explored on the psychological impact of domestic programs, and foreign policies developed to fight the war on terror.

Robert Schatz. (1999). In Manifestations of Blind and Constructive Patriotism: proposed the existence of two types of patriotism, blind and constructive. The distinction between the two types is explained, i.e. Blind patriotism is an attachment to the country that is characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like "I would support my country right or wrong"; "People should not constantly try to change the way things are in America"; and "It is un-American to criticize this country." Constructive patriotism combines attachment,

love of country, with the capacity and willingness to question, criticize, and work for change. It is expressed in agreement with questions like “My love of country demands that I speak out against popular but potentially destructive policies”; “People should work hard to move this country in a positive direction”; and “If you love America, you should notice its problems and work to correct them.” Constructive patriots say, in essence, because I love my country I have to question problematic policies and practices. This study considers the manifestations of these two kinds of patriotism in attitudes and behaviours toward one's own country and toward other countries. Participants were undergraduate students at the University of Massachusetts at Amherst. They completed a questionnaire that intended to assess types of patriotism. The results showed that constructive patriotism was positively related to scores on a measure of prosaical value orientation, understood here to assess the positive valuation of human beings and a feeling of personal and social responsibility for others' welfare.

Katz and Braly. (1933). Conducted a study to investigate the stereotypical attitudes of Americans towards different races. Questionnaire was used to investigate stereotypes**.** American university students were given a list of nationalities and ethnic groups (e.g. Irish, Germans etc.), and a list of 84 personality traits. They were asked to pick out five or six traits which they thought were typical of each group. The result of the investigation is there was considerable agreement in the traits selected. White Americans, for example, were seen as industrious, progressive and ambitious. African Americans were seen as lazy, ignorant and musical. Participants were quite ready to rate ethnic groups with whom they had no personal contact. They concluded that

Ethnic stereotypes are widespread and shared by members of a particular social group.

The above studies proposed the existence of two types of patriotism that is blind and constructive. Constructive patriotism is the true patriotism. And is necessary for the development of the country and to keep check on the malicious activities of the society.

2.5 REVIEWS RELATED TO CIVIC PARTICIPATION

Usman Saleha Smaira (2015) in The Challenges of Civic Education in A Globalised World considered that Civic education (CE) is a broad concept. It can cover specific rights and duties of legal citizens, but usually, it is used to indicate the knowledge, skills, and attitudes that children are expected to learn to be virtuous and civically productive members of society. These qualities of a citizen, although they can be accrued from a number of resources, are fostered and developed through educational systems. Civic education in school is recognized as an effective way for increasing political awareness and effective participation in the society. Civic Education helps build better citizens via acquiring skills and attitude towards their nation via awareness of current and past challenges and active participation in the society. It works to support citizens who are able to get involved on a global level without compromising their national identity and loyalty. Schools, by choosing programs that foster classroom discussions, community projects, and informational use of the internet produce favourable outcomes that build over the K-12 level in civic education.

Providing effective civic education is critical for any state wishing to be. A curriculum that fosters a better understanding of fairness, diversity and participation through the integration of lessons and methods that are relevant to young people's lives ensures the importance of civic education is recognised by teachers and students. Civic education needs to have a cross-curricular approach, allowing citizenship to be incorporated into other lessons to demonstrate how it influences a wide range of human activity. Furthermore, civic education needs to

provide effective for students to talk about events they have seen in the news or have heard being discussed, in a safe and supportive environment.

Flanagan Constance and Levine Peter (2015) survey research on Civic Engagement among U.S. Adolescents and Young Adults. Is of the view that civic engagement is important both for the functioning of democracies and for the growth and maturation it encourages in young adults but opportunities for civic engagement are not evenly distributed by social class or race and ethnicity. Today's young adults are less likely than those in earlier generations to exhibit many important characteristics of citizenship, raising the question of whether these differences represent a decline or simply a delay in traditional adult patterns of civic engagement. Flanagan and Levine also briefly discuss the civic and political lives of immigrant youth in the United States, noting that because these youths make up a significant share of the current generation of young adults; their civic engagement is an important barometer of the future of democracy. The authors' next survey differences in civic participation for youth from different social, racial, and ethnic backgrounds. They explore two sets of factors that contribute to a lower rate of civic engagement among low-income and minority young adults. The first is the cumulative disadvantage unequal opportunities and influences before adulthood, especially parental education. The second is different institutional opportunities for civic engagement among college and no college youth during the young-adult years. Flanagan and Levine survey various settings where young adults spend time—schools and colleges, community organizations, faith-based institutions, community organizing and activism projects, and military and other voluntary service programs—and examine the opportunities for civic engagement that each affords.

Levison Meira. (2015). in The Civic Empowerment Gap: Defining the Problem and Locating Solutions is of the view that Civic Education should help young people acquire and learn to use the skills, knowledge, and attitudes that will

prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens: 1. Are informed and thoughtful; have a grasp and an appreciation of history and the fundamental processes of American democracy; have an understanding and awareness of public and community issues; and have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives. 2. Participate in their communities through membership in or contributions to organizations working to address an array of cultural, social, political, and religious interests and beliefs. 3. Act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving public speaking, petitioning and protesting, and voting. 4. Have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference. (Carnegie Corporation of New York & CIRCLE, 2003, p. 4).

One virtue of this characterization of good citizenship, and hence of good civic education, is that it is capacious without being simplistic. Within this definition, good citizens may be those who vote, protest, boycott, run for office, join political parties, join civic organizations, commit acts of civil disobedience, circulate e-mail petitions, write influential political blogs, "tweet" or text message about political events being kept under a news blackout and attend neighbourhood council meetings. Good citizens may not, however, merely keep to themselves; simply not being a burden to others is not sufficient for good citizenship. The researcher has stated the characteristics of justice- oriented citizens and participatory citizens. The researcher also put light about significant civic roles for example well- known community elder, for example, may exert considerable civic influence by modelling rectitude, advising youngsters on how to behave, and serving as an informal but final arbiter of community disputes, even though he takes part in no obvious "public" activities.

Kahne, J. Middaugh, E. and Danielle, A. (2014). In Youth, New Media and The Rise of Participatory Politics found that new media have come to play a prominent role in civic and political life. Social network sites, websites, and text increasingly serve as both a conduit for political information and a major public arena where citizens express and exchange their political ideas; raise funds; and mobilize others to vote, protest, and work on public issues. This chapter considers how the ascendancy of today's new media may be introducing fundamental changes in political expectations and practices. Specifically, we see evidence that new media are facilitating participatory politics--interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern. While these kinds of acts have always existed, evidence suggests that new media are providing new opportunities for political voice and discussion, thus increasing the role of participatory politics in public life.

Mc Donough and Andree A.C.(2013). in their thesis defend that learning about sociological as well as normative point of view constitutes one important but rather neglected dimensions of a good citizenship education, they argue that teaching play an important role in promoting patriotism in schools and it is legitimate.

Porath Ben Sigal, R.(2007). Argues for considering patriotism as a civic virtue, and the author defends the view that patriotism should be endorsed under certain conditions as a perspective suitable for teaching in public schools. The author defends patriotism as a civic virtue rather than a primary moral virtue.

Reachey Sean. (2011). In the Research study Civic Engagement, and Patriotism has shown a link between patriotism and civic participation. This research assumes that the causal arrow flows from patriotism to civic participation, but a counter perspective in the social capital literature assumes that causation runs in the opposite direction, from civic participation to patriotism. The researcher has

stated, “I seek to untangle these relationships by posting a bi causal relationship between these beliefs and actions.” The researcher used a structural equation model of survey data from the 2004 American National Election Studies. The findings show that constructive patriotism promotes civic participation, and that civic participation separately increases constructive patriotism. Conversely, blind patriotism lowers civic participation, and that civic participation lowers blind feelings.

The above studies reveal that civic education increases political awareness and effective participation in society. Civic participation lowers blind feelings and promote constructive patriotism.

2.6 REVIEWS RELATED TO BLENDED LEARNING

Dziuban, C., Graham, C.R., and Moskal, P.D. (2018). Blended learning: the new normal and emerging technologies. This study addressed several outcomes, implications, and possible future directions for blended learning (BL) in higher education in a world where information communication technologies (ICTs) increasingly communicate with each other. In considering effectiveness, the authors contend that BL coalesces around access, success, and students’ perception of their learning environments. Success and withdrawal rates for face-to-face and online courses are compared to those for BL as they interact with minority status. Investigation of student perception about course excellence revealed the existence of robust if-then decision rules for determining how students evaluate their educational experiences. Those rules were independent of course modality, perceived content relevance, and expected grade. The authors conclude that although blended learning preceded modern instructional technologies, its evolution will be inextricably bound to contemporary information communication technologies that are approximating some aspects of human thought processes.

Barbara, Yukie Toyama, Robert Murphy and Marianne Baki (2013). In their research concluded that technologies do not differ significantly from regular classroom instruction in terms of learning outcomes, studies using Blended learning also tended to involve additional learning time that encourage interactions among learning time instructional resources and course elements that encourage interacting among learners. This confounding leaves open the possibility that one or all of these other practice variables contributed to the particularly positive outcome for blended learning further the researcher is of the view that research and development on different blended learning is needed.

Jacob Lars, (2012). found that the use of Blended Learning (BL) in higher education has increased significantly during the past decade. This dissertation investigates the use of BL with ESL writing students in an intensive English program. The purpose was to investigate how to prepare ESL teachers to create a productive BL environment for their ESL writing students. This includes an investigation of how to best train the teachers in BL pedagogy and online teaching technology and a measure of the students' perceptions of the BL environment with respect to its productiveness. Finally, the study sought to discover how students experienced the teacher's practice and behaviour and the extent to which these factors affected student perceptions of the course and BL environment in general.

A mixed-methods approach was employed which involved quantitative and qualitative data collection from 41 ESL students and five ESL teachers. The teachers were trained in BL pedagogy and given pedagogical and technical support throughout the semester, after which both students and teachers were given questionnaires and were interviewed in order to determine their experiences in the BL environment. The findings indicate that the teachers needed a fairly minimal amount of pedagogical and technical training to employ BL successfully.

Collaborative planning also proved very beneficial, together with technical and pedagogical support throughout the semester. Students were found to work more autonomously and focused while becoming more responsible for their own learning. This enabled the teachers to better provide personalized assistance, keep better track of student progress, and cover more materials. Students also liked learning in the BL environment and indicated they would prefer this to conventional classes. Lastly, teacher practice and behaviour was found to have minimal influence on student perceptions of the BL environment though some results suggested that teacher experience might be a predictor of student satisfaction with their teachers.

Chew, Jones and Turner. (2007). found that blended learning helped in holistic learning by bridging closer the relationship between educators and learners with autonomous communication. **Bucket and Meryem (2006)** examined students ' views on blended learning environment and found that students enjoyed taking part in the blended learning environment students' achievement levels and the frequency of their participation in forum affected their views about blended learning environment. The dimension of face–to-face interaction had the highest score and the result demonstrated the importance of interaction and communication for the success of online learning.

Robinson (2004). Conducted a study to understand faculty experience in designing and teaching blended learning course at Brigham Young University and identified faculty perception of three major benefits from the blended learning experience such as more effective use of classroom time, increased flexibility in meeting time constraints of both students and professors and greater ability to meet the needs of individual learner. The quantitative phase revealed that there is a positive correlation between the effectiveness of blended learning and support from the University administrator.

Gireli. (2004). Conducted a qualitative study on teachers perception of a hybrid in-service delivery model and reported that teachers entered the program preferring informal onsite workshop instruction to all other technology training options and that this preference proved durable. Teachers perceived video based instruction as valuable but felt synchronous video was not valuable and found web-based learning challenging and frustrating but believed educational resources on the web are bountiful. Overall cohort members expressed satisfaction with the course attributing their satisfaction primarily to participate in project work.

The above studies reveal that blended method is effective in promoting learning. It brings holistic learning and makes the students autonomous. However it needs more planning and preparation among teachers.

2.7. REVIEWS RELATED TO FLIPPED LEARNING STRATEGY

Cabi, E. (2018). The impact of flipped model on students' achievement. The aim of this study is twofold. First, it aims to investigate the impact of the Flipped Classroom (FC) Model on students' academic achievement. Second, it reveals the students' opinions about the model itself. For four weeks, the students in the experimental group were taught in a blended learning context where the FC Model was applied, while the lessons in the control group were carried out through traditional blended learning. Both groups were administered a test before and after the Flipped Classroom sessions. The results showed that there were no statistically significant differences between the scores of the two groups. Coming to classes prepared and completing the assignments in class, so that students did not need to do assignments at home, were among the positive aspects of the FC Model.

Karabulut A,Cherrez, J.N and Jaharan T.C. (2017). The purpose of this study is to describe the current state of knowledge and practice in the flipped learning approach in engineering education and to provide guidance for practitioners by critically appraising and summarizing existing research. This article is a

qualitative synthesis of quantitative and qualitative research investigating the flipped learning approach in engineering education. The Systematic review was adopted as the research methodology and article selection and screening process are described. Articles published between 2000 and May 2015 were reviewed, and 62 articles were included for a detailed analysis and synthesis. The results indicated that flipped learning gained popularity amongst engineering educators after 2012. The review revealed that research in engineering education focused on documenting the design and development process and sharing preliminary findings and student feedback. Future research examining different facets of a flipped learning implementation, framed around sound theoretical frameworks and evaluation methods, is still needed to establish the pedagogy of flipped learning in teaching engineering.

Cetinkaya,L. (2017). Conducted a study on Impact of Whatsapp use in the education process. The purpose of this study is to explore the effects of WhatsApp use for education and determine the opinions of students towards the process. The study was designed in a mixed research model which combines both qualitative and quantitative data. In the quantitative aspect of the study, quasi-experimental design, with a pretest-posttest control group, was used and the data were analyzed by Two- factor variance analysis for mixed measurements.

The analysis indicated that both learning environments have different effects on the success of students and that supporting the traditional environment by using WhatsApp is more effective for the increase of success. For the qualitative aspect of the study, content analysis techniques were employed to analyze the data which were collected by open-ended question forms. The analysis showed that students developed positive opinions towards the use of WhatsApp in their courses. They demanded the same practice in their other courses as well. They reported that learning could also take place unconsciously and the messages with images were more effective for their learning. However, a few students have expressed adverse

opinions about the timing of some posts and the redundant posts within the group. Finally, it is suggested that use of WhatsApp in the education process to be encouraged as supportive technology.

Zainuddin .Z and Halili, S. (2016). This study aims to analyse the trends and contents of flipped classroom research based on 20 articles that report on flipped learning classroom initiatives from 2013–2015. The content analysis was used as a methodology to investigate methodologies, area of studies, technology tools or online platforms, the most frequent keywords used and works cited references, impacts for students' learning, and flipped classroom challenges.

The results of the analysis were interpreted using descriptive analysis, percentages, and frequencies. This analysis found that various fields were practiced in the flipped classroom approach, and some technology tools were used as the online platform for its practice. Analysis of the impacts showed that the flipped classroom brought positive impacts toward students' learning activities such as achievement, motivation, engagement, and interaction. Several issues in this discussion become implications that can be taken into consideration for future research. Some challenges found in applying flipped classroom are needed to be addressed by future researchers, such as suitability of the flipped classroom for poor quality of video lectures and untrained instructor. This study also becomes an implication for government or policymakers to determine the flipped classroom as a contemporary model to be implemented in teaching-learning activities for higher education, even K-12 students. (2016O)

Cohan R. I. (2016). The researcher is of the view that higher education has always been a firm supporter of traditional teacher oriented pedagogical approaches. However, reform of the pedagogical approaches is necessary in order to promote learning outcomes. In this research, the possibility of enhancing learning experiences and atmosphere among students and between students and

tutor by group dynamic methods in flipped learning situations was investigated. Reflection is a key component in learning and group dynamics. Thence, reflection's essentiality with group dynamics in flipped learning is explained. Furthermore, to support the above argument, meaningful learning theory is discussed. To undertake this research, mixed methods were used to analyse data retrieved with a questionnaire, reflections and observations, giving a diverse and comprehensive view of the subject. Data was collected from Lapland University students during flipped learning course in which group dynamics exercises had been integrated. Two core changes are proposed; using facilitation methodologies (group dynamics) to make a new pedagogical framework to reform teaching in higher education, and introducing group dynamics to educators and students using flipped learning in order to improve learning outcomes and promote meaningful learning.

Taibab, B.C. (2015). Conducted a study on the effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. This research paper explores the effectiveness of using mobile technologies to support a blended learning course titled Scientific Research Methods in Information Science. Specifically, it discusses the effects of WhatsApp mobile learning activities guided by activity theory on students' knowledge Management (KM). During the 2014 academic year, the researcher adopted an experimental approach-based comparison between an experimental group (34 students) and a control group (34 students). The learning process of the experimental group was based on continuity between 2 hours of in-class learning and 1 hour of learning activities that were mediated by WhatsApp instant messaging each week. The control group's experience was 100% in-class with no app mediation. The researcher used the t-test to compare the means of the control and experimental groups in the test and the students' attitudes at 0.05 alpha levels. This research

paper is useful for exploring the effectiveness of mobile technologies in supporting blended learning courses.

Herreid, H.C and Schiller, Nancy, A. (2013). Explained the features of flip class room and also presented the advantages and impact of research results about flip method by different researchers and the poll about the difficulties in flip approach. The flipped classroom shows promise. Now what? We can wait for a few years while teachers plug along producing their own homemade videos and see, if the flipped-teaching movement really has staying power, or we can buckle down and get serious about testing this idea. If the latter, we need to start developing cases that include pre-class videos. An obvious place to launch this effort would be courses in general biology or anatomy and physiology in which there are a large number of faculties using cases. If we were to include videos along with the cases, more teachers would presumably be able to solve the problem of coverage and go on to use more real world problems.

The above studies found that flipped method has positive impact on learning. It saves time and makes the learning joyful.

2.8 REVIEWS RELATED TO INFORMATION AND COMMUNICATION TECHNOLOGY AND TEACHING SOCIAL SCIENCE.

ICT has an important role to play in teaching and learning. In recent years there has been a shift toward the use of ICT skills as tools to assist learning. Researches suggest that ICT can be used to strengthen procedural knowledge and that the main forms of ICT which are relevant to school activities, includes: multimedia software, information system, publishing presentation tools and computer projection technology (LA Velle & Brown, 2003; Osborne & Hennessy, 2003).

Lokman and Stephanie. (2001). studied "The Information Seeking Behaviour and use of Social Sciences Faculty Members." Results of the study show that members of the Social Sciences faculty use the World Wide Web and electronic mail for locating particular government information. They also use traditional methods for searching information. Lack of knowledge about information services and sources was due to lack of information about library collection and service.

Borgman, and Smart (2005) indicated that the faculty members represent a wide range of research interest. However, there is a prominent difference in information seeking behaviour between physical and human geographers. The study concludes and suggests that digital libraries promote the undergraduates' education and help to access the primary as well as secondary sources of information. **Hemming (2008)** investigated "The Information Seeking Behaviour of visual artists." It is a literature review based research article. The results of the study show that there are many differences between the seeking behaviour of the visual artists and the other users of the community. It indicated that it is a particular community who has the different approach from others. Mostly the respondents liked to use visual resources more than textual ones and they prefer to go to home rather than libraries. It also shows that they visit the library only for specific purpose.

Bhatti, Asghar, Mukhtar and Chohan. (2011). surveyed Internet use by Social Scientists at the Bahauddin Zakaryia University, Multan, Pakistan. The findings of the study revealed that internet in the academic institutions have changed the methods of searching and retrieval of information. Social scientists not only use printed materials but also e-resources. The results of the study show that if the internet connectivity is improved in the seminar libraries of Social Sciences departments, the social scientists will use the internet in a more effective way. The study also revealed that users of the libraries are not given any training about information technology. That is the reason that the social scientists lack different

informational skills. Apart from it lack of computer, lack of professional training, lack of time and the shortage of E-resources of materials are the common problems. A study by **Khan, Khan, and Bhatti. (2011).** Assessed the use of Internet among students at the Islamia University of Bahawalpur by using a structured questionnaire. The study concluded that most of the students learn to use the Internet by themselves or with the assistance of their friends. The students showed their dissatisfaction with the Internet service provision, slow speed of the internet connection and the inadequate number of computers in computer labs. They use the internet mostly for academic purposes and use online databases, dictionaries, encyclopedias and online courses. Google was the most used search engine. In another study conducted by **Khan, Bhatti and Khan. (2011).** Investigated the ICT behaviour of the students studying at education faculty, Islamia University of Bahawalpur. It was found that the majority use ICTs at their departmental computer lab and their computer knowledge was found quite sufficient for learning. They agreed that ICTs have the positive impact on their learning and it helps them in improving their CGPA. They highlighted the problems they faced in accessing ICTs. They mentioned the slow speed of the Internet, lack of computers, the shortage of the time and electricity failure as the problems faced by them. The study recommended that the number of computers should be increased in the computer labs and respondents should be trained in utilizing electronic sources.

By the above reviews it can be concluded that information and communication technology is useful in social science by accessing more resources on web. It helps students helps in improving CGPA.

2.9 REVIEWS RELATED TO APPROACHES OF TEACHING

Mark Loon and Lynn Nichol ( ). In Confluent learning: using a design approach to develop cognitive abilities and enhance affective capacities through change

management curriculum explored the role of confluent learning in supporting the development of change management knowledge, skills and attitudes and to inform the creation of a conceptual model based upon a prior and a posterior knowledge gained from literature and the research. The research adopts the qualitative approach based on reflective inquiry methodology. There are two primary data sources, interviews with learners and the researchers' reflective journals on learners' opinions.

The confluent learning approach helped to stimulate affective states (e.g. interest and appreciation) to further reinforce cognitive gains (e.g. retention of knowledge) as a number of higher order thinking skills were further developed. The instructional design premised upon confluent learning enabled learners to further appreciate the complexities of change management. The confluent learning approach offers another explanation to how learning takes place, contingent upon the use of a problem-solving framework, instructional design and active learning in developing inter- and trans-disciplinary competencies.

This study not only explains how effective learning takes place but is also instructive to learning and teaching, and human resource development (HRD) professionals in curriculum design and the potential benefits of confluent learning. Social implications the adoption of a confluent learning approach helps to re-naturalise learning that appeals to learners affect. This research is one of the few studies that provide an in-depth exploration of the use of confluent learning and how this approach co-develops cognitive abilities and affective capacity in the creation of a conceptual model

Johnson, A. (1984). According to the author guided imagery can be an effective classroom tool**,** Confluent" refers to the process, of holistic learning, involving body, mind, emotion, and spirit. In educational settings the term is used to describe methods for teaching traditional subjects such as math, science, social

studies, reading, language arts, physical education and fine arts by applying effective, introspective, intuitive, body/mind, movement, and kinesthetic types of activities to the lessons being taught. In this process the students learn multi-dimensionally about themselves and others at the same time they are learning the traditional subject matter.

Dan,B. (2010). The study was about application of the integrated approach in Primary Teachers' Colleges (PTCs) and primary schools by Tutors, Teacher–trainees, and primary teachers in Ibanda district. The integrated approach is a key concept in teaching and learning of Social Studies. Failure to apply the integrated approach correctly by Tutors, Teacher-trainees and primary school teachers may result in ineffective teaching and learning of Social Studies in such institutions. This study therefore, intended to bridge this gap. The study was guided by the following research questions: To what extent do Tutors in Ibanda PTC apply the integrated approach when teaching Social Studies? Do Teacher-trainees in Ibanda PTC understand and apply the integrated approach when teaching Social Studies during school practice? To what extent do primary teachers apply the integrated approach when teaching Social Studies? The study was conducted in four sub-counties of Ibanda district and a sample of participants was randomly selected. The researcher used a descriptive cross-sectional survey research design involving both qualitative and quantitative methodologies. Data was collected using open and close ended questionnaires which were supplemented by the interviews to support the responses. Results showed that, in most cases, Tutors in PTCs did not apply the integrated approach even though they understood it. Teacher-trainees used and applied the integrated approach during their school practice, but primary teachers did not often apply the integrated approach when teaching Social Studies. In the study, it was recommended that Regular courses, for Tutors, on the techniques of application of the integrated approach in teaching Social Studies be organized at

college, regional and national levels. Teacher-trainees in PTCs should be given opportunities to learn Social Studies practically, but not entirely in theory most of the time. Furthermore, in primary schools, teachers of Social Studies should be encouraged to use integrated techniques. Teachers need continuous professional development courses on effective application of the integrated approach so as to teach Social Studies more efficiently

Emergent research suggested that teaching the curriculum in a segregated manner does not help students with the transference of skills from one skill or discipline to the other. The underlying notion of this study presupposes that schools should implement the integrated curriculum as a replacement of the traditional fragmented discipline approach in grades one to six. The purpose of this study has been to present a comprehensive description of the integrated curriculum and its many models, followed by an evaluation study of integration involving literacy skills in English and Social Studies. The integration was implemented by using the sequenced model of integration of reading/writing skills in Foreign Language and Social Studies as an example of the practical side of curricular integration. Findings indicated that the integrated approach induced to better achievement gains in literacy development and Social Studies achievement.

By the above studies it is clear that confluent learning approach helped to stimulate affective states (e.g. interest and appreciation) to further reinforce cognitive gains (e.g. retention of knowledge) as a number of higher order thinking skills were further developed

Emergent research suggested that teaching the curriculum in a segregated manner does not help students with the transference of skills from one skill or discipline to the other. Therefore integrate approach is to be adopted in schools which promotes values along with school subjects.

2.10 REVIEWS RELATED TO RECOMMENDATIONS OF EDUCATIONAL REPORTS

The Kothari Commission (1964–66), was set up to formulate a coherent education policy for India. It aimed at increasing productivity, developing social and national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values, providing equal educational opportunities, developing languages and promoting scientific education and research. The commission emphasized the need to eradicate illiteracy and provide adult education. To achieve this, the Indian education policy proposed free and compulsory education for all children, up to the age of 14. The true aim of education is to prepare a person to play his part well, as an enlightened member of society. Education means the integrated development of personality.

The policy deals effectively with a human rights perspective, when it says, "In our national perception education is essential for all. This is fundamental to our all round development, material and spiritual. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, secularism and democracy enshrined in our constitution. The policy is sensitive enough about the issues related to caste, class, and gender. The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

How should this be achieved according to a human rights perspective? Should not values of non-elitism, democracy, equity, and so on, be nurtured and propagated at

all levels (including media)? In such a situation, school education can be used, as a useful instrument, in creating, sustaining and cementing these values and priorities in society. The committee should have brought these aspects into more focus and should have clearly prescribed the pre-conditions for success of a non-competitive; value- based universal education system, to make it human rights based. Value aspects have been, further, discussed in the subsequent section of the analysis.

The 1988 National Curriculum Framework (NCF), recommended compulsory core curriculum elements to be taught throughout the country. Most of these core elements were aimed at the development of national identity and a spirit of togetherness, leading to national unity and making people aware about their rights and responsibilities. The common core elements, recommended in the NCF, were: the history of India's freedom struggle, constitutional obligations, content essential for the development of the national identity, common cultural heritage of India, democracy, secularism, socialism, gender equality, environmental conservation, removal of social barriers, the small-family norm and development of a scientific approach. Most of the areas that have been covered are directly linked with a human rights perspective.

'Strengthening of national identity and unity is intimately associated with the study of the cultural heritage of India. At no point can the school curriculum ignore the inclusion of specific content to forge national identity, a profound sense of nationalism and patriotism tempered with the spirit of Vasudhaiva Kutumbakam, non- 162 sectarian attitudes, capacity for tolerating differences arising out of caste, religion, ideology, region, language, sex, etc. (NCF 2000, p.12).

All the above educational reports suggests to inculcate the characteristics and values related to patriotism.

2.11 INSIGHTS FROM THE REVIEWS

The review of studies related to online learning crystallized the understanding of issues associated with online learning and, justified the need for studies in the area of blended learning. The studies related to blended learning endorsed the relevance of blended learning as a pedagogical strategy and revealed some of the contradictory findings related to its effectiveness on various variables. Studies related to variables such as civic participation, level of patriotism and awareness about fundamental duties of the constitution provided innumerable cues for the present study. Researches related to the strategies employed for enhancement of these variables contributed significantly to the framing of present research problem and also helped in identifying the research methodology and analysis of data.

Studies on online learning vary with respect to the variables selected, the methodology adopted and method of assessment. Mainly, researchers focused on different aspects of online learning and their effectiveness compared to the traditional method of instruction. The reviews revealed that several studies were conducted to find perceptions of learners as well as faculties on different aspects of online learning (Conard, 2002; Dill, 2003; Shih, 2004; Kerbs, 2004; & Spampinato,2005). It was observed in many studies that there is an overall positive reaction towards online learning whereas some studies found that learners' satisfaction levels were higher in traditional courses compared to online learning but had to be more self- motivated due to its increased demands. Additionally, a few studies found that students believed they were more challenged through online learning though they liked the flexibility provided. However, some studies revealed that students believed they were less able to build relationships through online classes compared to traditional classes.

Attempts were made by researches to find satisfaction levels of online learners as well as interaction among participants. Some researches tried to find the factors which contribute to the effectiveness of online interaction; some researchers focused on the effectiveness of online interaction; some researches focused on the effectiveness of interaction on learning in an online learning context and some other studies attempted to study the factors which influence interaction among participants enrolled in online courses (Fite, 2003; Whisler, 2005; & Summers, 2005).

Very few studies were done on the discipline of social science with respect to different aspects of online learning .the research review revealed that there is a dearth of studies which explore effectiveness of online learning on science learning at school level even though there were attempts to introduce online learning in many of the schools.

Researches in field ICT revealed that Whatsapp as an effective platform to teaching. Flipped learning promotes student- centred learning and makes pupils active learners.

Reviews on civic participation, awareness about the fundamental duties of the constitution, level of patriotism, perception about symbols of national identity revealed that these variables promote patriotism. Reviews on patriotism gave the conceptual understanding of the patriotism and different types of patriotism. Some of the studies related to patriotism revealed that it can be taught in schools and attributes related to patriotism can be integrated with school subjects like social science and science.

Some of the studies reveal national pride, symbols of national identity as measures of patriotism. Studies conducted on blind and constructive patriotism correlate the unquestionable love to the characteristic of blind and questionining attitude to bring positive change with constructive patriotism.

Most of the studies lay stress on developing awareness about the fundamental duties of the constitution and to develop the commitment to follow them.

Some of the studies revealed that civic participation among youngster promotes patriotism. Activities related to civic engagement can be given in the schools. Some of the studies focussed symbols of national identity as good measure to patriotism. Some of the research works found that in group favouritism and stereotyping behaviours are related to blind patriotism.

The researches carried out in the area of on line leaning and blended learning. The studies related to civic participation awareness about the fundamental duties of the constitution, level of patriotism and the perception about symbols of national identity were also discussed in detail. In the next chapter the methodological details of the study are presented.

CHAPTER- III
METHODOLOGY

This chapter deals with the methodologies procedures adopted in the study. It includes design of the study, sampling procedure, development of tools, and procedural details of the experimental intervention.

3.1 OPERATIONAL DEFINITIONS OF KEY TERMS

1. The Blended Learning Strategy-: The blended learning strategy is a planned combination of face-to-face instruction and online learning. In the present study, blended learning refers to the pedagogical strategy in the flipped way i.e. lesson videos of social science are given at home, activities, and discussion is done in face-to-face classes.

2. Conventional approach-: conventional approach refers to the traditional way of teaching wherein only lecture method is used.

3. The Perception about symbols of National Identity-: Moderate to intense emotions that prepare participants to respond consistently in a favourable or unfavourable manner, their feelings related to national symbols. It is a person's identity & sense of belonging to one state. It is not a born trait, it is the direct result of the presence of elements from the common point in people's lives, national symbol, language; it helps to strengthen the feeling of oneness.

4. Awareness about the Constitutional Duties-: It is the understanding and familiarity and obliging of 11 citizen's duties listed in Indian constitution.

5. The Level of patriotism-: Level of patriotism may be broadly categorized as Blind patriotism, and Critical/constructive patriotism the distinction between the two types is explained, as, blind patriotism is an attachment to the country that is

characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like "I would support my country right or wrong. Blind patriotism is defined as a relationship with country characterized by rigid identification, global positive evaluation, staunch allegiance, and intolerance of criticism. Constructive patriotism is defined as a relationship with country characterised by a more flexible identification, support for constructive criticism, and a desire to implement positive change.

6. Civic participation-: It is the behaviour of frequent in nature to engage or participate in activities of national interest. Personal responsibility, individuals should feel to uphold their obligation as a part of any community, work to make a difference in the quality of civic life.

7. Gender-: It is considered as the moderator variable. In the present study, gender refers to that biological distinction which differentiates male from female. Here, gender refers to boys and girls.

3.2 VARIABLES:

Patriotism is related to the attributes like the perception about symbols of national identity, awareness about the fundamental duties of the constitution, the level of patriotism, and civic participation. In the present study, the teaching strategy is taken as the independent variable wherein the blended learning strategy is employed as the experimental intervention for teaching social science. The dependent variables considered in the present study are civic participation, perception about symbols of national identity, awareness about the fundamental duties of the constitution and level of patriotism. Beside this gender is considered as the moderator variable.

Independent variables:

1. Blended instructional strategy.
2. Conventional method.

Dependent variables:

1. Perception about Symbols of national identity.
2. Awareness about the fundamental duties of the Constitution.
3. Level of patriotism.
4. Civic participation.

Moderator variable-: Gender.

3.3 HYPOTHESES OF THE STUDY:

The following null hypotheses are formulated for the present study.

1. There is no significant difference between the means of pre-test and post-test of the experimental group in the perception about symbols of national identity.
2. There is no significant difference between the means of pre -test and post-test of the control group in the perception about symbols of national identity.
3. There is no significant difference between the means of pre-test and post -test scores of the experimental group in awareness about the fundamental duties of the constitution.
4. There is no significant difference between the means of pre-test and post-test scores of the control group in awareness about the fundamental duties of the constitution.
5. There is no significant difference between the means of pre-test and post-test scores of the experimental group in the level of patriotism.

6. There is no significant difference between the means of pre-test and post-test scores of the control group in the level of patriotism.
7. There is no significant difference between the means of pre-test and post-test scores of the experimental group in civic participation.
8. There is no significant difference between the means of pre-test and post-test scores of the control group in civic participation.
9. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing the perception about the symbols of national identity.
10. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing awareness about the fundamental duties of the constitution.
11. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing the level of patriotism.
12. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing civic participation.
13. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing the perception about symbols of national identity.
14. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing awareness about the fundamental duties of the constitution.
15. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing the level of patriotism.
16. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing civic participation.

17. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to the perception about symbols of national identity.
18. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to awareness about the fundamental duties of the constitution.
19. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to the level of patriotism.
20. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to civic participation.

3.4 DESIGN OF THE STUDY

The study is experimental in nature where in a pre-test, post-test equivalent group design was employed. Pre-test was administered to both the experimental and the control groups on perception about symbols of national identity, awareness about fundamental duties of the constitution, level of patriotism, and civic participation tools. The group is equated on the basis of the t-test value. The experimental group was taught 5 chapters of social science using blended learning in the flip model, whereas the control group was taught the same social science subject in the conventional method. Then post-test was administered to both the groups on the same above said tools. The pre-test, the post-test experimental design was found to be most appropriate in this context. (Vandalen 1966). This design generally controls the potential sources of internal validity, as both groups should experience an equal effect of these variables.

Figure-3.1: **Diagrammatic Representation of Sampling Procedure.**

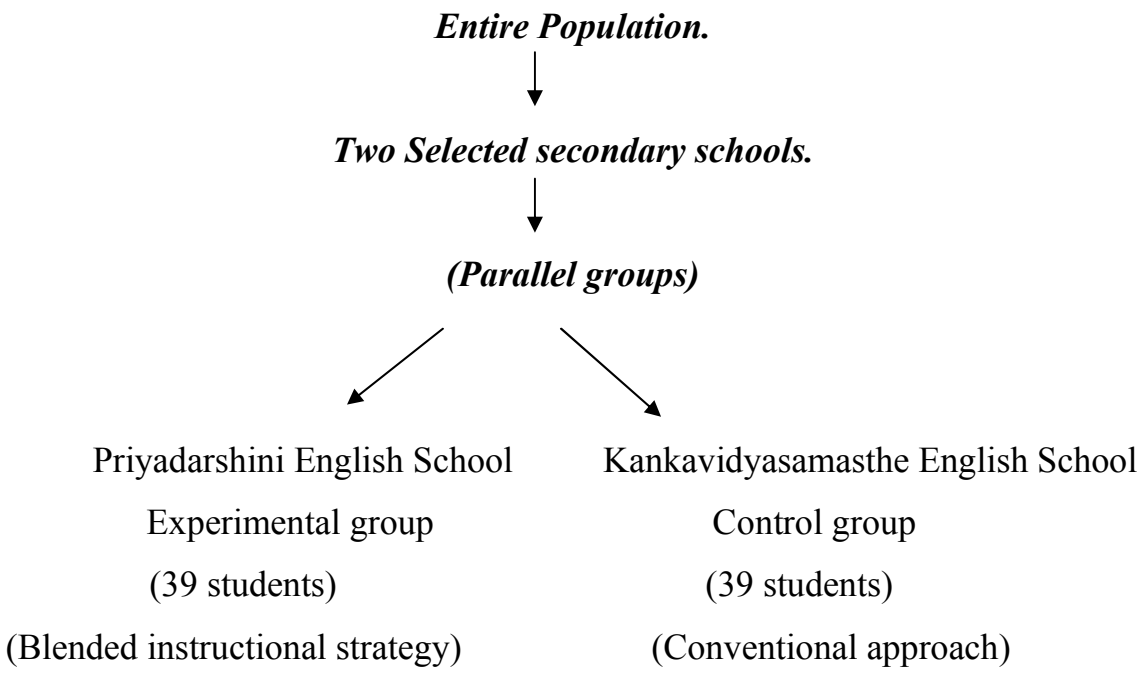
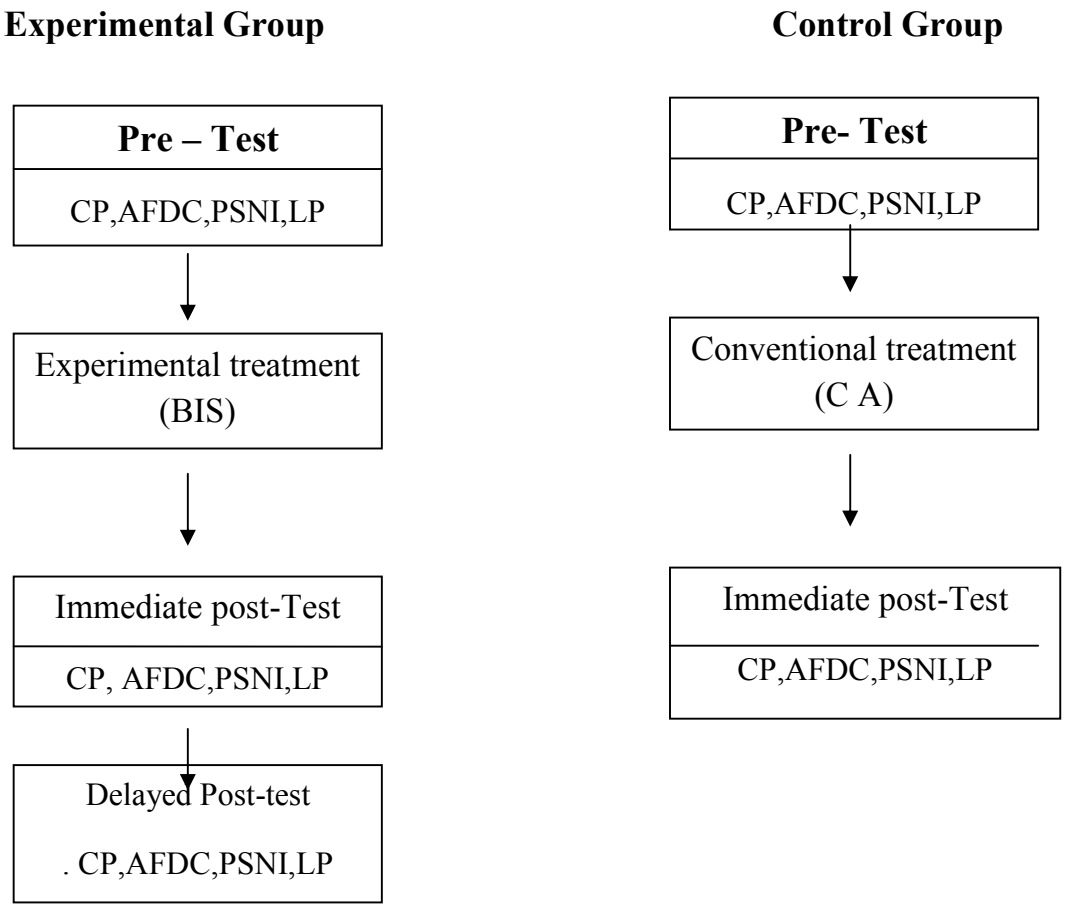


Figure-3.2: Schematic Representation of the Experimental Design.



3.5 SAMPLING

The pre-test, post-test equivalent group design was employed. Pre-test was administered to both the experimental and the control groups on perception about symbols of national identity, awareness about fundamental duties of the constitution, level of patriotism, and civic participation tools. The group is equated on the basis of the t-test value. Secondary school students were chosen as the population. Two state board schools were selected from shimoga city for the study by random sampling technique.

Priyadarshini English School was selected for the experimental intervention. The intact group of 39 ninth standard students of the school was regarded as the experimental group. The intact group of 39 ninth standard students of kanaka vidya samsathe, Shimoga was selected as the control group. The ninth standard students were considered for the study because schools are reluctant in giving permission to conduct any type of intervention to tenth standard students as the teachers have to prepare these students for the board exam.

The experimental and the control group are comparable in the following aspects.

- Both the schools are located in Shimoga city, 3 kilometres apart.
- Both the schools are affiliated to state board.
- In both the schools medium of instruction is English.
- Both the schools are co-educational institutions.
- Both the schools have similar infrastructure facilities.
- The admission procedures followed in both the schools are similar.
- Students of both experimental and control group are having the comparable ability as their age group is 14-15.
- The classroom strength is equal that is 39.

3.6 TOOLS USED FOR THE STUDY

The aim of this investigation was to study the effectiveness of teaching social science with blended learning strategy on perception about symbols of national identity; awareness about the fundamental duties of the constitution; the level of patriotism; civic participation among secondary school students. For this some standardised tools are required to collect relevant data. Due to non availability of Standardised tools on the above said variables the researcher constructed the tools. Care was taken to assure that the tools had accepted the level of validity and reliability. The details of the tools developed are presented in the following table.

Table- 3.1: Details of Tools used for the Study

SL.NO	Name of the Tool	Developed by
1.	**Perception about Symbols of National Identity Scale**	**Investigator**
2.	**Awareness about the Fundamental Duties of the Constitution Scale**	**Investigator**
3.	**Level of the Patriotism Scale**	**Investigator**
4.	**Civic Participation Scale**	**Investigator**
5.	**Reaction Scale**	**Investigator**

3.6.1 Steps followed in preparation and validation of tests (perception about symbols of national identity; awareness about fundamental duties of the constitution; level of patriotism; civic participation)

The steps suggested by transler and North (as cited in Kishan, 2008) were followed in the preparation and validation of the tests.

- Survey of sub –areas in the subject field.
- Preparation of test items.
- Critical evaluation of test items by experts.

- Formulating precise instruction for administration and preparation of scoring key.
- Tryout of the trial form.
- Item analysis to determine difficulty level and discriminative index.
- Establishing the reliability of the test.

The adaptation of the above guidelines for the preparation of each test used in the study is described in the following section.

3.7 DESCRIPTION OF THE TOOLS USED FOR THE STUDY

3.7.1 Perception about Symbols of National Identity Scale

The review of the related literature provided information on the various modes of assessment of perception about symbols of national identity. The researcher after discussion with experts reached a consensus that it is better to test the perception about symbols of national identity through domain-specific items.

Steps followed in the preparation and validation of perception about symbols of national identity.

Development of the tool

Survey of sub areas in the subject field: This tool is prepared to assess the perception of students about symbols of National Identity People in different places express pride and love for their nation in different ways. It is a strong feeling of loyalty & devotion to a political cause or movement often through the use of symbols & slogans, depicted in flags, works of art, National Anthem, etc. These symbols reinforce a National Consciousness, create a sense of pride towards national culture & inspire loyalty towards national culture and inspire loyalty towards national political interest. K.R Minogue (1967) examined the phenomena in his book Nationalism. Said that the flags and anthem can be used to create

members of a nation by developing new habits and emotion they are used to build a sense of commonality.

About this element, Durkheim**,** states, the "collective totem is part of the civil status of each individual". There are primarily two criteria of group identity: a name (of the group) and a representative sign (the totem) that are significant indications of the degree of collective consciousness. Borne Man Elirea. (2005). In the study National symbols & Nation Building in the Post-Apartheid South Africa found that Symbols such as the Rainbow and new National Flag have been hailed worldwide as representative of optimism that the new political dispensation would bring reconciliation and unity in the diverse South African society. David, A. Butz. (2009). In National symbols as agents of psychological and social change is of the view that national symbols are not passive fixtures of people's environment, but instead may yield significant psychological and social effects. In this study, National Anthem & national flag are considered as most prominent symbols of national identity. Based on the above reviews the components like National consciousness, sense of pride, unity are considered. The researcher wants to know the extent of feeling among today's generation of digital natives attached with the flag or anthem, or other symbols of National Identity. As there is no ready tool, available to assess the perception about symbols of National Identity in Indian context the investigator decided to develop the attitude scale as it is suitable to measure the perception about symbols of national identity. Huddy & Khatib. (2007). In their study showed that national identity has a number of good measurement properties when compared to other measures. Anderson. (2001). Found that national identity is the most important predictor, to measure patriotism.

Perception about the Symbols of National Identity: It has been a big challenge to quantify the thing which cannot be measured through conventional measurement technique .Attitudes, perception and opinions are such qualitative

attributes amenable to qualitative transformation Perception is the process of recognizing and interpreting sensory stimuli. **Perception** can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information (study.com, perception and sensation, 2017) This tool is prepared to assess the perception of students about symbols of National Identity

Components of perception about symbols of National Identity

a) **National Consciousness:** It is a shared sense of national identity; that is, a shared understanding that a people group shares a common ethnic/linguistic/cultural background. Historically, a rise in national consciousness has been the first step towards the creation of a nation. National consciousness, at a glance, is one's level of awareness, of the collective, and one understands that without "them" there is no "us". It is the mere awareness of the many shared attitudes and beliefs towards, societal roles. This awareness allows one to have a "collective identity" which allows them to be knowledgeable of not only where they are, but how those places and people around them are so significant in that they ultimately make the collective, a nation. In short, national consciousness can be defined as a specific core of attitudes that provide habitual modes for regarding life's phenomena (National consciousness, peace review & Eric Hobsbawm's, Nation and nationalism). An awakening. Perception about Symbols of national identity for national consciousness is associated with national symbols, hence items related to this dimensions are prepared.

b) **National pride:** It is a feeling related to self respect, pleasure or satisfaction taken in achievement, possession or language good heart of Indians, picturesque beauty, deep-rooted value system, the proponent of peace and intelligent things. (Collins English dictionary)

c) **Unity:** The term **Unity** refers to the state of togetherness or oneness in-spite of the presence of immense diversity (Merriam Webster's dictionary). Unity is based on the concept where the individual or social differences in physical attributes, skin colour, castes, creed, cultural and religious practices, etc. are not looked upon as a conflict. Rather, these differences are looked upon as varieties that enrich the society and the nation as a whole. A feel that all Indians are equal**.** Living together forgetting the differences.

FRAMING OF TEST ITEMS: 40 test items were prepared on the three dimensions of perception about symbols of national identity. Special care was taken about age and mental ability of the students.

Scoring: The scale was constructed by making use of Likert's methods of summation to get a five point judgement on each item. Against each statement, five alternative responses, namely, "Strongly Agree" (SA), "Agree" (A), "Undecided" (U), "Disagree" (D) and "Strongly Disagree" (SD) were given. Weights of 5, 4, 3, 2, and 1 were given for favourable statements in the order of their favourableness. Thus, if one chooses 'Strongly Agree' response, he/she gets a score of 5' and for 'Undecided' response, one gets a score of '3' An individual's score in this scale is the sum total of the scores for all the statement by the subject (Summated Ratings). While selecting and editing statements, statements which lack clarity, directness, and simplicity, statements which include words that may not be understood by those who are to be given the completed scale, and statements which contain universals such as all, always, none and never and thus resulting in ambiguity are reviewed and eliminated. Most of the attitude scales were constructed, based on either the Thurstone's method of equally appearing intervals or Likert's method of summated ratings (William & Trochim, 2006, Research methods). Likert type scale has been constructed in the present study and

has been preferred for the following reasons. It is less laborious and less time consuming than the Thurstone's technique. It does not require the opinions of a group of judges as to the degree of favourableness or unfavourableness each statement expresses. It is more reliable. Likert approach gets a five point judgment on each item rather than the mere rejection or acceptance in the Thurstone scale. The Likert-type scale is easy to score.

Pilot Study: After constructing the perception about the Symbols of national identity scale, on the Likert's method, a pilot test was conducted on a random sample of 50 Higher Secondary School students of Shimoga district. The pilot study was conducted with a view to find out the reliability and validity of the tools and also to eliminate any ambiguity so that students do not feel any difficulty in responding to the items in the perception about symbols of National Identity scale. The total score of each student was calculated. The sum of the item credits represented the individual total score. In the method of summated ratings, rejection or selection of statements is done on the basis of item analysis (William & Troches)

Content validity: Refers to the degree to which a test covers the content area to be measured. It is based upon the judgment of the subject experts. In the present study the scale items were presented to the social science teachers of secondary school as per their opinion changes were made and then the tool was presented to a panel of 15 members which include two professors from the education department of University, two Principals of College of Teacher Education. Five teacher educators, one subject inspector retired, 04 resource teachers of social science in secondary schools their opinion and suggestions were taken for the final form of the tool. According to the experts all the items are relevant to the dimensions of the scale and are accurate to measure the attributes and are to the level of secondary school students.

Reliability

The Perception about Symbols of National Identity scale was administrated to 50 secondary school students and the data were collected. The cronbach's alpha correlation was computed.

Reliability is the consistency of the instrument in measuring whatever it measures (Wiersmw & Jurs, 2009). The reliability of the perception about symbols of national identity was estimated using Cronbach Alpha and was found to be 0.897. Cronbach Alpha coefficient ranges between 0 and 1. The closer cronbach Alpha Coefficient is to 1.0 the greater the internal consistency of the items the greater will be the reliability of the items in the scale.

The Cronbach's Alpha reliability scores with the items above 0.30 were accepted items and below 0.30 were rejected.
27 items were accepted and 13 items were rejected as per the values shown in the table 3.2.

Table-3.2: Shows Item Wise Reliability of the perception about symbols of national identity

Item No	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Decision
1	.202	.889	Rejected
2	.574	.883	Accepted
3	.590	.883	Accepted
4	.497	.885	Accepted
5	.000	.889	Rejected
6	.525	.884	Accepted
7	.407	.886	Accepted
8	.580	.882	Accepted
9	.505	.885	Accepted
10	.210	.892	Rejected

11	.408	.886	Accepted
12	.684	.882	Accepted
13	.452	.887	Accepted
14	.478	.885	Accepted
15	.299	.888	Rejected
16	.635	.882	Accepted
17	.242	.888	Rejected
18	.469	.885	Accepted
19	.226	.889	Rejected
20	-.083	.890	Rejected
21	.299	.888	Rejected
22	.505	.884	Accepted
23	.000	.889	Rejected
24	.495	.884	Accepted
25	.508	.884	Accepted
26	.278	.888	Rejected
27	.371	.887	Accepted
28	.393	.888	Accepted
29	.477	.885	Accepted
30	.315	.888	Accepted
31	.534	.884	Accepted
32	.039	.890	Rejected
33	.303	.888	Accepted
34	.382	.887	Accepted
35	.328	.888	Accepted
36	.629	.881	Accepted
37	.576	.883	Accepted
38	.183	.889	Rejected
39	.000	.889	Rejected
40	.414	.886	Accepted

Table-3.3: shows the Accepted and Rejected items.

Items Excluded	**1,5,10,15,17,19,20,21,23,26,32,38,39**
Items Accepted	**2,3,4,6,7,8,9,10,11,12,13,14,16,18,22,24,25,27,28,29,30,31,33,34,35,36, 37,40**

Table -3.4: Shows Reliability Statistics of Perception about Symbols of National Identity After Exclusion of Rejected Items

Cronbach's Alpha	N of Items
0.897	27

It is observed from the above table-3.4 that, the cronbach's Alpha value of accepted items of the whole tool is 0.897 which shows that the tool is reliable.

8. Dimension Wise Internal Consistency of the Items: Refers to the test which measures the degree to which the items consistently measure the underlying latent construct. It estimates the homogeneity or the degree to which the item on test jointly measures the same construct. The three components of Perception about the Symbols of National identity show significant positive inter-correlations with each other. So, the internal consistency is adequate for each of the three components.

Table -3.5: shows the Dimension wise Cronbach's Alpha score of Perception about Symbols of National Identity.

Sl .No	Dimension	No of Items	Cronbach's Alpha Value
1	Unity	06	0.821
2	National Pride	10	0.788
3	National Consciousness	11	0.788

The above table-3.5 reveals that Cronbach's Alpha value of items of each dimension is closer to "1"i.e between 0.7 & 0.9 which is acceptable reliability, therefore dimension wise item analysis for internal consistency is acceptable.

Perception about Symbols of National Identity Scale is presented in **Appendix-1**

3.7.2 Awareness about the Fundamental Duties of the Constitution Scale

Survey of sub areas in the subject field: Duties are required to regenerate and reconstruct the nation. It is an irony that more than 99% of the citizens of India do not even know about the existence of Article 51A in the constitution (national commission report, 2001). Therefore, awareness about the fundamental duties must gain momentum. The National Commission to review the working of the constitution. (2001). Focussed about the need of developing awareness about citizens' duties to Indians along with explanation of each duty, which are in "Article 51A. They are of the view that the article 51 –A has the potential to regenerate and reconstruct the nation. The report says The Fundamental Duties have remained in the Constitution Book and have not come out to reach even the class of people who handle the Constitution. The report also puts stress that as a nation-building measure, teaching Fundamental Duties in every educational institution and as a measure of in-service training everywhere was necessary as

these cannot be inculcated among citizens unless these are brought into their minds and living process through teaching and education.

Sen Tanmay and Sinha. (2011). In their write up about fundamental duties, An Analysis in the Indian Context, suggest that legislative steps to be taken for the enforcement of fundamental duties. Secondly, the fundamental duties should be discharged by all who enjoy the rights. People should be sensitized and awareness should be developed about the fundamental duties. Mudgal Mukal. ( ). In the Law and Culture focused about the different art forms and their importance. The researcher has established a link between law and culture. Some of the rights and duties are discussed. The culture, tradition, and values of a society not only form the foundation of the laws that govern but changes in values and tradition with the passage of time also influence and bring about fresh legislation reflecting the society under linking the ever present link between law and culture. Naik Saidul. (2014). In the Fundamental Duties, its Significance and Drawbacks interpreted all the 11 fundamental duties. The significance and problems associated in its implementation are presented in detail.

It contains citation of prevention act regarding any kind of disrespect to National Anthem & National Flag. It also focuses about the provisions in the existing criminal laws to ensure that the activities which encourage enmity between different groups of people on grounds of religion, race, place of birth, residence, language, etc. are adequately punished. Writings, speeches, gestures, activities, exercise, drills, etc. aimed at creating a feeling of insecurity or ill-will among the members of other communities, etc. have been prohibited under Section 153A of the Indian Penal Code (IPC). IPC related to discrimination on the basis of caste, class are discussed.

Considering the significance and need the investigator Constructed awareness test about fundamental duties of Indian constitution. Achievement in awareness about Fundamental duties of Indian constitution was measured. The test aimed at measuring The Knowledge, Understanding and Application aspects of the students in 11 duties of the constitution of India.

The Fundamental duties of the Constitution: They are the 11 duties of the Indian constitution.

Dimensions of the awareness about fundamental duties of constitution

Conscience-Knowledge, understanding about the duties enlisted in the constitution.

Obligation-To do something as duty/self-integrity, openness, honesty, service motto, accountability.

TABLE-3.6 Categories of the Test Items of Awareness about Fundamental Duties of Constitution.

Domain Topic	Dimensions	Knowledge	Understanding	Application	Total
The Fundamental Duties of the Constitution	Consciousness.	**07**	**07**	**03**	**27**
	Obligation	**02**	**01**	**07**	

Framing Items: Total 27 items were prepared in the preliminary draft of the test. All the items were multiple-choice items. Multiple-choice question (MCQ) comprises of a stem with a question line underneath it, followed often by 3 to 5 alternatives. Cizek & Oday (1994) explains that one of the alternatives is the

correct or appropriate response known as the key, while the others are described as distracters.

A salient characteristic of distracters is that all options shall present credible answers and if possible none shall be incorrect (Saudi Commission for Health Specialties, 2015). Distracters are set to attract students who do not know the correct answer while students who know the correct answer are supposed to ignore them. Tests using MCQs can be used to examine student difficulties if the incorrect options are designed to reveal common misconceptions and they can provide a more comprehensive sampling of the subject material because of wider coverage. They are objective and easily adapted for computer delivery. Moreover, this type of test is often more valid and reliable than essay tests because discrimination between performance levels is easier to determine and scoring consistency is virtually guaranteed when carried out by the machine (Hotiu, 2006). However, some instructors believe that MCQs are "multiple-guess" items or that MCQs are only capable of testing factual information and so are less appropriate for testing higher-order cognitive skills. An item in MCQs is a single test element, which might be a multiple-choice question (University of Washington, 2015). Multiple-choice question (MCQ) is an efficient tool for evaluation; however, this efficiency solely rests up on the quality of MCQ which is best assessed by item and test analysis (Al-Ariqi Y.I, Dange K.J. & Mohsin M.2017.)

Standardisation of the Test

Pilot Survey: Before the individual try out, it was thought essential to have a pre-try-out of the test. For this purpose, the investigator prepared ten copies of the test and was given to the students to check the language ambiguity and difficulty level of the test. All the students were able to complete the test.

Preliminary Draft: The preliminary draft is necessary in the construction of the test in its final form because in its absence it will be impossible to know how good the test is. While making the preliminary draft of the test, the existing tests in the concerned areas were consulted. New and original test items were prepared to assess the desirable objectives of the blueprint. 27 test items of suitable difficulty were compiled. The rough idea of the difficulty of the items was obtained by trying out the items on a small group of students as discussed in the pilot survey. The items were then edited along with carefully worded instructions, which indicated briefly the nature and purpose of the test.

The final manuscript of the preliminary draft was then submitted to different experts for their opinions and criticism, especially to those who have experience of tool standardization and who were teaching social science to IX class in the Secondary Schools of Shimoga District of Karnataka. The experts consist of university professors, secondary school teachers of social science, and principals of Teacher Education College, teacher educators, and retired subject inspector.

In order to improve the items, the comments of the experts were obtained along with their suggestions and opinions. All the experts positively commented on all the items. So, after the opinions obtained from experts, test contained 27 items in first draft. The investigator personally visited the schools for the administration of Preliminary draft of the achievement test. Before the administration of the preliminary draft, proper arrangement of sitting was made, instructions were given carefully and way of giving the answer was demonstrated at the blackboard. The Time factor was also considered by the investigator. Various problems faced by the students were noted by the investigator.

Formulation of Instructions and Initial Information Regarding Questionnaire

The entire set of questions and initial information regarding the questionnaire was prepared for the convenience of the selected sample. In this information, nature

and type of questions were explained. A scoring key in order to find right and wrong answers was also prepared.

The Tryout: At this stage the preliminary draft was administered on a sample of 50 students of IX class selected from English medium, State board school.

The time limit was generous at the tryout stage. The test was so timed that nearly 95 percent of the subjects in the sample completed the test.

Scoring of the Response Sheet: After the administration of the test on 50 students of IX class, the response sheets were taken back and scored with the help of scoring key.

Item Analysis: After scoring the test items, the item analysis was carried out. Two kinds of information namely item difficulty and discriminating power of items were computed. Item difficulty means the proportion or percentage of the examinees who have answered the item correctly. And item discrimination index means ability of an item on the basis of which the discrimination is made between superiors and inferiors. In this test, the investigator used Kelly's (1939) method to calculate the item difficulty value and discriminating power. Kelley demonstrated that when extreme groups, each consisting of 27% of the total group were used, the ratio of the difference in the abilities of the group to the standard error of their difference, that is the degree of uncertainty about the size of real difference was found to be maximum. Kelley (1939) showed that by taking upper and lower groups of 27% of the total sample, one could say with the greater confidence that those in the upper group were superior in ability measured by the test of those in the lower group. (Kumar N. 2016.)

The formula to calculate **D.P= Ru- Rl /0.5N**

The formula to calculate **D.V= Ru+Rl /N**

Where Ru = Number of right responses of the upper group. Rl = Number of right responses of the lower group. N = Total number of students in both the groups.

For the selection of items, the criteria recommended by Ebel (1965) were used. The test item which has difficulty index value ranging from 20 to 80 is acceptable for a test. Ebel (1965) has suggested a criterion to use Discriminative Index. The test items above 0.4 are good and the test items between 0.3 to 0.39 are good but possibly subject to improvement. Test items between 0.2 to 0.29 are marginal items and need improvement. On the basis of D.I. and D.V., out of 27 items, 24 items were accepted and 3 items were rejected.

Table-3.7: Shows the Difficulty Value (D.V.) and Discriminative index (D.I.) of Total Items (N=27) of Awareness about Fundamental Duties of Constitution

Item No	Upper Group	Lower Group	Difficulty Value	Discriminative Value	Decision
2	8	4	30.76	0.46	Accepted
3	6	0	46.15	0.23	To be to improved
4	13	6	53.84	0.73	Accepted
5	13	8	38.46	0.8	Accepted
6	13	7	46.15	0.76	Accepted
7	12	2	76.92	0.53	Accepted
8	10	9	7.6*	0.73	Rejected
9	11	5	46.15	0.61	Accepted
10	12	4	61.5	0.61	Accepted
11	13	8	38.46	0.8	Accepted
12	11	6	38.46	0.65	Accepted

13	12	7	38.46	0.73	Accepted
14	12	7	38.46	0.73	Accepted
15	8	4	30.76	0.46	Accepted
16	12	8	30.76	0.76	Accepted
17	12	6	46.15	0.69	Accepted
18	9	1	61.5	0.38	Accepted
19	8	7	7.6*	0.57	Rejected
20	8	2	46.15	0.38	Accepted
21	9	7	15.38*	0.61	Rejected
22	13	8	38.46	0.8	Accepted
23	12	6	46.15	0.69	Accepted
24	12	6	46.15	0.69	Accepted
25	10	3	53.38	0.5	Accepted
26	11	8	23.07	0.73	Accepted
27	12	2	76.92	0.92	Accepted

Finally the test was consisted of 24 items. **The Tool is presented at Appendix-2**

3.7.3 The Level of Patriotism Scale

Survey of sub areas in the subject field: Level of patriotism may be broadly categorized as Blind patriotism, and Critical patriotism Robert Schatz**.** (1999). Conducted a study and proposed the existence of two types of patriotism, blind and constructive. The distinction between the two types is explained, i.e. Blind patriotism is an attachment to country that is characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like "I would support my country right or wrong". The study by Barnes Kelly and Bernard Whitley, J.R**.** (2012) Blind Patriotism, Stereotyping, and the Mediating Role of Threat is about increased

stereotyping of African American, Gay men, and Lesbian. Blind Patriotism was related to increase stereotyping.

This scale is prepared based on the situational judgment test (SJT). Situational judgment tests are psychological measures that present test taken with hypothetical situations that often reflect constructs that may be interpersonal or intellectual.

There are multiple ways to answer SJT it may be pick the best /worst or respond to each option on a 1-5 scale. Situational judgment test presents with several situations that are followed by a number of possible responses by stating what they would do or should do in the described situation (Motowidlo etd.1990; weekley and ploy hart 2013).

SJT has several beneficial characteristic, 1.good predictive validity with regard to job performance (Mc Daniel et al .2001), 2.less adverse impact than cognitive measures (Mc Daniel and Nguyer 2001), and 3. Higher favourability ratings than in cognitive tests (lievens 2013) and more efficient for administration to the large group than other non- cognitive instruments.

The researcher adopted the method of Michael.A, Mc Daniel and Deborah Whetzel (2005) for developing situational judgment test.

After discussion with secondary school teachers and the experts the following dimensions for level of patriotism were considered, In-group favouritism, Stereotype, Indifferent attitude/uncritical, versus participative, Rationale citizen, Regional interest .As SJT have a stem and several responses and there is no rule book for developing SJT, the tests vary widely, some stems are very short and may be descriptive (Tacit knowledge inventory, Wagner and Sternberg, 1991)

Table -3.8: Shows the description of components of the level of patriotism

Sl No	Component	Description
1	In-group favouritism	Refers to a pattern of favouring members of one's in-group.
2	Stereotype	Refers to the attitudes that people think characterize a group. It is a thought about specific type of individuals or certain ways of doing things.eg about minorities, SC/ST, slum dwellers, woman.
3	Indifferent attitude/uncritical versus participative	No participative attitude in matters and activities of national interest.
4	Rationale citizen	Objecting some of the policies which may affect the welfare of the country.
5	Regional interest	Showing unfair support to one's own interest which is dangerous to national interest and progress

EXAMPLE.

Q) If you see somebody littering in school campus or class room. What will you do?

1. I will advise and convince them to throw in the dustbin.
2. I will ignore.
3. I will condemn his/her act.

Thus 30 items based on dimensions were generated and presented to the experts to check comprehensibility and relevancy.

Scoring procedure: One needs to determine what the right answer is to build a scoring keys for that the rational scoring key method is adopted. All the items with three possible responses were presented to order as more desirable less desirable and not desirable accordingly scores were given as 3 for more desirable, 2 for less desirable and 1 for not desirable . Based on the frequency the order of score was accepted.

Pilot study: The pilot study was conducted with a view to find out the reliability and validity of the tools and also to eliminate any ambiguity so that students do not feel any difficulty in responding to the items in the level of patriotism scale. Total score was calculated. The sum of the item credits represented the individual total score. In the method of summated ratings, rejection or selection of statements is done on the basis of item analysis. (William &Trochim, Research Methods knowledge based)

Validity

Content validity: Refers to the degree to which a test covers the content area to be measured. It is based upon the judgment of the subject experts. In the present study the scale items were presented to the social science teachers of secondary school as per their opinion changes were made and then the tool was presented to a panel of 15 members which include two professors from the education department of University, two Principals of College of Teacher Education. Five teacher educators, one subject inspector (state awardee), retired. Teacher 04 resource teachers of social science in secondary schools their opinion and suggestions were taken for the final form of the tool. According to the experts all

the items are relevant to the dimensions of the scale and are accurate to measure the attributes and are to the level of secondary school student

Reliability

Test- retest method: The level of patriotism SJT scale was administrated to 50 secondary school students of Priyadarshini School and the data were collected. The same test was administrated to the same sample with three weeks interval again the data was collected. The correlation was computed and the result of the test shows that the correlation coefficient was calculated as 0.88 which is highly positively correlated which indicates the scale has a high reliability value.

Item analysis

The Cronbach's Alpha reliability scores which were above 0 .30 were accepted items and below 0 .30 were rejected items in five major components for the final tool

Table no-3.9: Shows Item Wise Cronbach Alpha Value of Level of Patriotism

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Decision
VAR00001	-.148	.851	Rejected
VAR00002	.309	.846	Accepted
VAR00003	.477	.841	Accepted
VAR00004	.501	.841	Accepted
VAR00005	.009	.855	Rejected
VAR00006	.107	.850	Rejected
VAR00007	-.021	.852	Rejected
VAR00008	.264	.848	Rejected
VAR00009	.621	.838	Accepted

VAR00010	.392	.844	Accepted
VAR00011	.427	.843	Accepted
VAR00012	.301	.846	Accepted
VAR00013	.362	.845	Accepted
VAR00014	.296	.848	Rejected
VAR00015	.530	.840	Accepted
VAR00016	.434	.842	Accepted
VAR00017	.205	.849	Rejected
VAR00018	.344	.845	Accepted
VAR00019	.589	.837	Accepted
VAR00020	.577	.837	Accepted
VAR00021	.511	.840	Accepted
VAR00022	.658	.833	Accepted
VAR00023	.434	.842	Accepted
VAR00024	-.135	.860	Rejected
VAR00025	.788	.828	Accepted
VAR00026	-.099	.854	Rejected
VAR00027	.513	.839	Accepted
VAR00028	.545	.839	Accepted
VAR00029	.346	.845	Accepted
VAR00030	.350	.845	Accepted

Table No- 3.10: Shows Reliability Statistics of the Items of Level of Patriotism

Cronbach's Alpha	N of Items
.849	30

Dimension Wise Internal Consistency of the Items: Refers to the test which measures the degree of which the items consistently measure the underlying latent construct. It estimates the homogeneity or the degree to which the item on test jointly measures the same construct. The three components of level of patriotism show significant positive inter-correlations with each other. So, the internal consistency is adequate for each of the components.

Table no-3.11 Shows Cronbach Alpha Value of Components of Level of Patriotism.

Dimension	**correlated value**	**Cronbach alpha value**
In-group favouritism	**Above 0.30**	**Above 0.75**
Stereotype		
Indifferent attitude/uncritical, versus participate		
Rationale citizen		
Regional interest		

Finally out of 30 items 09 items were rejected and 21 items are accepted. **Refer Appendix - 3**

3.7.4 Civic Participation Scale

Survey of sub areas in the subject field: Doolittle and Faul. (2013). Developed civic engagement scale which measure attitude and behaviour that have been affected by service learning for behaviour, the developer used 7 points to indicate levels for never to always. According to Torney, Roohr, Liu, Rios (2015) assessing civic participation is measuring the tendency of behaviour or attitude in Likert type scale.

Civic participation: It is the behaviour of frequent in nature to engage or participate in activities of national interest. Personal responsibility, individuals should feel to uphold their obligation as a part of any community, work to make a difference in the quality of civic life.

The researcher after discussing with experts developed the civic participation scale having 18 items based on the components related to behaviours like, Watching news/reading news, giving feedback, sending messages related to national interest, participation in awareness programme, discussing issues, writing articles,

Scoring procedure : The civic participation scale developed contained 13 items based on the dimension wise behaviours, 06 items were 5 point Likert type frequency scale and 07 items were 03 point Likert type frequency scale. Therefore the highest frequency gets maximum score and lowest frequency minimum marks.

Example -**how often do you read the newspaper?**

1. Daily once
2. Daily twice
3. Daily thrice
4. Sometimes
5. Never

Content validity: Refers to the degree to which a test covers the content area to be measured. It is based upon the judgment of the subject experts. In the present study the scale items were presented to the social science teachers of secondary school as per their opinion changes were made and then the tool was presented to a panel of 15 members which include two professors from the education department of University, two Principals of College of Teacher Education. Five teacher educators, one subject inspector (state awardee), retired. Teacher 04

resource teachers of social science in secondary schools their opinion and suggestions were taken for the final form of the tool. According to the experts all the items are relevant to the dimensions of the scale and are accurate to measure the attributes and are to the level of secondary school students

Pilot study: The pilot study was conducted with a view to find out the reliability and validity of the tools and also to eliminate any ambiguity so that students do not feel any difficulty in responding to the items in the civic participation scale. The total score was calculated. The sum of the item credits represented the individual total score. In the method of summated ratings, rejection or selection of statements is done on the basis of item analysis. (William & Trochim, Research Methods knowledge based).

Reliability

Test- retest method: The civic participation scale was administrated to 50 secondary school students Loyala English School and the data were collected. The same test was administrated to the same sample with three weeks interval again the data was collected. The correlation was computed, and the result of the test shows that the correlation coefficient was calculated as 0.837 which is highly positively correlated which indicates the scale has a high-reliability value.

Item analysis

The Cronbach's Alpha reliability scores which were above 0.30 were accepted items and below 0.30 were rejected items in five major components for the final tool.

Table-3.12: Shows Cronbach Alpha Value of Civic Participation

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Decision
VAR00001	.236	.793	Rejected
VAR00002	.336	.787	Accepted
VAR00003	.572	.768	Accepted
VAR00004	.496	.775	Accepted
VAR00005	.562	.769	Accepted
VAR00006	.487	.776	Accepted
VAR00007	.219	.798	Rejected
VAR00008	.542	.777	Accepted
VAR00009	.244	.792	Rejected
VAR00010	.501	.779	Accepted
VAR00011	.478	.780	Accepted
VAR00012	.336	.787	Accepted
VAR00013	.441	.780	Accepted
VAR00014	.572	.776	Accepted
VAR00015	.598	.772	Accepted
VAR00016	.436	.783	Accepted
VAR00017	-.237	.807	Rejected
VAR00018	-.076	.803	Rejected

Table No-3.13 Shows the Reliability Statistics of items of Civic Participation

Cronbach's Alpha	N of Items
0.8	13

Dimension Wise Internal Consistency of the Items

Refers to the test which measures the degree to which the items consistently measure the underlying latent construct. It estimates the homogeneity or the degree to which the item on test jointly measures the same construct. All components of civic participation show significant positive inter-correlations with

each other. So, the internal consistency is adequate for each of the components aspect.

Table No 3.14 Shows the dimension wise cronbach value of Civic Participation

Dimension	correlated value	Cronbach alpha value
Watching/Reading news	**Above 0.30**	**Above 0.75**
Sending messages awareness/national interest		
Participation in awareness programme		
Writing small articles		
Giving feedback at service centre		

Finally 05 items were rejected and 13 items were accepted. **Refer Appendix-4**

3.7.5 Preparation of Reaction Scale to find out students' reaction towards Blended Learning Strategy

A questionnaire to find views towards blended learning was developed by the researcher .the components of the reaction scale are:

- Video lessons
- Face-to-face discussion about the lesson.
- Activities of the module
- Evaluation.
- Learners views on blended learning in General.

The reaction scale was prepared based on the above mentioned dimensions was determined to have a 3 point scale with 1 as 'not at all'.2 as ' partially true' and 3

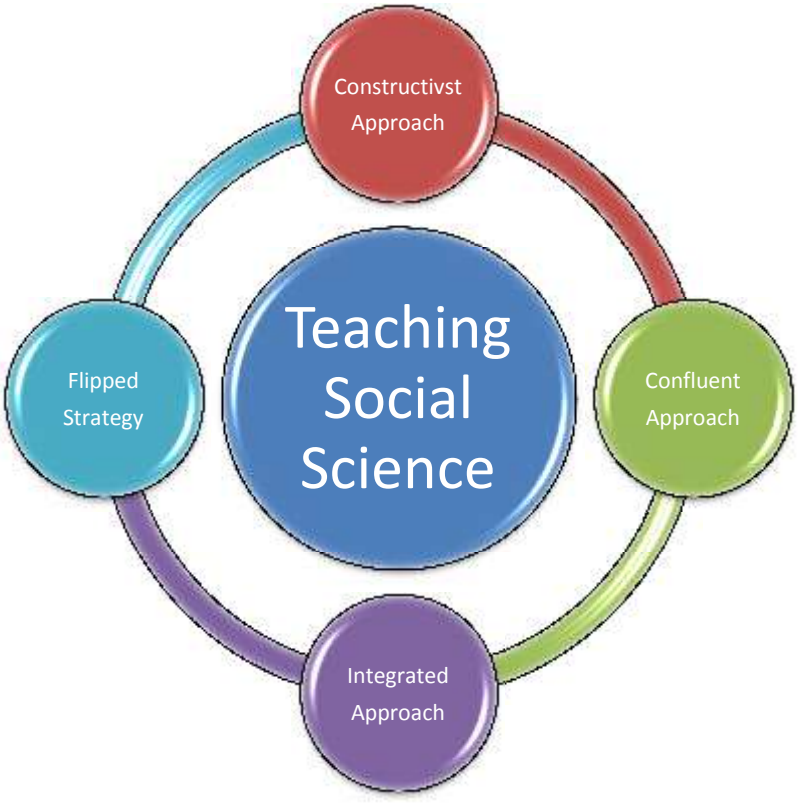
as ‘totally true the reaction scale consists of 28 items at this stage .Content validity was established by eight experts including two experienced professionals from Information technology field ,one research scholar working in ICT in education, Three teacher educators and two school teachers who have undergone talpIt@schoolsinkarnatakatraining based on their suggestion scale was finalised.

It was administered to five students who were exposed to experimental intervention. Interaction with those students helped the researcher to check the clarity and comprehensibility of the items and the time duration of the test. Since the average time taken by the students to complete the reaction was 40 minutes, the duration was fixed to be 30 minutes. Due to the unavailability of the students who were exposed to the blended learning strategy, the researcher was unable to administer the tool to fairly large group similar to the sample for estimating the reliability of the tool. **Refer Appendix-5**

3.8 DEVELOPMENT OF THE TEACHING SOCIAL SCIENCE APPROACH WITH BLENDED INSTRUCTIONAL STRATEGY

The method of blended instructional learning adopted for present study is blend of ‘flipped’ and ‘confluent approach’ which is based on Bloom’s taxonomy, lower level objectives that is knowledge and understanding are presented outside the class, through the video lesson watching and higher order objectives, application, appreciation in face-to-face mode i.e. by discussion and objectives related to affective domain are presented in face-to-face mode as well as practical assignments following ‘confluent approach’ by integrating values with the concepts of social science through activities of instructional module. Thus the present study blended learning model is a blend of flipped learning, confluent approach, integrated in the constructivist approach.

Figure 3.3 shows the Blended Learning Model



3.9 DESIGN OF BLENDED LEARNING STRATEGY

A blended learning design suggested by Huang and Zhou (2005) is followed; the procedure designing blended learning strategy involves mainly three stages.

Pre-analysis: It is mainly consists of an analysis of social science curriculum environmental features of the school and students. Ninth standard social science curriculum was analyzed to understand scope for implementing the blended learning strategy. Environmental features of the experimental school were analyzed through a preliminary visit to the school. Characteristics of ninth standard students including their views on online learning were collected and analyzed. The purpose of this task was to lay a sound foundation for the organization of learning activities.

Activity and resource design: A unique feature of blended learning design is that it focuses on, which activities and resources are appropriate for the online learning and which activities are appropriate for the classroom contexts. This stage mainly consists of two sub stages.

(i) The Overall design of blended learning: At this stage selected units were thoroughly analysed by specifying concepts and their meaning and a comprehensive design of the strategy was worked out.

(ii) Design of activities and development /selection of resource: Suitable activities for transacting each topic were identified and detailed lesson plans were prepared. In addition to this, resources required for the effective implementation of the strategy were either selected or prepared.

The flipped type blended strategy is based on the theory of Bloom's revised taxonomy of cognitive domain. This taxonomy provides six levels of learning. The explanation is arranged from the lowest level to the highest level: 1. remembering: in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned. 2. Understanding: the students try to demonstrate their understanding, interpret the information and summarize what they have learned. 3. Applying: the students practice what they have learned or apply knowledge to the actual situation. 4. Analyzing: the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The students obtain new knowledge and ideas after implementing critical thinking or a debate in group activities. In this level of learning, the students also produce creative thinking. 5. Evaluating: assessment or established peer-review knowledge, judge in relational terms; in this stage, students are evaluating the whole learning concepts and they could evaluate or make judgment

on how far they successfully learned. 6. Creating: the students are able to design, construct and produce something new from what they have learned (Bloom, 1969).

In implementing flipped classroom, remembering and understanding as the lowest levels of cognitive domain are practiced outside the class hour (Krathwohl & Anderson, 2010). While in the classroom, the learners focused on higher forms of cognitive work, including applying, analyzing, evaluating, and creating (Zainuddin and Halili) . Bloom's revised taxonomy in the flipped classroom with the flipped model, the lower levels are presented before class through recorded lectures and video. Readings, simulations, and other materials also provide this foundational support for learning so that in-class time can be spent working on higher levels of learning from application to evaluation. In flipped classrooms, students go from the lowest level (remembering) to achieve the highest level (creating). Lankford (2013) mentioned that the flipped classroom focuses on how to support the learners in achieving a higher level of the taxonomy domain. Additionally, Nederveld and Berge (2015) added that in flipped learning, classroom activity is spent on application and higher-level of learning rather than listening to lectures and other lower-level thinking tasks., implementing flipped learning allows the students to spend more time supporting higher-level learning tasks such as a group discussion, while lower-level tasks such as knowledge and comprehension are completed independently outside the class.

Objectives related to affective domain are presented in face-to-face mode as well as practical assignments in 'confluent approach' by integrating values with the concepts of social science through activities of instructional module. The overall objective is to inculcate the patriotic values along with concepts of social science. The call for a confluent approach in education has been present for many years (Castillo, 1974). It is rooted in Dewey's (1938) notion of collateral learning and is

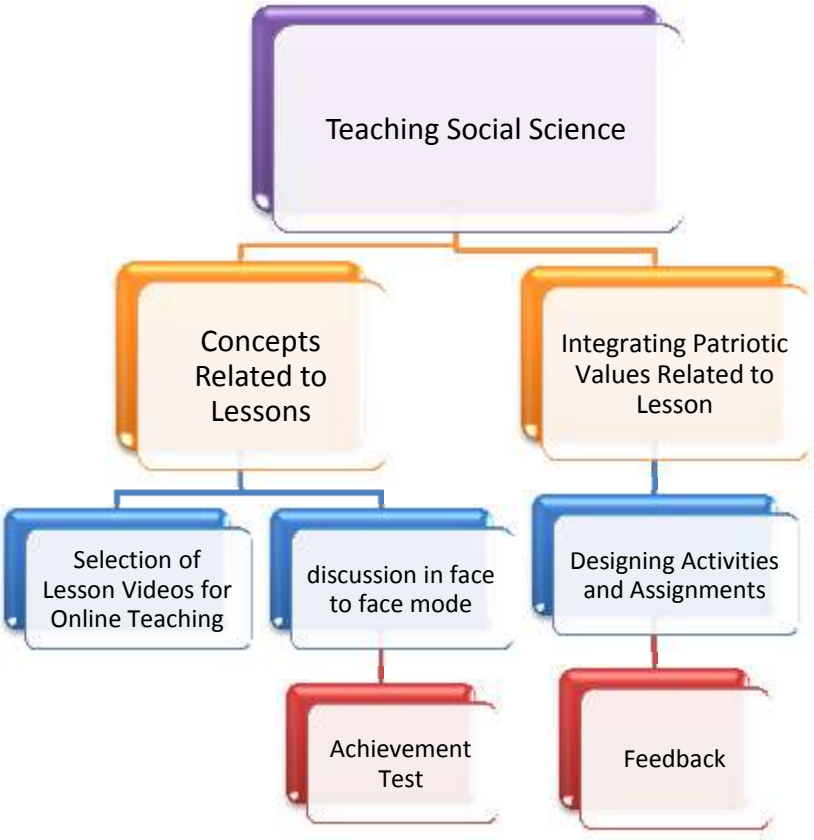
a philosophy and a process of reaching and learning in which the affective domain and the cognitive domain flow together like two streams merging into one river (G.I.Brown, 1971).

Method of Teaching

The intervention was carried out for 60 periods extending up to 10 weeks. The experimental group was taught the selected units of social science using blended learning, in the flipped model strategy by the researcher. The lesson plan and the modules designed served as the basis for blending face to face and online learning for the transaction. Face to face transaction includes activities like watching videos, drawing posters, quiz, seminar, watching the skit, listening audio, discussions, outside the classroom practical activities include reading and watching the news, giving feedback, participating in awareness programmes, sending messages, and activities related to variables.

The video lesson watching activities at home supported by the prior instruction of the researcher were continued through the online platform. In addition to this, the module prepared by the researcher was carried by integrating with the lesson in the classroom to induce the patriotic variables.

Figure 3.4 Blended Instruction Design



1. Module lessons

The running order of the sessions is planned carefully breaking the routine pattern which helps to introduce ways of communicating establishing a more formal relationship between students and teacher and generating more understanding.

At the beginning, it is necessary to create a relaxed mood with background music create a silent atmosphere, present and describe the concepts simulate a situation in which everyone can share his/her experiences.

The actual intention of this experimental module is to make the students true patriots through the medium of activities which are presented in several ways like imaging, discussion, watching videos.

2. Objectives

This was prepared to meet the following objectives.

1. To provide the students with a conceptual understanding of patriotism.
2. To showcase the lesson with practical teaching and learning activities.
3. To inculcate patriotic related attributes among the students.

3. The Content of the Module

The lessons in the modules cover the attributes adapted for the development of patriotism, through the activities the pupils are expected to become good citizens. The characteristic of true patriotic individuals can be categorized as showing concern to the compatriots it may be realized by spreading the feeling of brotherhood, by adopting peace and eliminating the elements of all kinds of discrimination and stereotyping.

Secondly, by developing national pride, national consciousness, progress and achievement of the country can be promoted. This can be achieved by giving the importance of symbols of national identity and what they mean and caring mother land valuing natural resources, protecting the environment by adopting eco-friendly lifestyles, etc.

Above all the citizens are to be made participative that is there should be proper reasoning to think what is good for India and what is not favourable it may be implied in all fields related to society and its welfare. This characteristic is to be practised among the individuals right from the schooling. Individuals must be in a state of criticizing the policies, decisions, etc. which may endanger safety, prosperity, and unity of India.

Overall the whole content of the module fulfils the demands required to make the true patriots.

4. Method of teaching:

The middle stage education covers the age 12 to 14 and classes VI to X. In higher education, it is difficult to mould the characteristic of students. Therefore the appropriate time to teach citizenship training is up to secondary level.

Teaching citizenship as a separate subject is not suitable. If values are to be infused with a subject content, strategies for integrating both the lesson content (e.g., social science), and the values relevant to the content, are necessary. This approach calls for a flowing together of both the cognitive dimension of the lesson and the effective aspect of the values to be integrated. Some educationists call this the 'confluent approach'. It is aimed to develop simultaneously the two domains of learning in order to effect the third domain, which is the action, the actual manifestation of the learner's value. If we include a separate subject to teach moral the interest shifts from acquisition to getting grades or passing marks. If this subject is not considered for promotion then, it will be totally neglected.

Secondly, joyful and burden less learning results in permanent learning and moulds attitude by promoting the child to judge what is good and what is bad. Most of the topics for example pupils express their deep respect about national symbols when asked ‘why’ they may not be able to reflect about it. This blind way of respect and love doesn’t promote possessive feel and doesn’t trigger competence, patriotic feel and in turn achieve something excellence for the good of nation.

Therefore, **integrated approach** is most suitable approach to teach citizenship training. But the activities are to be meticulously planned so that they should provide cognitive knowledge as well as values can be imbibed in a burden less and joyful way.

If we look into the syllabus of NCERT textbooks of social science all most all the contents match with the concepts of fundamental duties. The lesson teaching should be supplemented by the various art forms, discussions, and field exposures. Teachers have to give the proper and clear guidance to the pupil's. The art forms may be dramas, role play, and visual forms.

By the above activities pupils develop self-confidence, team spirit. The qualities like boldness, Communication skill, adjustment, decision making skill.
Similarly by designing different supplementary activities like seminars, In order to make the pupils active citizen, they may be assigned to collect daily news, pass messages related to awareness and to participate in the awareness programme video watching, values can be internalized.

5. Assessment

It is essential to confirm whether the values are developed among pupils in a proper way or not. But the formal type of examination won't bear any good results on learning. Because it promotes memorization instead of characterization. Therefore, the method of assessment should be indirect. The system should be the casual activity where the pupils should be made to judge values on the basis of their rationality, free from any fear or any kind of compulsion. Getting feedback is the most suitable method to assess.

6. Lesson format: Each lesson is written in the following format.

- **Values-**each theme tries to inculcate foundational values which can be developed or learned by students as they participate in the activities and discussion.
- **Objectives of the lesson -**Behavioural objectives are set at the beginning of the lesson to achieve as the lesson is developed.
- **Time-**Duration is specified as per the requirement.

- **Materials-**The lessons are experiential and participatory, drawing sheets /cards and gadgets.
- **Overview-**Background information is provided for each lesson to help the readers to understand the activities.
- **Lesson proper:-**it includes the following

- **Activities**

  The lessons are provided with participatory activities, the activities are varied to make lesson interesting.

- **Discussion**

  The discussion allows processing of the output activities by exploring various viewpoints of the students and engaging them in critical analysis of the issues raised. Ample time is given to allow maximum participation.

- **Synthesis**

  Each lesson is provided with sample synthesis of the key concepts, definition, ideas and values covered by the lesson. The synthesis should be an organic summary of the discussion. This space is provided for the teacher to explain the viewpoints based on the theories principles and values of peace education.

- **Feedback**

  This to judge the acquisition of values. It is a casual way of assessment where the pupils are required to answer whether a particular behaviour is attained by him/her or not by ticking yes/no.

Lesson plan

The lesson plan is based on the 5E model of constructivist approach.

Engage

The first stage Engage was used for introductory activity and for giving suitable instruction to the students.

Explore

The second stage i.e. explore, this stage was utilized for video lesson watching: reading print materials which is flipped as this activity was online outside the classroom supported by proper feedback by the researcher.

Explain

The third stage Explain was face-to-face interaction and discussion. The researcher discussed about the concepts of lesson with students.

Elaborate

The fourth stage elaborate was both face-to face and outside the classroom activities depends on the requirement this stage was purely the student participatory and used to inculcate patriotic values related to the lesson. This is developed as an extended activities related to the competencies of 9^{th} grade social science which will help in changing the attitude as well as behaviour of pupils .the activities will build the patriotic feel among the students.

Evaluation

In this stage both the cognitive and affective domain are assessed. Achievement test is used to evaluate the learning. Feedback format is used to assess acquisition of the values.

3.10 PROCEDURAL DETAILS OF THE STUDY

The present study was carried out in various stages. It includes pilot study and implementation which consists of pre-test, experimental intervention and administration of post test and reaction scale.

Stage 1: Pilot study

Stage 2: Implementation

- Administration of pre-test
- Experimental intervention
- Administration of post tests, Reaction scale, Delayed post- test

3.10.1 STAGE 1: Pilot Study

The tryout of the intervention was carried out on a sample of 30 students' of, Priyadarshini English medium school, Shivamogga. For a period of one weeks .Topics from unit National Integration were taught using blended learning strategy .The piloting helped the researcher to get some experience in conducting blended learning experience.

3.10.2 STAGE 2: Implementation

Implementation phase consists of administration of pre-test, experimental intervention and administration of post tests, reaction scale.

3.10.2.1Administration of pre-test

The developed pre-tests were administered as to assess perception about symbols of national identity, awareness about fundamental duties of constitution, Level of patriotism and civic participation to both the experimental group and control group. Each test was of 40 minutes duration and one test was conducted per day. Before administering the tests, the students were given necessary directions. The tests administered were scored and the scores obtained were considered as the pre-test scores of the sample students.

3.10.2.2Experimental Intervention

The intervention was carried out for 60 periods of 45 minutes each, extending 10 weeks approximately. The time allocation for different types of teaching methods is given below. For detail refer the appendix no 10.

Table no-3.15 Time Allocation for teaching –learning processes

Sl No	Teaching learning processes	Number of Periods
1	On line lessons	10
2	Discussion	12+05introductory activity
3	Activities	15
4	Practical activities	11
5	Evaluation /feedback	07

The experimental group was taught the selected units of social science using blended learning instructional module. The lesson plans designed served as the basis for blending Face-to-Face instruction and online learning for the transaction. Face-to-face instruction included video lesson watching, discussion, Activities of modules include video watching, audio listening, watching skit, drawing, practical activities like, sending messages, giving feedback, preparing write-ups, and displaying on notice board, news reading, watching the news, participating in awareness programmes.

3.10.2.3 WhatsApp as a platform for online learning:

WhatsApp Messenger is a cross-platform mobile messaging app which allows to exchange messages without having to pay for SMS. WhatsApp Messenger is available for iPhone, BlackBerry, Android, Windows Phone and Nokia, Symbian60-phones and those phones can all message each other. Because

WhatsApp Messenger uses the same internet data plan that is used for email and web browsing, there is no cost to message and stay in touch with contacts. In addition to basic messaging WhatsApp users, can create groups, send each other unlimited images, video and audio media messages." WhatsApp is a texting service between mobile phones as a replacement for the regular SMS text messages.

It is a little hard to believe, but WhatsApp can be used as a learning tool. Some of the popular messaging app's attributes make it an ideal solution for teachers and students. The underlying purpose of WhatsApp is to facilitate communication, and at its most basic level, education is nothing but communication. Taibhah. (2015). Conducted a study to find the effectiveness of blended learning using whats app as online platform. Cetnikal. (2017). Conducted a study on the impact of whats app use on success in the education process.

Whats App is the learning platform which provides online learning with the powerful internet component. Whats App group connects teachers and students. It is easy to operate. Easily accessible and it doesn't need any extra skill to operate or extra equipments, just a mobile is enough. All the members are permitted to interact with all other members. It is used as learning tool where students shared their reflections after watching lessons, answered lesson related questions of the researcher. Shared news and sent messages related to awareness.

3.10.2.4 Treatment:

The researcher created the Whats App group by adding mobile numbers and named it as the social science class. Video lessons related to selected topics i.e.

Bhakthi Panth, Agents of Socialization, and Our Constitution, National Integration and land resources of Karnataka were sent to the group.

The researcher used the facility of interacting students through chats, the students were asked to share their reflections after watching lessons the researcher motivated the students by giving feedback and appreciation. In the next stage, the teacher interacts with the students in the class room and discussed the learning points and tried to fill the gaps. Afterwards the students again in the class room i.e. face-to-face mode were made to participate in activities prepared by the researcher in the form of modules to inculcate the patriotic related variables. They include watching videos, listening audios, skits, discussion, and some of the practical activities like, giving feedback sending messages, writing articles, creating drawing etc. This is followed by the assement one is related to cognitive aspect i.e. achievement test and another is giving feed back to assess the inculcation of patriotic values. **Refer Appendix- 10 & Appendix-11.**

3.10.2.5 Brief Explanation to Show Distinction between Conventional and Blended Instructional Strategy through one Example

Blended learning strategy

Initiate the lesson by an activity, students were asked to stand in a circle count 1 to 19. The students who got the same digit were paired and asked to introduce each other; Students were given instruction focusing the importance of the family, school etc. through the simple question. Students were instructed to watch the video lesson attached by the researcher at home. The Researcher interacts with pupils and asks to give their reflection; this is followed by feedback by the researcher.

In the classroom the teacher asked students to explain concepts like socialisation, different agents of socialisation and the roles of school, family religious institutes, media etc in socialising the child and the researcher tried to fill the learning gaps. The researcher discusses the significance of socialisation.
In the next stage the researcher conducts one activity of module as follows.

Some cards are given to the students in which characteristic is written they are instructed to classify as good and bad citizen .characteristics are

- Helping the community.
- Getting the good education.
- Wasting time in useless gossip.
- Work hard.
- Stay up to date on the news.
- Teasing friends
- Share your extra money, time with others.
- Simply roaming.
- Donate blood.
- Get emergency training.
- Stay healthy.
- Vote.
- Volunteer at election and other services.
- Always eat junk food.
- Recycle the waste.
- Pick litter.
- Through rubbish in public places
- Damage public property.
- Conserve water.
- Conserve energy.

- Use public transport etc.
- Corruption.

Discussion

This is processed by

- What qualities are required to become good citizen?
- Cite the examples of good citizen?
- What do you mean by corruption? Have you read anything about corruption in newspapers if yes briefly explain?

  Students were distributed vacant cards and are asked to write the good characteristic of the citizen and to justify.

Synthesis

Simply by giving tacit consent to each and everything one cannot become good citizen, healthy habits are to be developed from childhood itself. One must be participative that is should involve in the activities of awareness, should care others, work hard to achieve excellence in different fields .one should have courage to object false policies and decision and the most important is to curb corruption. Students were also asked to read news paper and share news, to send sms related to awareness, and to participate in awareness programme.

Activity- 2

Divide the class into groups' assigned one activity to one group and instruct to do on routine basis this activity is not time bound but continues throughout the duration of the intervention. One group shares news in the online platform and another group prepares write-ups on topics like Swatch Bharath, cleanliness etc. the third group shares messages of national interest or awareness, fourth group

prepares the small report of their experience while giving feedback in any service centre. This cycle continues by interchanging the tasks

Tasks

1- Sharing news in the online platform

2-sending messages of national interest and awareness.

3-preparing small write-ups and display in notice board.

4-prepare small report about the feedback given at service centre.

Feedback/commitment to action

- I can keep myself update by watching /reading news.
- I will work as a volunteer in different organization to serve people.
- I will work hard to achieve excellence.
- I will boldly criticize the decisions if they are not good for India. Achievement test was conducted to assess cognitive aspect.

Figure No-3.5 Snapshot of Whats'App group illustrating the lesson video sent with instruction.

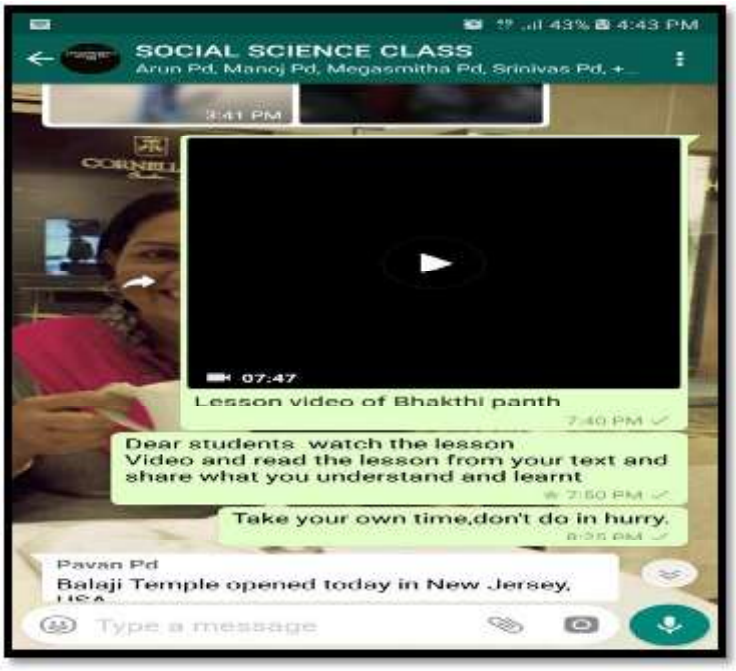


Figure 3.6 students expressing their reflections after watching video lesson

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Figure 3.7 Snapshot of Whats'App group illustrating students expressing their reflections after watching the video lesson

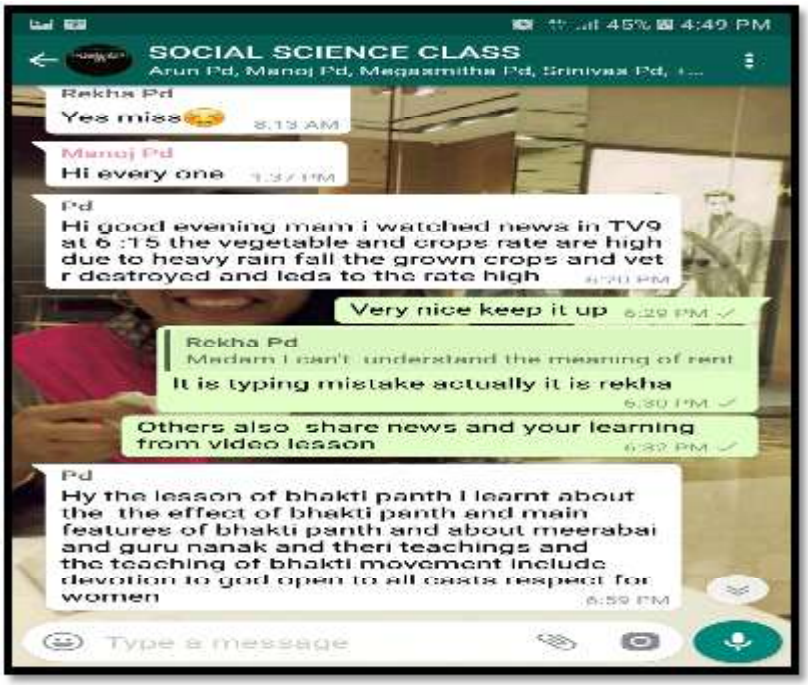


Figure No- 3.8 Snapshot illustrating the students' sharing news.

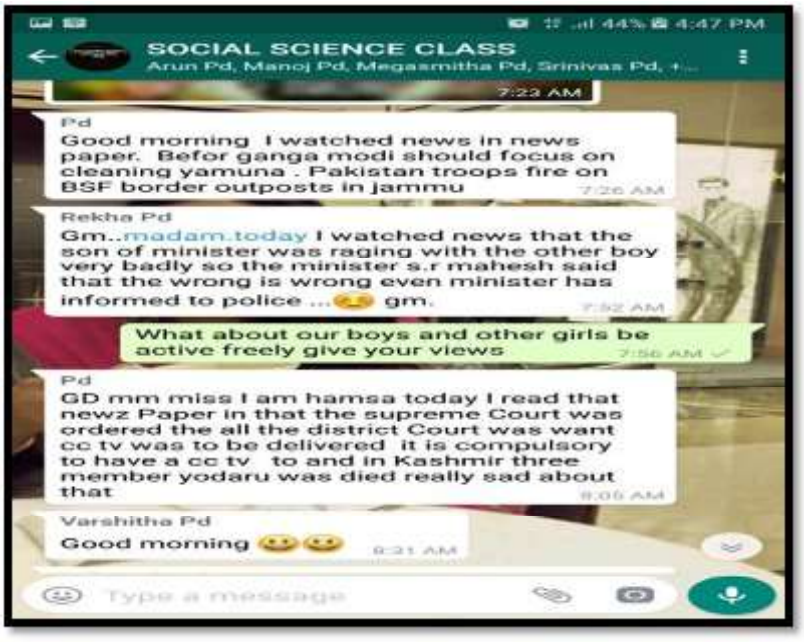


Figure No-3.9 Snapshot illustrating the students' sharing news.

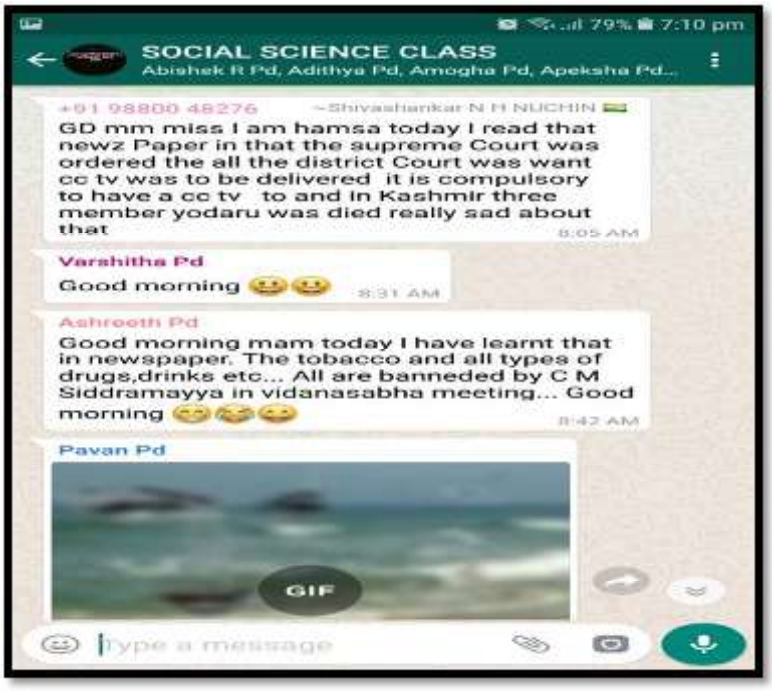


Figure No 3.10 Snapshot illustrating the sharing messages of National interest

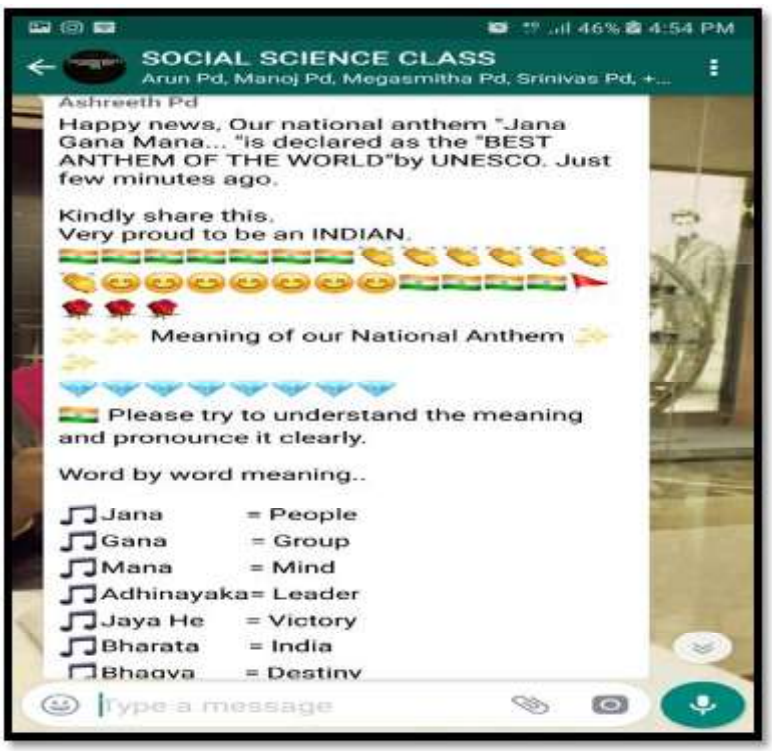
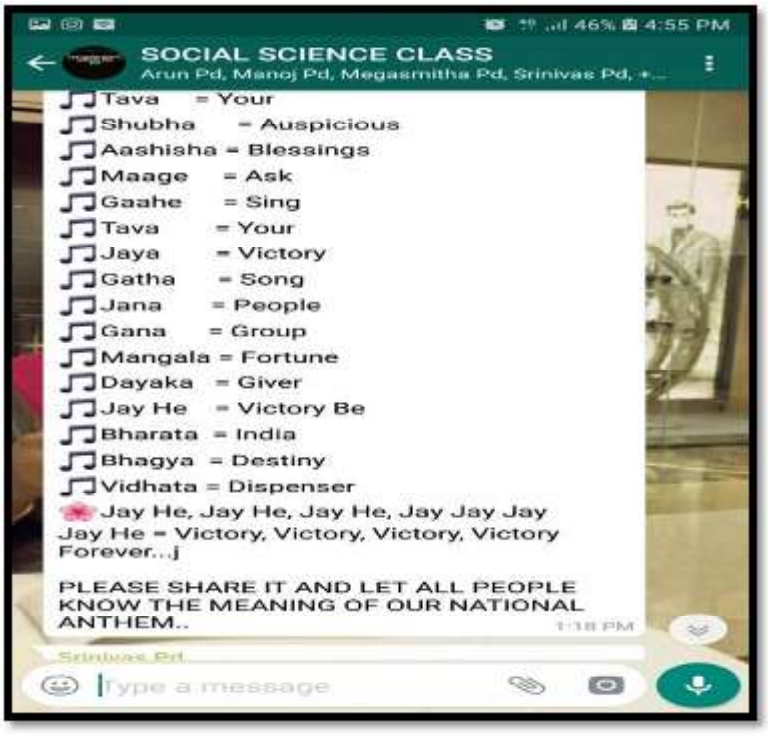


Figure No 3.11 shows message related to national interest

Figure 3.12(contd. Message)



Fiure No -3.13 Snapshot illustrating the sharing of health awareness message

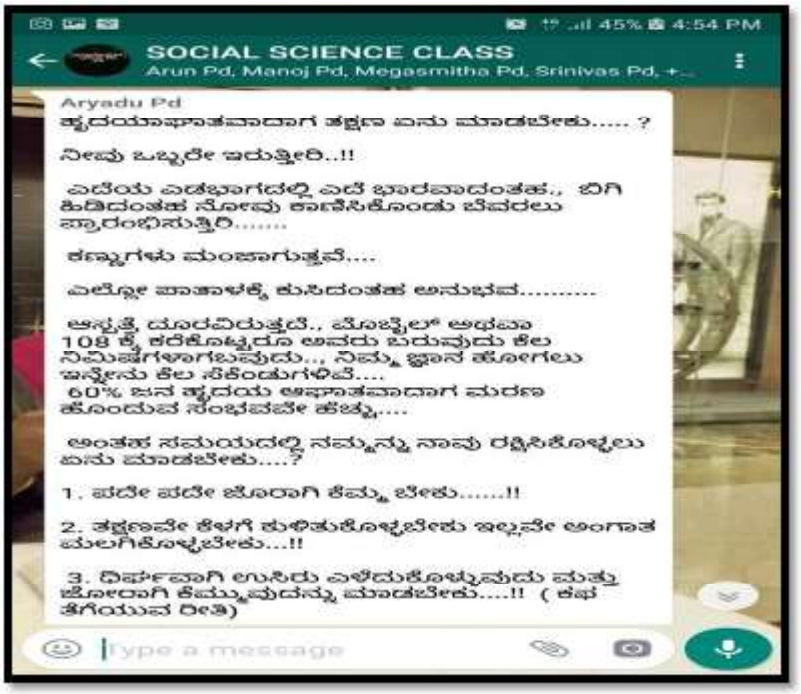
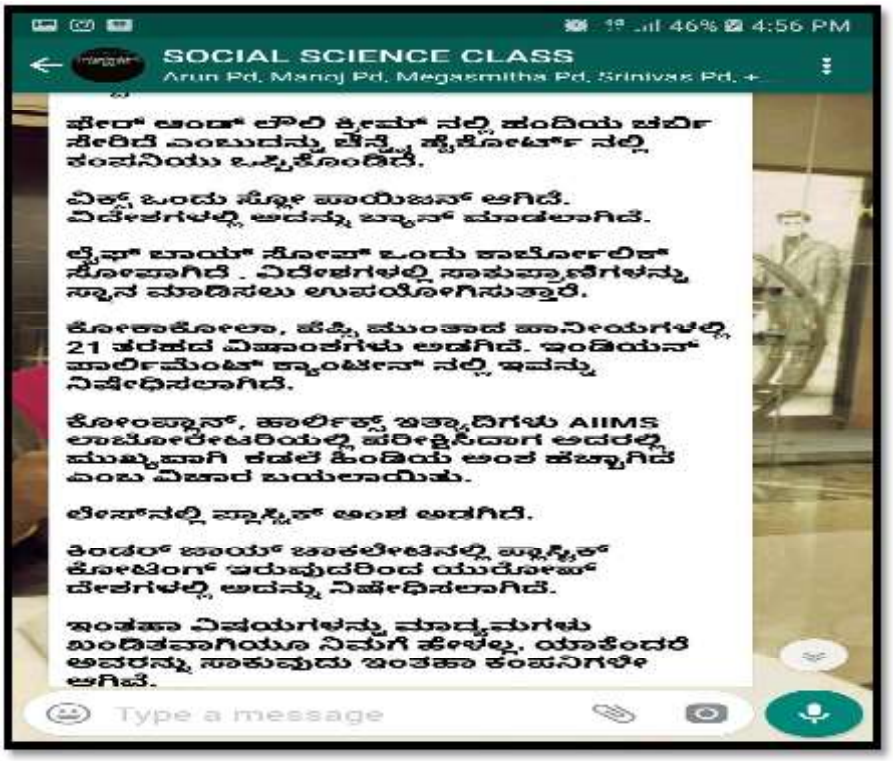


Figure No3.14 Snapshot illustrating awareness message about the food adulteration



3.10.2.6 Conventional method of teachings observed during visits to the control group.

During the intervention period, the researcher visited the control group and observed the social science class taken by the regular teacher. The social science teacher of the control group was consulted and found that duration taken for teaching the selected units in the control group was approximately the same as that of the experimental group, social science classes were conducted by using conventional teaching method were completely devoid of any kind of online learning. The control group visit revealed that topics were being taught through demonstration and lecturing, followed by answering questions from students. The interaction with the teacher and students was limited. There were fewer chances for participation to the students in this method.

Below is the sequence of events that took place while teaching agents of socialization using blended learning strategy (transacted by the researcher) and conventional method of teaching (taught by the regular teacher as observed by the researcher).

- Initiation of the lesson by asking day to day experiences related to the topic.
- Teacher's explanation about concepts related to the lesson socialisation i.e meaning of socialisation and agents of socialisation.
- Teacher asks some question related to the lesson.
- Some of the active students in the class (who raises hands for every question) give the proper answer.
- Teacher summarises the whole lessons with instruction to note down important points.
- Teacher concludes the lesson by giving homework.

  This way teacher cannot develop the patriotic attributes related to lesson only cognitive aspect can be developed among some active students.

3.9.2.7Administration of post-tests, Reaction scale and Delayed post test

Immediately after the intervention, post-tests on civic participation, awareness about fundamental duties of constitution, level of patriotism and perception about symbols of national identity were administered to the experimental group and control group. The atmosphere in which the post-tests were conducted was same as that of the pre-test. Reaction scale was administered to the experimental group. After one month delayed post test was conducted to the experimental group.

3.10.2.8 Scoring

Civic participation, awareness about the fundamental duties of the constitution, level of patriotism and perception about symbols of national identity were scored. Total marks obtained by each student in each of the test were calculated. The responses of the reaction scale were scored by giving weightages 3 to 1 for 'totally true'to 'not at all true'. The total score of all the items in the reaction scale was calculated. Delayed post tests marks were scored and total marks of each of the student was calculated.

3.11 STATISTICAL TECHNIQUE USED

The pre-test, and immediate post-test and delayed post-test answer sheets obtained from the students of both experimental and control groups were scored as per the guidelines and scoring keys of each test. These obtained scores were tabulated and the gain scores between pre-test and post-test were computed. These scores were considered as raw scores for further statistical analysis.

The following statistical techniques were used to analyze the collected data with a view to test the hypotheses.

- 't' test

- Two-Way Analysis of variance.

1) ‘t’ test; ‘t’ test was used to know the experimental and control groups differ on the dependent variables initially, i.e., before applying the treatment. It was also used to know whether the immediate post-test and delayed post-test scores differ significantly with reference to dependent variables.

2) **Two-Way Analysis of variance**: The principles involved in the analysis of variance permits the simultaneous study of two factor as well as interaction between the two, this technique was used for the purpose of analysis of data.

3.12 DELIMITATION OF THE STUDY

1. The intervention was carried out only for 05 units of ninth class social science.
2. Online platform was only to watch video lesson and to share reflections views, highlights of news and message related to awareness and excluded online submission of projects, tests, and synchronous tutoring.
3. The study is restricted to variables namely Perception about symbols of national Identity, awareness about constitutional duties, level of patriotism and civic participation.
4. The study was limited to blended instructional strategy in flip mode.

The present chapter discussed the details pertaining to the methodology of the study including sampling, preparation of the tools and procedural details of the study. The next chapter deals with the analysis of the data collected and its interpretation.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

The study was mainly aimed at finding out the effect of blended instructional strategy on civic participation, awareness about the fundamental duties of the constitution, the level of patriotism and the perception about symbols of national identity among secondary school students. This chapter deals with the analysis of the pre-test and post-test of the dependent variables and their interpretations. Both descriptive and inferential techniques were used in the data analysis. Descriptive statistics such as mean, standard deviation and inferential statistical technique t- test of the scores obtained in pre-test and post-test of both the experimental and control group and Inferential statistical technique two way ANOVA was used to find the difference in the post-test scores of experimental and control group in civic participation, awareness about the fundamental duties of the constitution, the level of patriotism and the perception about symbols of national identity. To analyse the reaction of the students about the blended learning strategy, percentage was used. The statistical package for social science (SPSS) was used for quantitative analysis.

4.2. OBJECTIVES AND HYPOTHESES WISE ANALYSIS

Objective: 1 – To study the effectiveness of the blended learning strategy on the perception about symbols of national identity among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 1 –There is no significant difference between the means of the pre-test and post test scores of the experimental group on the perception about symbols of national identity.

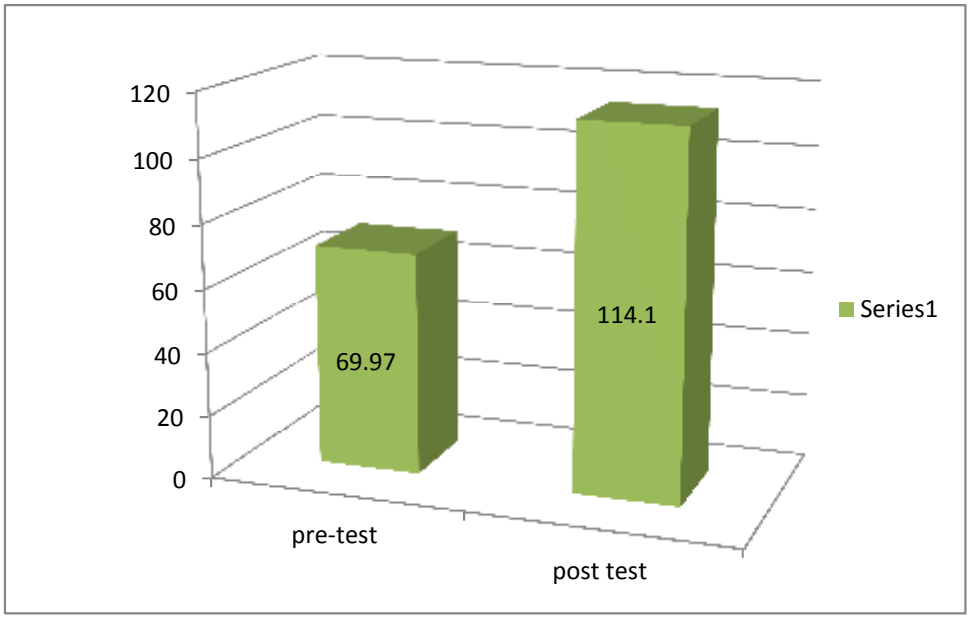
Table- 4.1: Shows the mean, standard deviation and t value of the pre-test and post-test of the experimental group with reference to the perception about symbols of national identity.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Experimental	Pre-test	39	69.51	10.24	76	19.13	0.01
	Post test	39	114.10	10.33			

The values presented in the table 4.1 indicate that the obtained t-value 19.13 is higher than the theoretical table value i.e. 2.64 with the degree of freedom 76 at 0.01 level of significance. Hence the null hypothesis is rejected and formulated the alternative hypothesis i.e. there is a significant difference between the means of pre-test (69.51) and the post test (114.10) scores of the experimental group on the perception about symbols of national identity.

Therefore, it is inferred that there exists a significant difference in the pre-test and post-test scores of the experimental group on the perception about symbols of national identity. The result reveals that blended instructional strategy is effective in developing the perception about symbols of national identity among secondary school students.

Graph no-4.1: Shows the mean scores of the pre-test and post-test in the perception about symbols of national identity of the experimental group.



The above graph represents the mean scores of the pre-test (M=69.97) and Post-test (M=114.1) of the experimental group with reference to the perception about symbols of national identity. It clearly reveals that blended learning strategy has enhanced the mean score of the perception about symbols of national identity.

Objective: 2– To study the effectiveness of the conventional approach on the perception about symbols of national identity among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 2–There is no significant difference between the means of pre-test and post-test scores of the control group in the perception about symbols of national identity.

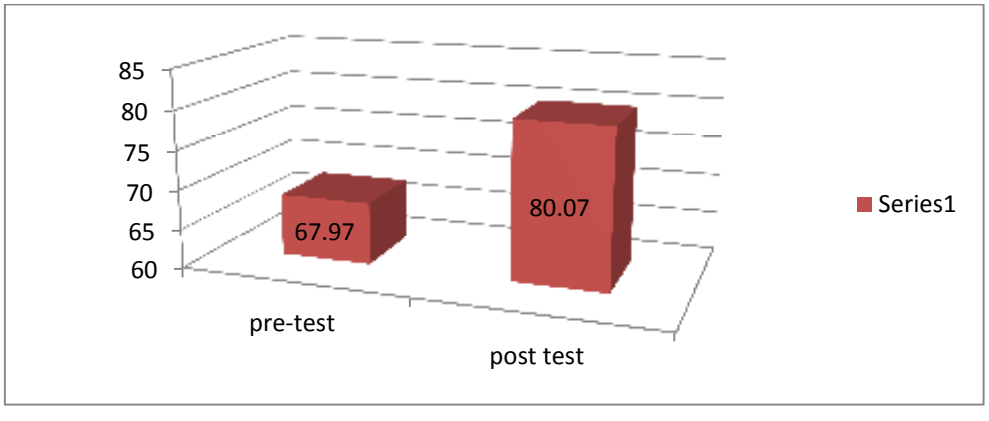
Table-4.2: Shows the mean, standard deviation and t value of the pre-test and post- test of the control group with reference to symbols of national identity.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Control	Pre-test	39	67.97	14.40	76	3.06	significant 0.01
	Post test	39	80.07	20.01			

The values presented in the above table 4.2 indicates that that the obtained t-value 3.06 is greater than the theoretical table value i.e.2.64 with the degree of freedom 76 at 0.01 level of significance. Hence, the null hypothesis is rejected and formulated the alternative hypothesis i.e. there is a significant difference between the means of pre-test (67.97) and post-test (80.07) scores of the control group in symbols of national identity.

It is inferred that there exists a significant difference in the pre-test and post-test scores of the control group in the perception about symbols of national identity. The result reveals that the conventional method is effective in developing perception about symbols of national identity among secondary school students.

Graph-4.2: Shows the mean score of the control group in the perception about symbol of national identity in control group.



The above graph 4.2 indicates the pre-test and post test mean scores of the control group with reference to the perception about the symbols of national identity. It indicates that the conventional approach is also effective in enhancing the mean score of the perception about symbols of national identity.

Objective: 3 – To study the effectiveness of the blended learning strategy on awareness about the fundamental duties of the constitution among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 3 –There is no significant difference between the means of the pre-test and post-test scores of the experimental group in awareness about the fundamental duties of the constitution.

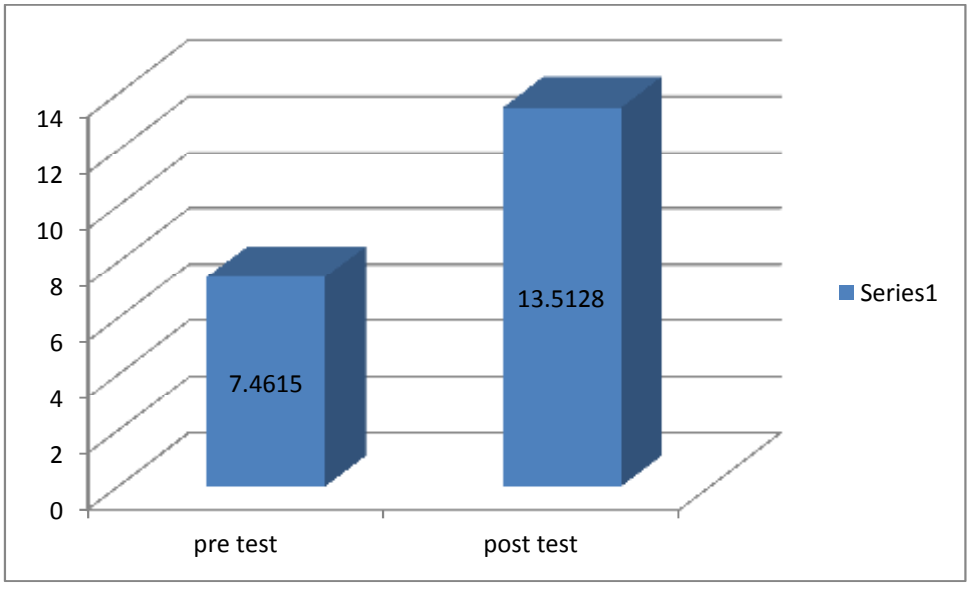
Table- 4.3: Shows the mean, standard deviation and t value of the pre-test and post test of the experimental group with reference to awareness about the fundamental duties of the constitution.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Experimental	Pre-test	39	7.46	2.47	76	9.406	0.01
	Post test	39	13.51	3.16			

The values presented in the above table indicate that the obtained t-value 9.406 is higher than the theoretical table value i.e.2.64 with the degree of freedom 76 at 0.01 level of significance. Hence the null hypothesis is rejected and formulated the alternative hypothesis i.e. there is a significant difference between the means of pre-test (7.46) and post- test (13.51) scores of the experimental group in awareness about the fundamental duties of the constitution.

Therefore, it is inferred that there exists a significant difference in pre-test and post- test scores of the experimental group in awareness about the fundamental duties of the constitution. The result reveals that the blended instructional strategy is effective in developing awareness about the fundamental duties of the constitution among secondary school students.

Graph-4.3: Shows the pre-test and post-test score of the experimental group in awareness about the fundamental duties of the constitution.



The above graph 4.3 clearly indicates the difference in mean value of pre-test, (7.46) and the mean value of post-test (13.51). It can be inferred that the experimental groups' students' achievement developed significantly.

Objective: 4 – To study the effectiveness of the conventional approach on awareness about the fundamental duties of the constitution among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 4 –There is no significant difference between the means of pre-test and post test scores of the control group in awareness about the fundamental duties of the constitution.

Table- 4.4: Shows the mean, standard deviation and t -value of pre-test and post -test of the control group with reference to awareness about the fundamental duties of the constitution.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Control	Pre-test	39	7.05	2.37	76	2.43	0.01
	Post test	39	8.76	3.37			

The values presented in the above table indicate that that the obtained t-value 2.43 is lower than the theoretical table value i.e.2.64 with the degree of freedom 76 at 0.01 level of significance. Hence, the null hypothesis is accepted i.e. there is no significant difference between the means of pre-test (7.05) and post test (8.76) scores of the control group in awareness about the fundamental duties of the constitution.

It is inferred that there exists no significant difference in the pre-test and post-test scores of the control group in the awareness about the fundamental duties of the constitution. The result reveals that the conventional method is not effective in developing awareness about the fundamental duties of the constitution among secondary school students.

Objective: 5 – To study the effectiveness of the blended learning strategy on the level of patriotism among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 5 –There is no significant difference between the means of pre-test and post-test scores of the experimental group in the level patriotism.

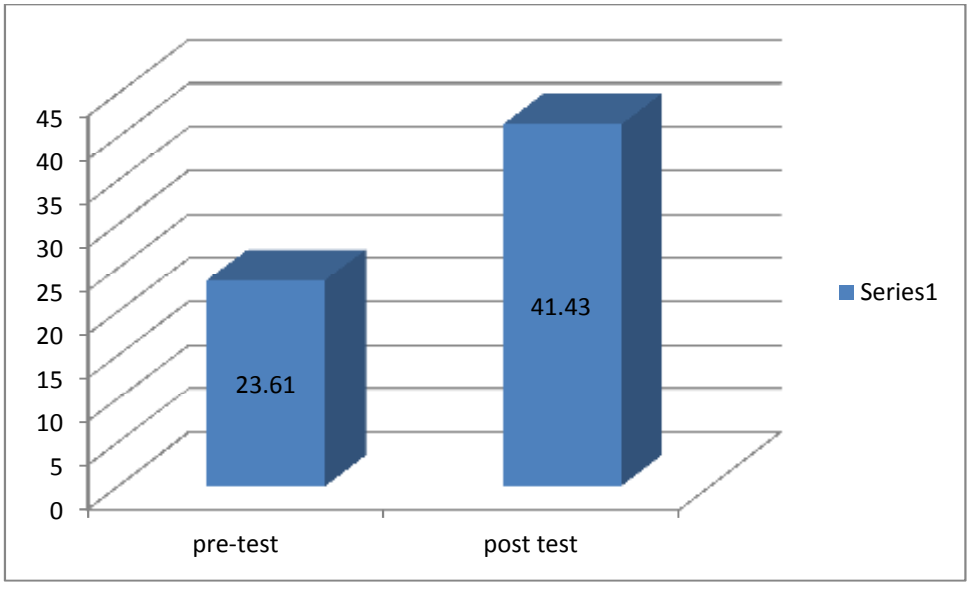
Table-4.5: Shows the mean, standard deviation and t- value of the pre-test and post- test of the experimental group with reference to the level of patriotism.

Group	Tests	N	Mean	SD	Df	t-value	Level of significance
Experimental	Pre-test	39	23.61	4.84	76	13.44	0.01 level
	Post test	39	41.43	6.70			

The values presented in the above table indicate that the obtained t-value 13.44 is higher than the theoretical table value i.e. 2.64 with the degree of freedom 76 at 0.01 level of significance. Hence, the null hypothesis is rejected and formulated the alternative hypothesis i.e. there is a significant difference between the means of pre-test (23.61) and post-test (41.43) scores of the experimental group in the level patriotism.

It is inferred that there exists a significant difference in pre-test and post-test scores of the experimental group in the level of patriotism. The result reveals that the blended instructional strategy is effective in developing the level of patriotism among secondary school students.

Graph-4.4: Shows the mean of the pre-test and post-test scores, in the level of patriotism of the experimental group.



The above graph 4.4 represents mean value of the pre-test and post-test. It can be inferred that there is a significant development in the achievement of the experimental group in the level of patriotism.

Objective: 6 – To study the effectiveness of the conventional approach on the level of patriotism among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 6 –There is no significant difference between the means of the pre-test and post-test scores of the control group in the level patriotism.

Table-4.6: Shows the mean, standard deviation and t-value of the pre-test and post-test of the control group with reference to the level patriotism.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Control	Pre-test	39	21.61	4.29	76	1.63	0.01
	Post test	39	23.69	5.48			

The values presented in the above table indicate that the obtained t-value 1.639 is less than the theoretical table value i.e. 2.64 with the degree of freedom 76 at 0.01 level of significance. Hence, the null hypothesis is accepted i.e. there is no significant difference between the means of pre-test (21.87) and post-test (23.69) scores of the control group in the level of patriotism.

It is inferred that there exists no significant difference in the pre-test and post-test scores of the control group in the level patriotism the result reveals that the conventional method is not effective in developing the level of Patriotism among secondary school students.

Objective: 7- To study the effectiveness of the blended learning strategy on civic participation among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 7 –There is no significant difference between the means of pre-test and post- test scores of the experimental group in civic participation.

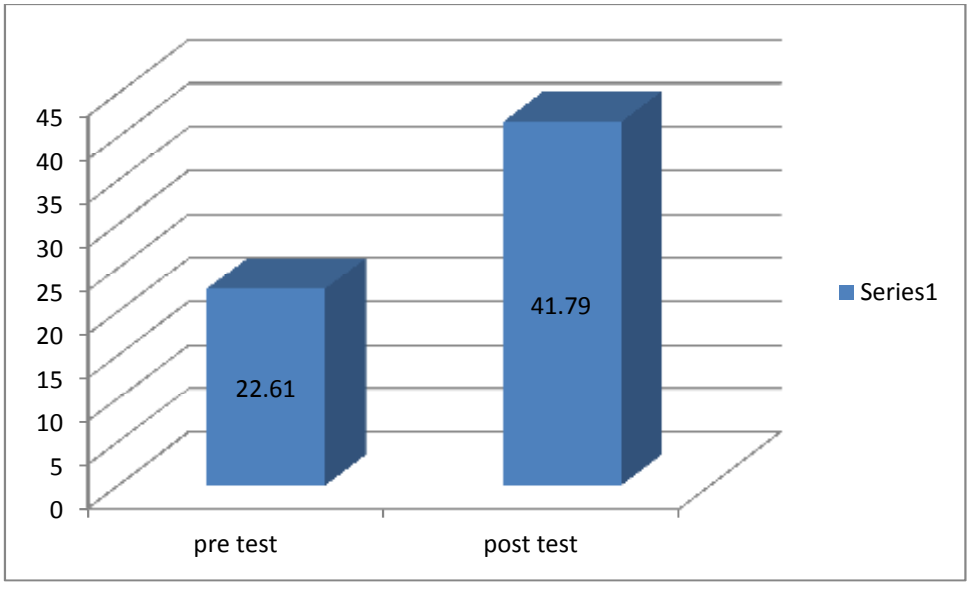
Table- 4.7: Shows the mean, standard deviation and t-value of pre-test and post-test of the experimental group with reference to civic participation.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Experimental	Pre-test	39	22.61	5.82	76	17.13	0.01
	Post test	39	41.71	3.82			

The values presented in the above table indicate that the obtained t-value 17.13 is higher than the theoretical table value i.e. 2.37 with the degree of freedom 76 at 0.01 level of significance. Hence, the null hypothesis is rejected and formulated the alternative hypothesis i.e. there is a significant difference between the means of the pre-test (22.61) and post-test (41.71) scores of the experimental group in civic participation.

Therefore, it is inferred that there exists a significant difference in the pre-test and post-test scores of the experimental group in civic participation. The result reveals that the blended instructional strategy is effective in developing civic participation among secondary school students.

Graph-4.5: Shows the mean of the pre-test and post-test scores of the experimental group in civic participation.



The above graph 4.5 clearly indicates that as the mean value of pre-test is 22.61 and the mean value of post- test is 41.71. It can be inferred that the experimental group's achievement developed significantly.

Objective: 8- To study the effectiveness of the conventional approach on civic participation among secondary school students.

To fulfil the above objective the following null hypothesis is framed.

Hypothesis: 8 –There is no significant difference between the means of the pre-test and post-test scores of the control group in civic participation.

Table- 4.8: Shows the mean, standard deviation and t-value of pre-test and post- test of control With reference to civic participation.

Group	Tests	N	Mean	S.D	Df	t-value	Level of significance
Control	Pre-test	39	20.28	6.03	76	1.39	0.01
	Post test	39	22.28	6.60			

The values presented in the above table 4.8 indicate that the obtained t-value 1.396 is less than the theoretical table value i.e. 2.64 with the degree of freedom 76 at 0.01 level of significance. Hence, the null hypothesis is accepted i.e. there is no significant difference between the means of Pre-test (20.28) and post-test (22.28) scores of the control group in civic participation.

It is inferred that there exists no significant difference in pre-test and post-test scores of the control group in civic participation. The result reveals that the conventional method is not effective in developing civic participation among secondary school students.

Objective: 9- To study the effectiveness of the blended learning strategy in developing the perception about symbols of national identity.

To fulfil the above objective the researcher formulated the below Null hypothesis

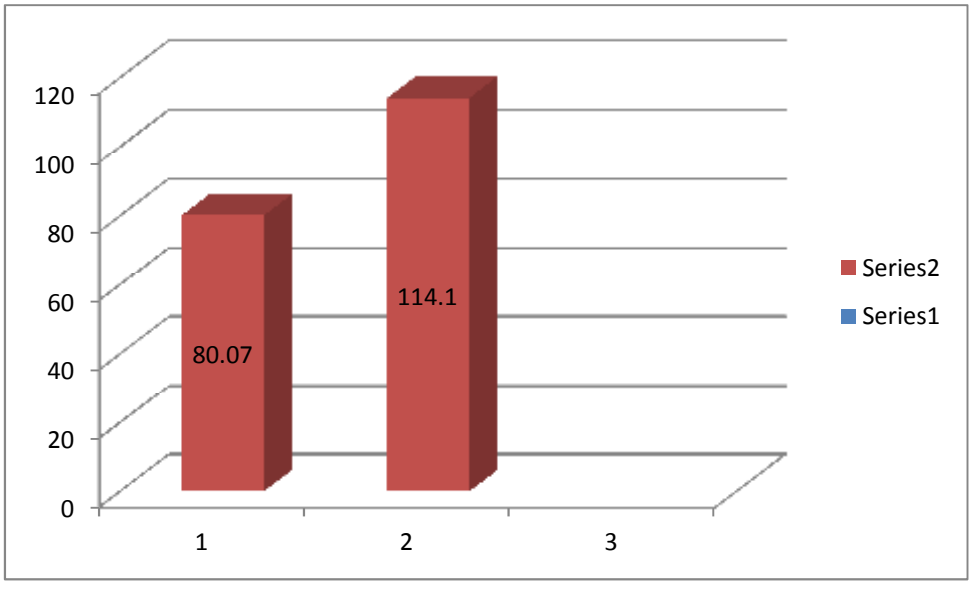
Null hypothesis: 9- there is no significant difference between the mean scores of post-test in the perception about the symbols of national identity between the experimental group and control group.

Table-4.9: Shows the mean, standard deviation and t-value of the post-test of the experimental and the control group with reference to the perception about the symbols of national identity.

Perception about symbols of national identity	Groups	N	Mean	S.D	Df	t-value	Level of significance
	Control	39	80.07	20.01	76	9.45	0.01
	Experimental	39	114.10	10.24			

The Above table 4.9 reveals that, obtained t value is 9.451, it is higher than the theoretical table Value 2.57 which is significant at 0.01 levels, so rejected the null hypothesis and formulated the alternative hypothesis i.e., the blended learning strategy is more effective in developing the perception about the symbols of national identity among secondary school students compared with the conventional approach.

Graph No-4.6: shows the means of the experimental and control group in the perception about symbols of national identity



Objective: 10- To study the effectiveness of the blended learning strategy in developing awareness about the fundamental duties of the constitution.

To fulfil the above objective the researcher formulated the below Null hypothesis

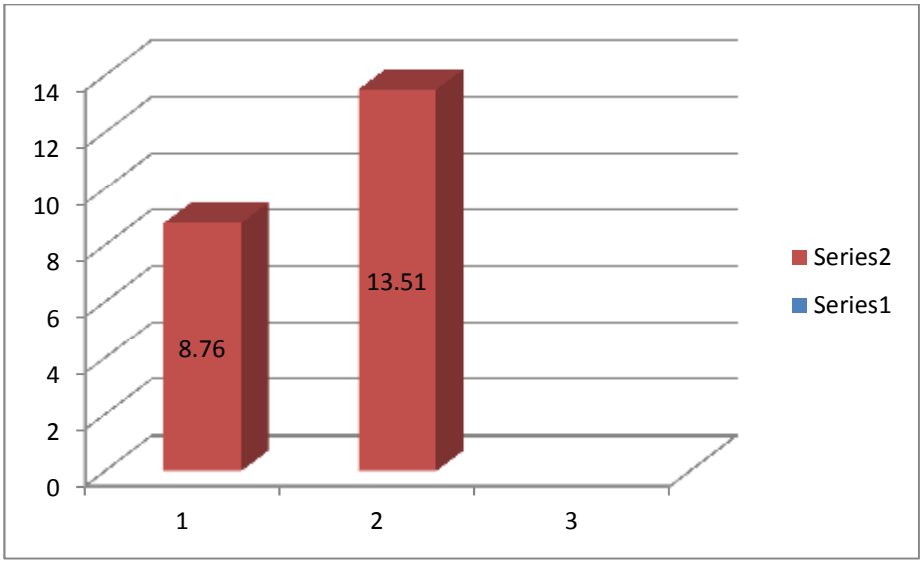
Null hypothesis: 10-There is no significant difference between the mean scores of Post-test in awareness about the fundamental duties of the constitution between the experimental group and the control group.

Table-4.10: Shows the mean, standard deviation and t-value of the post- test of the experimental and the control group with reference to awareness about the fundamental duties of the constitution.

Awareness about fundamental duties of constitution	Groups	N	Mean	SD	Df	t-value	Level of significance
	Control	39	8.76	3.72	76	6.06	0.01
	Experimental	39	13.51	3.16			

The table 4.10 reveals that, obtained t-value is 6.065 it is higher than the theoretical table Value 2.57, which is significant at 0.01 level, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the blended learning and the conventional learning approach in developing awareness about the fundamental duties of the constitution of secondary school students." It can be concluded that the blended learning strategies (M=13.51) are more effective on civic participation compared with the conventional approach (M=8.76).

Graph-4.7: Shows the post test scores of the experimental and the control group.



Objective: 11- To study the effectiveness of the blended learning strategy in developing the level of patriotism.

To fulfil the above objective the researcher formulated the below null hypothesis.

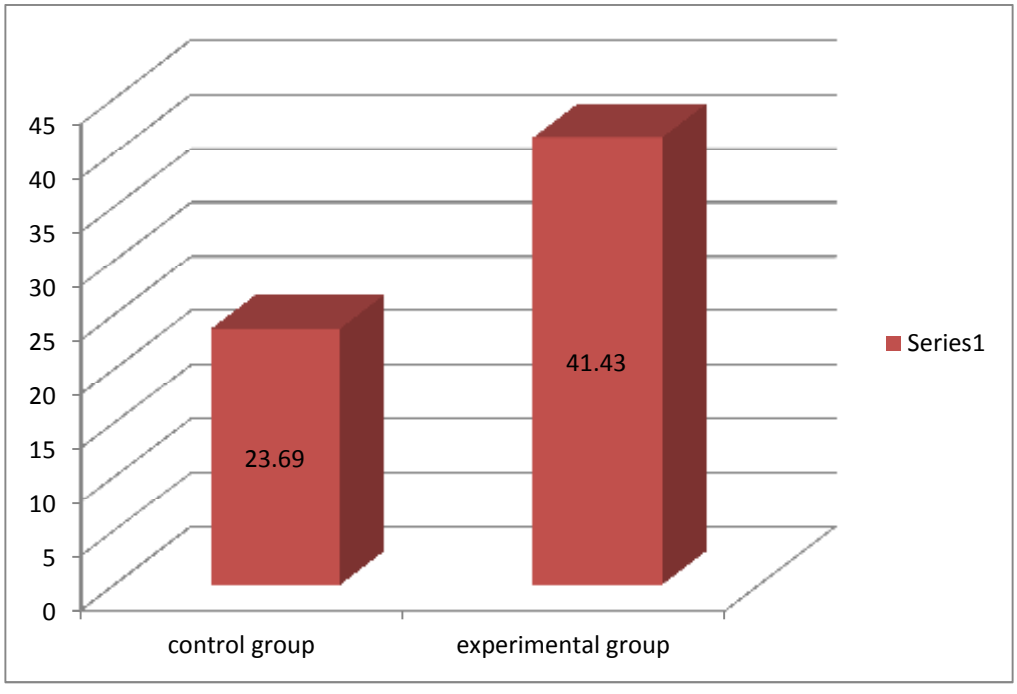
Null hypothesis: 11- There is no significant difference between the mean scores of the post-test in the level of patriotism between the experimental and the control group.

Table No-4.11: Shows the mean, standard deviation and t-value of the post-test of the experimental and the control group with reference to the level of patriotism.

Level of patriotism	group	N	Mean	S.D	t-value	Level of significance
	Control	39	23.69	5.48	12.79	0.01
	Experimental	39	41.43	6.70		

The Above table 4.11 reveals that, obtained t- value is 12.79 which is higher than the theoretical table Value 2.57 which is significant at 0.01 level, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the blended learning and the conventional learning approach in developing the level of patriotism among secondary school students." It can be concluded that the blended learning strategy (M=41.43) is more effective on the level of patriotism compared with the conventional approach (M=23.69).

Graph-4.8: Shows the means of the post-test scores of the experimental and the control group in the level of patriotism.



Objective: 12-To study the effectiveness of the blended learning strategy in developing civic participation.

To fulfil the above objective the researcher formulated the below null hypothesis.

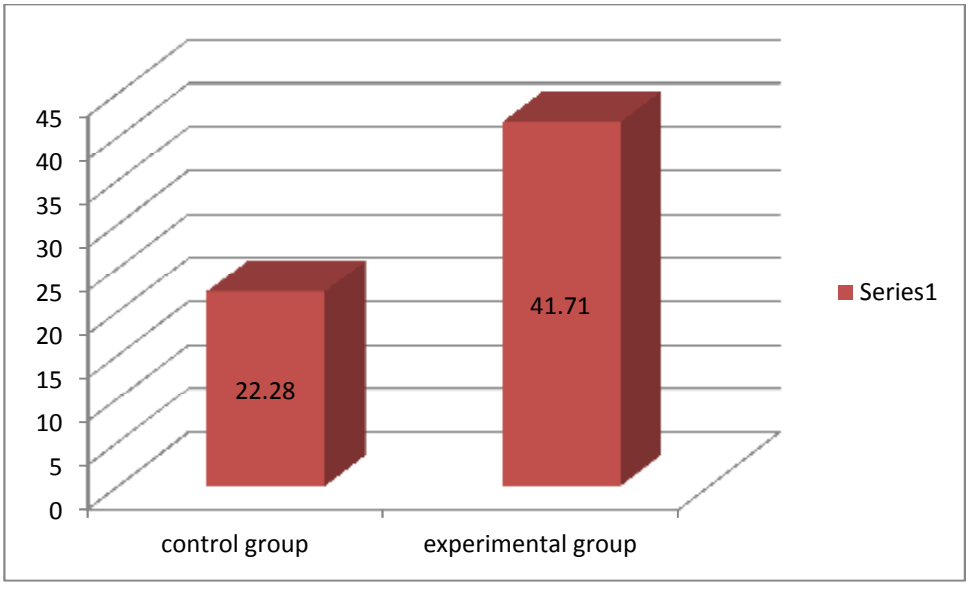
Null hypothesis: 12- There is no significant difference between the mean scores of the post-test in civic participation between the experimental and the control group.

Table No-4.12: Shows the mean, standard deviation and t-value of the post-test of the experimental and the control group with reference to civic participation.

	Groups	N	Mean	S.D	Df	t-value	Level of significance
Civic participation	Control	39	22.28	6.60	76	15.92	0.01
	Experimental	39	41.71	3.81			

The Above table 4.12 reveals that, obtained t- value is 15.92 it is higher than the theoretical table Value 2.57 which is significant at 0.01 level, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the blended learning and the conventional learning approach in developing civic participation of secondary school students." It can be concluded that the blended learning strategies (M=41.71) are more effective on civic participation compared to the conventional approach (M=22.28).

Graph-4.9: Shows the mean of the post-test of the experimental group and the control group.



Objective: 13-To investigate whether students sustain perception about symbols of national identity induced through the blended learning approach.

To fulfil the above objective the researcher formulated the below null hypothesis.

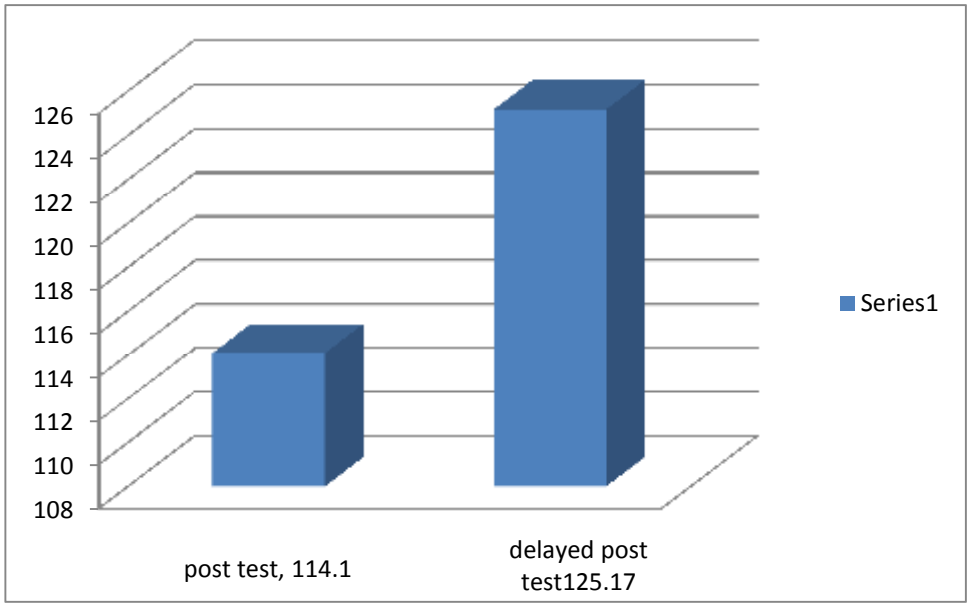
Hypothesis: 13-There is no significant difference between the immediate and the delayed post-test scores of the experimental group with reference to the perception about symbols of national identity.

Table-4.13: Shows the mean, standard deviation and t- value of the post-test and the delayed post-test of the experimental group with reference to the perception about symbols of national identity.

Perception about symbols of national identity	Test	N	Mean	S.D	Df	t-value	Level of significance
	Post-test	39	114.10	10.24	76	6.34	0.01
	Delayed Post-test	39	125.17	3.74			

The Above table 4.13 reveals that the obtained t- value is 6.34, it is higher than the theoretical table Value 2.64 which is significant at 0.01 level, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the post-test and the delayed post-test in developing the Perception about symbols of national Identity among secondary school students."

Graph No-4.10: Shows, the post-test and the delayed post-test mean scores of the experimental group in the perception about symbols of national identity.



The above graph 4.10 clearly shows that, immediate (114.10) and delayed post test (125.17) scores of the experimental group differ significantly with reference to the perception about symbols of national identity.

Therefore, it may be concluded that, the perception about symbols of national identity, that is developed through blended learning strategy was sustained by the secondary school students.

Objective:-14-To investigate whether students sustain awareness about the fundamental duties of the constitution induced through the blended learning approach.

To fulfil the above objective the researcher formulated the below null hypothesis.

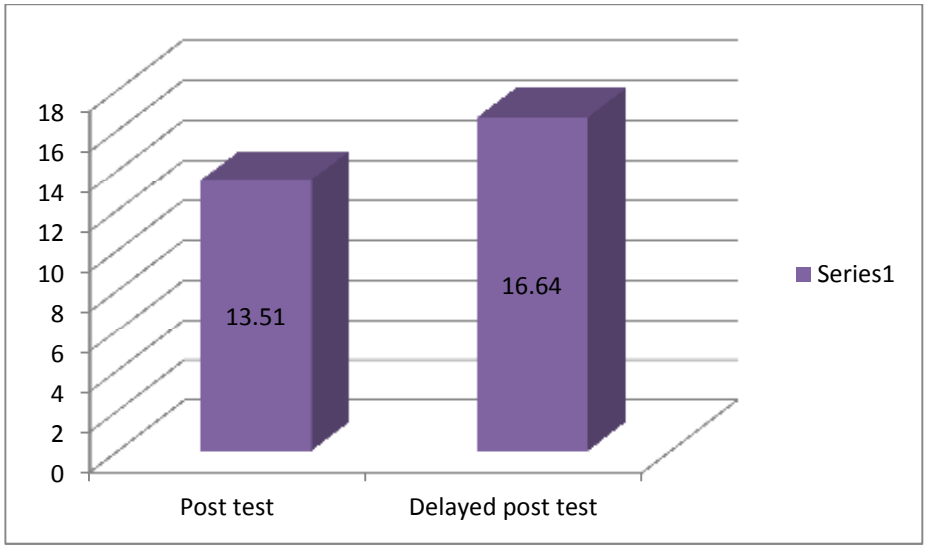
Hypothesis: 14-There is no significant difference between the immediate and the delayed post-test scores of the experimental group with reference to awareness about the fundamental duties of the constitution.

Table-4.14: Shows the mean, standard deviation and t- value of the post-test of the experimental and the control group with reference to awareness about the fundamental duties of the constitution.

Awareness about fundamental duties of constitution	Test	N	Mean	S.D	Df	t-value	Level of significance
	Post-test	39	16.64	2.07	76	5.16	0.01
	Delayed Post-test	39	13.51	3.16			

The Above table reveals that the obtained t-value is 5.16, it is higher than the theoretical table value 2.64 which is significant at 0.01 level, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the post-test and the delayed post-test in developing awareness about the fundamental duties of the constitution among secondary school students."

Graph-4.11: Shows the mean scores of the post-test and the delayed post-test of the experimental group in awareness about the fundamental duties of the constitution.



The above graph 4.11, clearly shows that, immediate (13.51) and delayed post test (16.64) scores of the experimental group differ significantly with reference to awareness about the fundamental duties of the constitution.

Therefore, it may be concluded that, awareness about the fundamental duties of the constitution that is developed through blended learning strategy was sustained by the secondary school students.

Objective: 15-To investigate whether students sustain the level of patriotism induced through the blended learning approach.

To fulfil the above objective the researcher formulated the below null hypothesis.

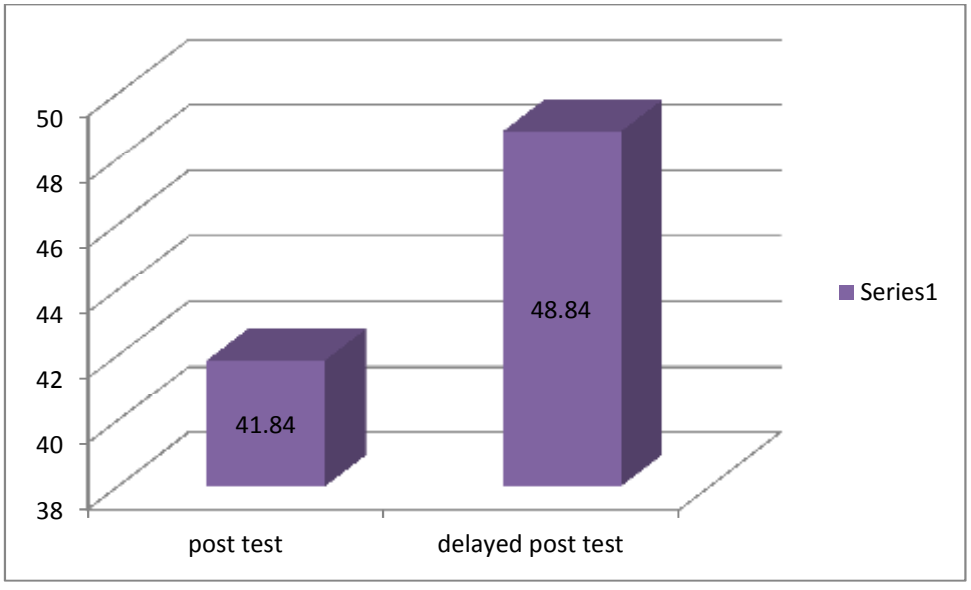
Hypothesis: 15-There is no significant difference between the immediate and the delayed post-test scores of the experimental group with reference to the level of patriotism.

Table-4.15: Shows the mean, standard deviation and t-value of the post-test of the experimental and the control group with reference to the level of patriotism.

	Test	N	Mean	S.D	Df	t-value	Level of significance
Level of patriotism	Post-test	39	48.84	3.86	76	5.97	0.01
	Delayed Post-test	39	41.43	6.70			

The Above table 4.15, reveals that, obtained t- value is 5.96, it is higher than the theoretical table value 2.64 which is significant at 0.01 level, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the post-test and the delayed post-test in developing the level of Patriotism of secondary school students.

Graph-4.12: Shows the mean value of the post-test and the delayed Post of the experimental group in the level of patriotism.



The above graph 4.12, clearly shows that, immediate (41.84) and delayed post test (48.84) scores of the experimental group differ significantly with reference to the level of patriotism.

Therefore, it may be concluded that, the level of patriotism, that is developed through blended learning strategy was sustained by the secondary school students.

Objective: 16-To investigate whether students sustain civic participation induced through the blended learning approach.

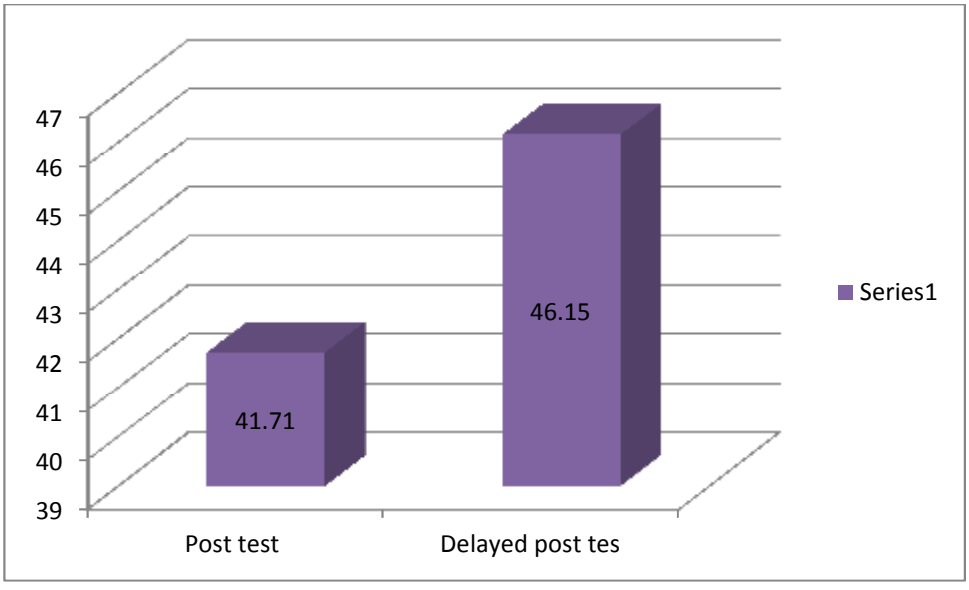
Hypothesis: 16-There is no significant difference between the immediate and the delayed post-test scores of the experimental group with reference to civic participation.

Table-:4.16 Shows the mean, standard deviation and t- value of post-test of the experimental and the control group with reference to civic participation.

	Test	N	Mean	S.D	t-value	Level of significance
Civic participation	Post	39	41.71	3.810	6.05	0.01
	Delayed post	39	46.15	2.52		

theoretical table value 2.64 which is significant at 0.01 levels, so rejected the null hypothesis and formulated the alternative hypothesis i.e., "There is a significant difference between the post-test and the delayed post-test in developing civic participation of secondary school students." It can be concluded that the blended learning strategy (M=41.71) is more effective on civic participation.

Graph-4.13: Shows the mean scores of the experimental group in the post-test and the delayed post-test in civic participation.



The above graph 4.13, clearly shows that, immediate (41.71) and delayed post test (46.15) scores of the experimental group differ significantly with reference to civic participation.

Therefore, it may be concluded that, civic participation, that is developed through blended learning strategy was sustained by the secondary school students.

Objective: 17-To study the interaction between treatments and gender with reference to developing the perception about symbols of national identity.

Hypothesis: 17-There is no main and interaction effect between treatments and gender with reference to the perception about symbols of national Identity.

Table – 4.17 shows the mean gain scores of the experimental and the control groups in the perception about symbols of national identity

Descriptive Statistics				
Dependent Variable: perception about symbols of national identity				
Control and Experimental group	Gender	Mean	Std. Deviation	N
control group	Male	77.96	21.54	25
	Female	83.85	17.03	14
	Total	80.07	20.01	39
Experimental	Male	115.75	10.35	20
	Female	112.36	10.10	19
	Total	114.10	10.24	39
Total	Male	94.75	25.69	45
	Female	100.27	19.49	33
	Total	97.08	23.29	78

Table- 4.17.1: Gives the summary of ANOVA of the Perception about Symbols of National identity by Gender & Treatments.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
GROUP	20535.627	1	20535.62	80.88	.000
GENDER	29.562	1	29.56	.11	.734
GROUP * GENDER	402.199	1	402.19	1.58	.212
Error	18786.845	74	253.87		
Total	777047.000	78			
Corrected Total	41786.372	77			

The obtained F- value with reference to factor-A treatment is 80.88 and the corresponding table value is 6.99 with the df 1 and 74 at 0.01 level. Since obtained F value is greater than the table value, it is significant. Therefore, the corresponding null hypothesis Hô is rejected. Hence, it may be concluded that there is the main effect of treatment with reference to the perception about symbols of national Identity.

Since the mean value of gain in the perception about symbols of national identity score of the experimental group are greater than that of the control group it may be interpreted that blended learning strategy is more effective in developing the perception about symbols of national identity among secondary school students. Whereas the interaction between gender and treatment is not significant in developing the perception about symbols of national identity as the obtained F value 0.11 <table value 6.9.

There is no main effect of gender in developing the perception about symbols of national identity among secondary school students (F 1.58<6.9).

Objective: 18-To study the interaction between treatments and gender with reference to developing awareness about the fundamental duties of the constitution.

Hypothesis: 18 –There is no main and interaction effect between treatment and gender with reference to developing awareness about the fundamental duties of the constitution.

Table no-4.18: Shows mean gain scores of the experimental and the control groups in the awareness about the fundamental duties of the constitution.

Control and Experimental group	Gender	Mean	Std. Deviation	N
Control group	Male	7.88	3.35	25
	Female	10.35	3.93	14
	Total	8.76	3.72	39
Experimental	Male	13.70	3.86	20
	Female	13.31	2.28	19
	Total	13.51	3.16	39
Total	Male	10.46	4.60	45
	Female	12.06	3.38	33
	Total	11.14	4.18	78

Table - 4.18.1: Gives the summary of ANOVA of awareness about the fundamental duties of the constitution by Gender & Treatments.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
GROUP	360.01	1	360.01	31.33	.000
GENDER	20.46	1	20.463	1.78	.18
GROUP* GENDER	38.24	1	38.24	3.32	.07
Error	850.16	74	11.48		
Total	11027.00	78			
Corrected Total	1345.44	77			

The obtained F- value with reference to factor-A treatment is 31.33 and the corresponding table value is 6.99 with the df 1 and 74 at 0.01 level. Since obtained F-value is greater than the table value it is significant. Therefore, the corresponding null hypothesis Hô is rejected. Hence, it may be concluded that there is the main effect of treatment with reference to developing awareness about the fundamental duties of the constitution. Since the mean value of gain in

awareness about the fundamental duties of the constitution of the experimental group is greater than that of the control group it may be interpreted that the blended learning strategy is more effective in developing awareness about the fundamental duties of the constitution.

Whereas, the interaction between gender and treatment is not significant in developing awareness about the fundamental duties of the constitution, as the obtained F value 3.32 < table value 6.9.

There is no main effect of gender in developing awareness about the fundamental duties of the constitution among secondary school students (F 1.78<6.9).

Objective: 19-To study the interaction between treatments and gender with reference to developing the level of patriotism.

In order to test this objective a null hypothesis formulated is as given below.

Hypothesis: 19-There is no main and interaction effect between treatments and gender with reference to the level of patriotism.

Table- 4.19: Mean gain scores of the experimental and the control groups in the level of patriotism.

Control and Experimental group	Gender	Mean	S.D	N
Control group	Male	23.64	5.70	25
	Female	23.78	5.27	14
	Total	23.69	5.48	39
Experimental	Male	41.10	7.23	20
	Female	41.78	6.28	19
	Total	41.43	6.70	39
Total	Male	31.40	10.83	45
	Female	34.15	10.73	33
	Total	32.56	10.80	78

Table- 4. 19.1: Gives the summary of ANOVA of level of patriotism by Gender & Treatments.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
GROUP	5875.35	1	5875.35	152.71	.000
GENDER	3.25	1	3.25	.08	.77
GROUP * GENDER	1.38	1	1.38	.03	.85
Error	2847.07	74	38.47		
Total	91704.00	78			
Corrected Total	8991.17	77			
a. R Squared = .683 (Adjusted R Squared = .67)					

The obtained F- value with reference to factor-A treatment is 152.71and the corresponding table value is 6.99 with df 1 and 74 at 0.01 levels. Since obtained F value is greater than the tabled value, it is significant.

Therefore, the corresponding null hypothesis Hô is rejected. Hence, it may be concluded that there is the main effect of treatment with reference to developing the level of patriotism. Since the mean value of gain in the level of patriotism score of the experimental group are greater than that of the control group it may be interpreted that the blended learning strategy is more effective in developing among students. Whereas the interaction between gender and treatment is not significant in developing the level of patriotism as the obtained F value0.03 < 6.9, there is no main effect of gender in developing the level of patriotism among secondary school students (F 0.03<6.9). There is no main effect of gender in developing the level of patriotism among secondary school students (F .08 <6.9).

Objective: 20-To study the interaction between treatments and gender with reference to developing civic participation.

In order to test this objective a null hypothesis formulated is as given below.

Hypothesis: 20-There is no main and interaction effect between treatments and gender with reference to of civic participation.

Table -4.20: Mean gain scores of the experimental and the control groups in civic participation.

Control and Experimental Group	Gender	Mean	S.D	N
Control group	Male	24.20	6.83	25
	Female	18.85	4.62	14
	Total	22.28	6.60	39
Experimental	Male	42.05	4.17	20
	Female	41.36	3.46	19
	Total	41.71	3.81	39
Total	Male	32.13	10.65	45
	Female	31.81	11.96	33
	Total	32.00	11.15	78

Table-4.20.1. Gives the summary of ANOVA of civic participation by Gender & Treatments.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
GROUP	7610.16	1	7610.16	289.22	Significant at 0.01level
GENDER	1609.55	1	169.55	6.44	Not significant
GROUP * GENDER	101.50	1	101.50	3.85	Not significant
Error	1947.08	74	26.31		
Total	89446.00	78			
Corrected Total	9574.00	77			

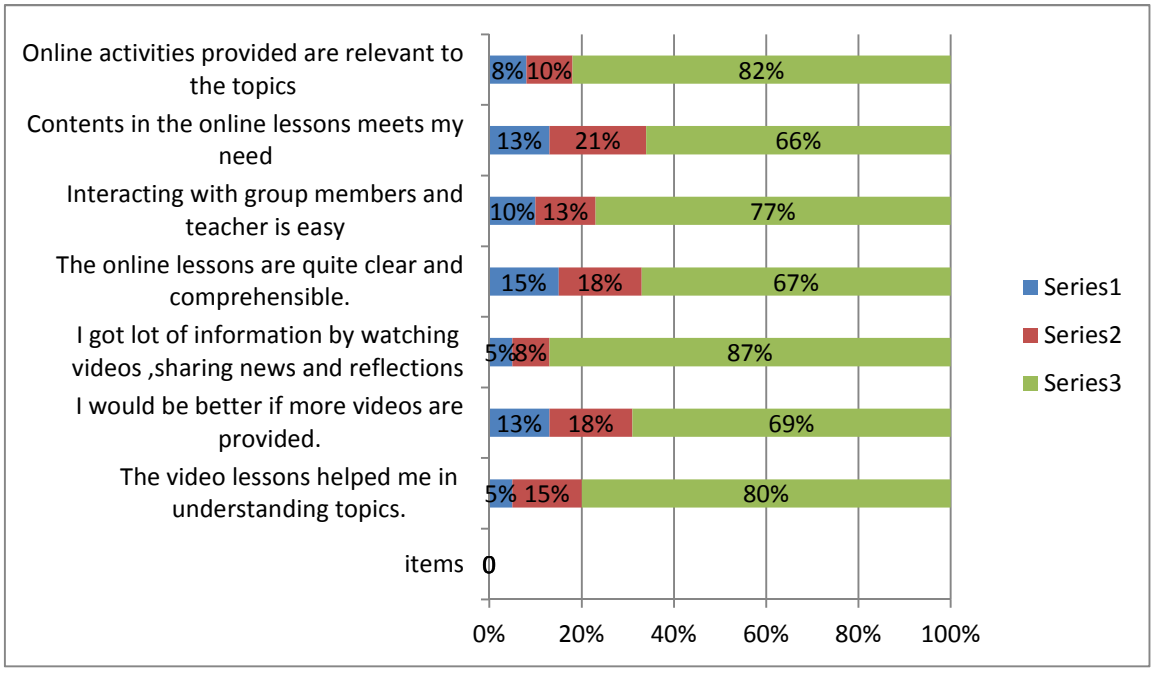
The obtained F- value with reference to factor-A treatment is 289.22 and the corresponding table value is 6.9 with df 1 and 74 at 0.01 level. Since obtained F value is greater than the tabled value, it is significant. Therefore, the corresponding null hypothesis Hô is rejected. Hence, it may be concluded that there is the main effect of treatment with reference to developing civic participation. Since the mean value of gain in civic participation score of the experimental group are greater than that of the control group it may be interpreted that blended learning strategy is more effective in developing civic participation among students. Whereas the interaction between gender and treatment is not significant in developing civic participation as the obtained F value3.85 <table value 6.9.

There is no main effect of gender in developing civic participation among secondary school students (F 6.44<6.9).

4.3 The reaction of the students towards the blended learning strategy

The reactions of students towards the blended learning strategy were recorded on a 3 point scale and are presented graphically in the percentage bar charts. The reaction of the students towards the blended learning strategy regarding the dimension, watching video lessons is presented in the following bar graph.

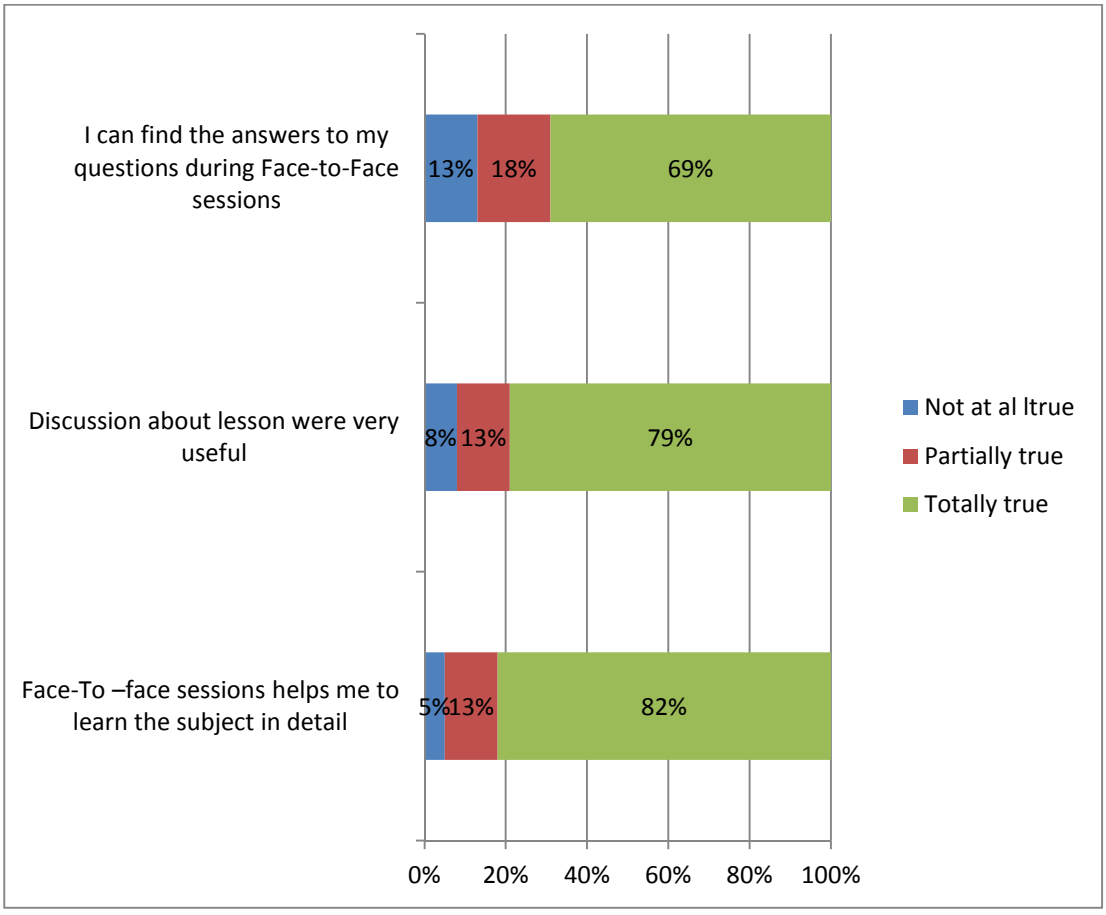
Graph-4.14: Represents the reaction of students regarding the dimension video lessons.



About 82% of the students reported that the online activities provided are relevant to the topics, only 8% of the students opined that video lessons are not relevant to topics, 10% partially agree to this about 66% of the students agree that contents in the online lessons meet their needs and 21% agreed to this partially true. Only 13% disagree to this about 77% of the students agree that interacting with group members & teachers is easy only 10% disagree with this and 13% partially agree to this. About 67% of the students are of the opinion that video lessons are clear and comprehensible. 18% agree to this as partially true only 15% disagree to this. About 87% of the student are of the opinion that they get lot of information by watching videos, sharing news and reflections, 8% partially agree to this and 5% disagree to this. About 69% of the student are of the opinion that they learn better if more videos are provided, only 18% partially agree to this and 13% disagree to this. About 80% of the student reported that video lessons helped

them in understanding topics, only 15% partially agree to this and 5% disagree to this.

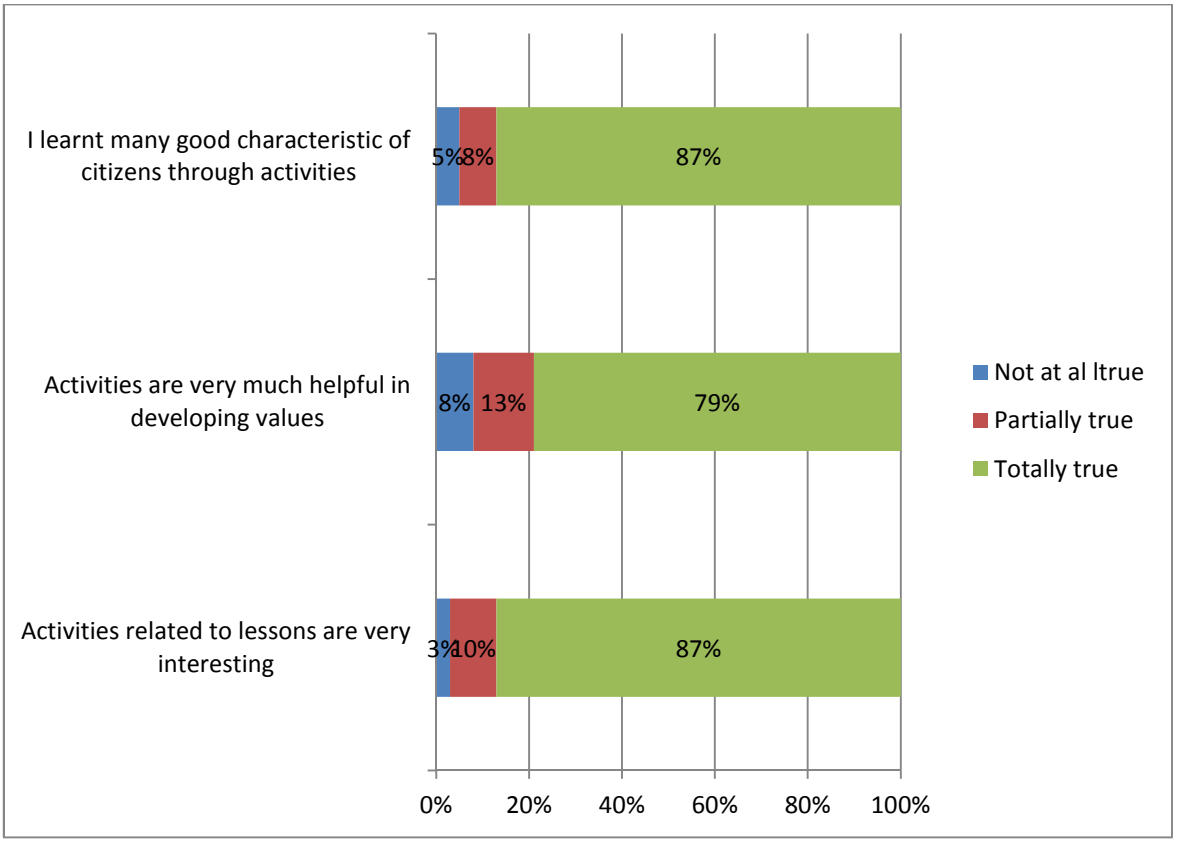
Graph-4.15: Shows the reaction about face to face discussion about the lesson.



About 69% of the students reported that face to face discussion helps in understanding the lesson in detail. Only 13% disagree and 18% agree to this as partially true.

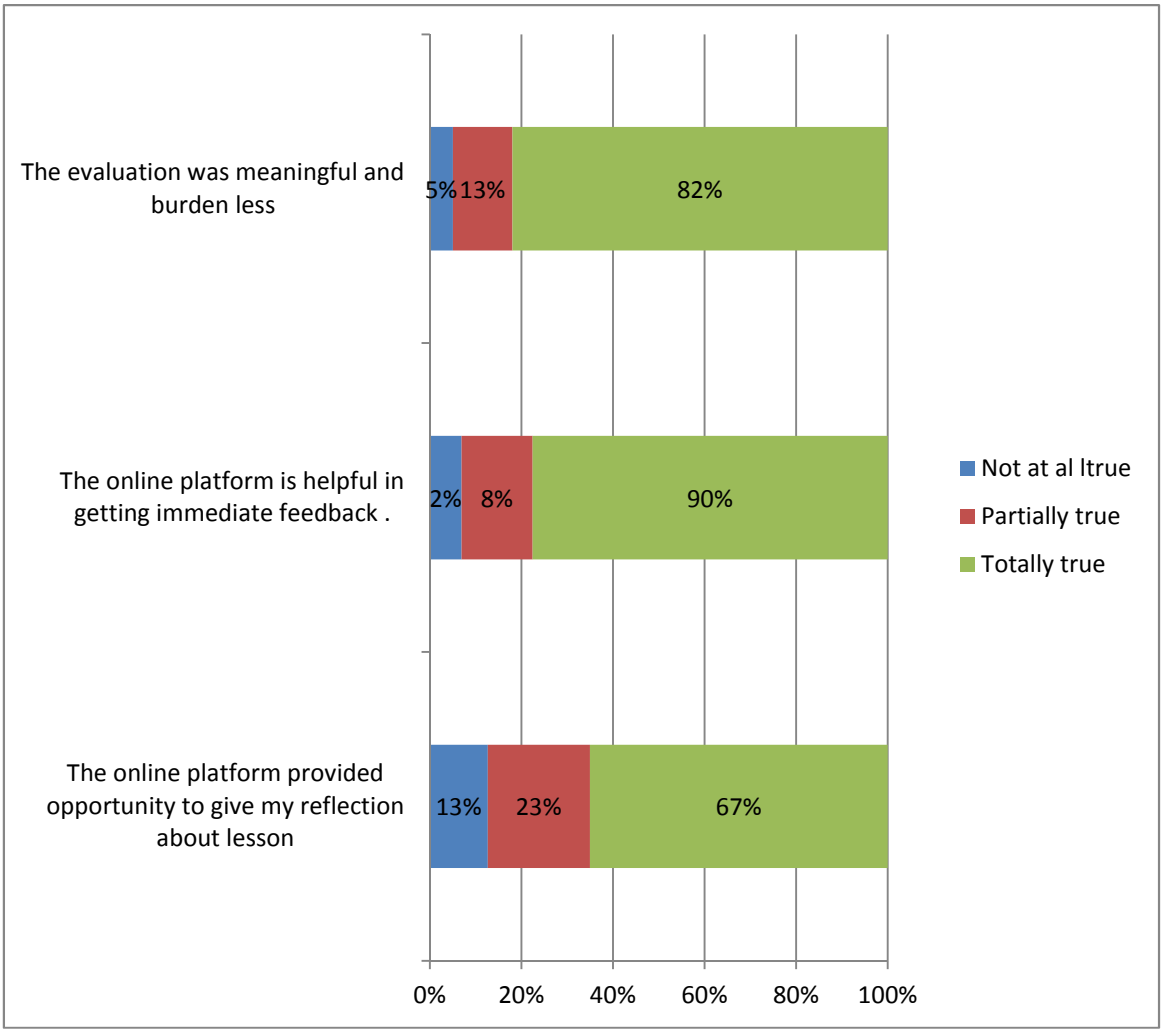
About 79% opined that discussion about lessons is very useful only 8% do not agree and 13% agree to this as partially true. About 82% of the students reported face to face interaction helped them to clear their doubts. 13% of the students partially agreed to this and 5% disagree to this.

Bar graph No 4.16 representing the reaction about activities of module.



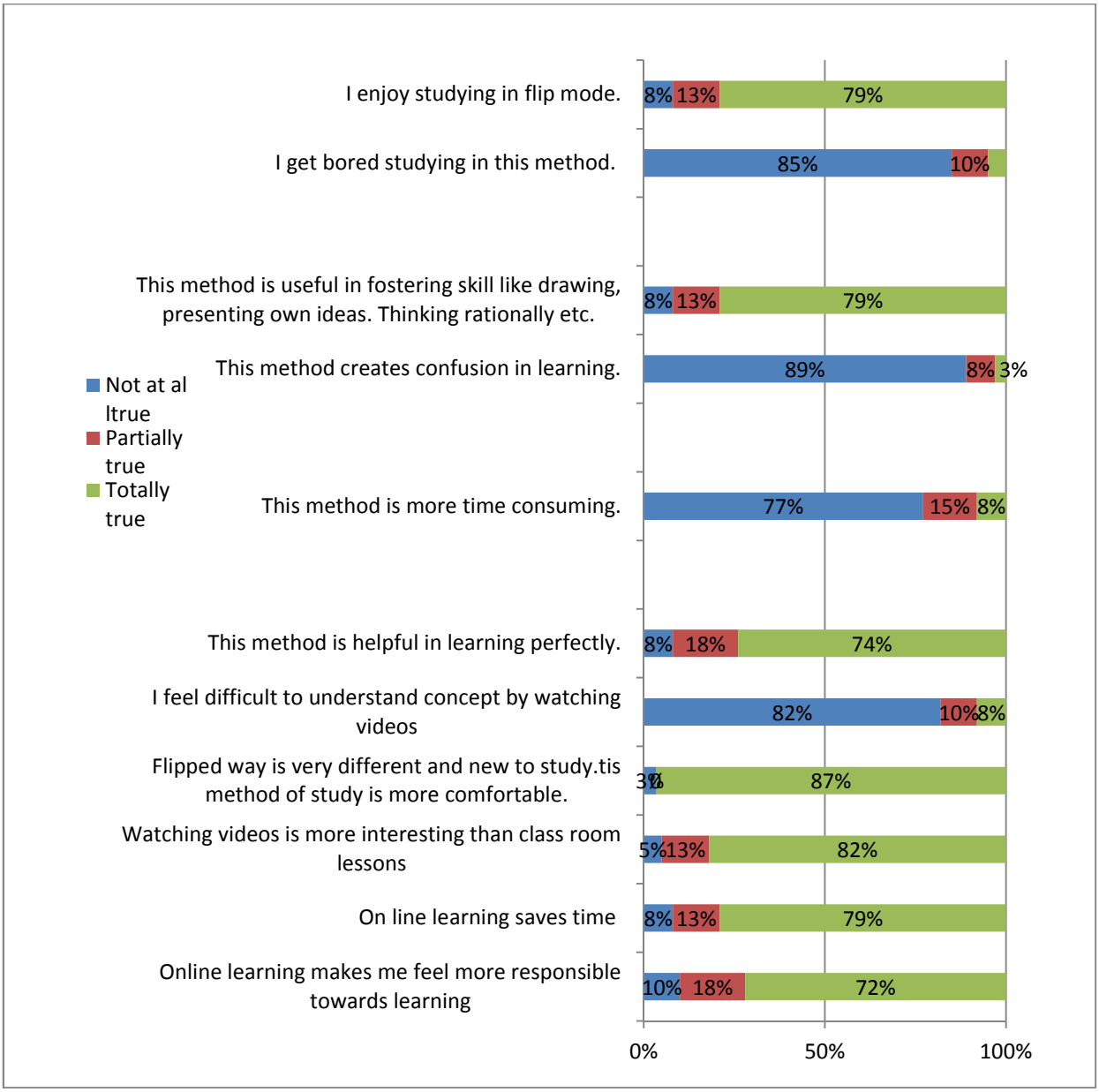
About 87% of the students opined that activities promoted them to learn characteristic of good citizens, 8% agreed to this as partially true and only 5% disagree to this. About 78% of the students opined that activities are helpful in developing values only 13% agreed to this as partially true and 8% disagree to this. About 87% of the students reported that activities related to lessons were interesting 10% agreed to this as partially true only 3% disagree to this.

Graph-4.17: Represents reaction of students regarding the dimension evaluation.



About 82% of the students opined that the evaluation as meaning full and burdenless, 13% agreed this as partially true and only 5% disagree to this. About 90% of the students opined that the online platform is helpful in getting immediate feedback 8% partially agree to this and 2% disagree to this. About 67% of the students reported that online platform provided opportunity to share their reflections, only 23% agree to this as partially true and 13% disagree to this.

The graph No 4.18 representing Reaction about general aspect



About 79% of the students reported that they enjoyed flip mode of learning, 13% agreed partially to this and only 8% disagree to this. Only 5% of the students reported that they get bored studying in this method, 10% partially agree to this and about 85% disagree to this. About 79% of the students reported that this method is helpful in fostering different skill, 13% of the students partially agree to

this and 8% disagree to this. Only 3% students opined that this method creates confusion in learning, 8% agreed to this as partially true and 89% disagree to this.

About 8% of the students reported that this method is time consuming 15% agreed this as partially true 77% disagree to this. About 74% of the students reported that this method is helpful in perfect learning, 18% agreed to this as partially true and 8% disagree to this.

About 8% of the students opined that it is difficult to understand concepts by watching videos 10% agree to this partially true about 82% disagree to this. About 87% of the students reported that this method is more comfortable, 10% partially agree to this and 3% disagree to this. About 82% of the students reported that watching videos more interesting than classroom lessons, 13% partially agree to this and 5% disagree to this. About 79% of the students reported that on line learning saves time, 13% agree to this as partially true and 8% disagree to this. About 72% of the students reported that online learning makes them more responsible towards learning, 18% agree to this partially true and 10% disagree to this.

From the graph it is clear that majority of the students have an over all positive reaction towards blended learning.

This chapter is devoted to the presentation of data analysis and its interpretation.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSION

5.1. INTRODUCTION

The word patriotism took its genesis in the true sense in India during the nineteen thirties 'It is generally cultural attachment to one's homeland or devotion to a country. Although the interpretation of the term varies with context; geography & philosophy, it may be defined as a Special affection for one's own country, a sense of personal identification with the country and special concern for the well being of the country and willingness to sacrifice to promote the country's good. (Stephen nathonson, 1995). Different dictionaries interpret the term patriotism as, "love of one's country", it is a love for the country & loyalty towards it (Collins dictionary). Accordingly patriotism can be defined as love of one's country. It is identification with it and willingness to sacrifice for it.

This research was undertaken to inculcate patriotic related variables by integrating social science with ICT through blended learning strategy in flip mode. This discusses the genesis of the problem, statement of the problem, objectives of the study, procedural details of the study, analysis of data, findings of the study, discussion and implication of the study, and suggestions for further research**.**

5.2. GENESIS OF THE PROBLEM

History is evident that it may be invention, discovery, winning war, adventure, or contributing to the economy, behind all this is a motive called patriotism. Patriotism is a magic bullet to all the issues related to the society patriotic spirit triggers competitive spirit to achieve excellence. Competitiveness is a power to develop.

Essential qualities are to be incorporated among students to shape them into good citizens by teaching about patriotism to youth and children and making them active participants in society. School is the suitable and appropriate platform to infuse patriotism among students and thereby in society. Patriotism is not just a feeling, but it is to be reflected in our actions.

School is the center of society, and the future citizens are created here. It is where the children choose their future as well as decide their role in the society. It is where the young minds are molded towards positivity, and their talents are recognised their creativity is fostered. Therefore, teachers are required to work with ignited mind and commitment so that they can contribute to the society by equipping the student with qualities required to shape healthy and elite society i.e. true patriots.

The English term patriot is first attested in the Elizabethan era via middle France from Late Latin. (6^{th} century) patriota, country man derived from Greek, it is an abstract noun. Patriotism means pertaining to the feeling of love towards one's country.

It is generally cultural attachment to one's homeland or devotion to a country. Although the interpretation of the term varies with context; geography; & philosophy, patriotism can be defined as love of one's country. It is identification with it. & willingness to sacrifice for it. The Stanford encyclopaedia of philosophy. (2009). In the article patriotism defined patriotism as love of one's country, identification with it, and special concern for its well-being and that of compatriots. It clarifies the distinction between Patriotism and nationalism, though they are often used interchangeably nationalism is aggressive, patriotism is defensive; it is a devotion to a particular place and a way of life one thinks best, but has no wish to impose on others (Orwell 1968, 362).In the case of patriotism, that entity is one's *patria*, one's country; in the case of nationalism, that entity is

one's *natio*, one's nation (in the ethnic/cultural sense of the term). Thus patriotism and nationalism are understood as the same type of set of beliefs and attitudes and distinguished in terms of their objects, rather than the strength of those beliefs and attitudes, or as sentiment vs. theory.

The issues like why one should love and loyal to the country are discussed and reasoned as Patriotism as a natural and appropriate expression of attachment to the country in which we were born and raised and of gratitude for the benefits of life on its soil, among its people, and under its laws. Patriotism is an important component of our identity. Patriotism is morally mandatory, or even that it is the core of morality. In the medieval and ancient period, India was divided into provinces and ruled by different dynasties. Therefore, loyalty was restricted to the group they belong. In modern days the social structure has changed and all the provinces are merged into united India

Modern India is based upon the idea that all its citizens are equal and that its rulers represent the will of not just a few, but all of the different communities that make up this country. This nation is based upon different foundations than most of those which went before it. Its legitimacy lies in its being able to satisfy its various component communities that their interests will be safeguarded by the Indian state. Irrespective of the religion, caste, community, sex of the individual, the state is supposed to represent each and every one of them. The modern nation has its appeal because of its being able to mediate between and reconcile often conflicting interests. The state is considered legitimate when it speaks with the same voice to all.

It is the coming together of so many diverse groups which lend strength to the country. The strength of India lies in its being able to weld together a large and heterogeneous populace into a common force. Any country in modern times which seeks to progress and develop must find ways of attracting and retaining the

loyalty of its constituent groups. The heterogeneity of Indian society is unique and it is not so easy to melt the identities as in the USA. Therefore, it takes time to move towards modernity. In Indian context, patriotism can be defined as the characteristic which upholds the happiness of poorest, assures dignified life to weaker sect, equality to the minority. It must be patriotism which comes into action every day, through a conscience that sees lying to customers, exploiting labourers, cheating on tax, paying bribes, oppressing the poor, paying obeisance to the powerful, all these daily acts of betrayal of the people as treason.

Every secular space in a modern country teaches a lesson of patriotism. However, school education is a special area for our concern. It is here where most young people come together crossing the old boundaries of religion and caste. It is here where the new nation is being constructed. The kind of values which Indians seek must be in tune with the universal appeal of the country. The modern idea of India is about equality and the transcendence of social barriers, not about narrow dividing walls. It is high time that we rethought our school experience to try and create a land where the patriot is he who cares for compatriots.

There are different practices to show patriotism, the national symbols of India are an integral part of the country's culture & heritage. These symbols give a feeling of unification among the diversified Indian population. The national symbols are used during national celebrations, for example; the national flag of India is hoisted on Independence Day. These symbols are unique & uphold a separate cultural unity. The Indian national symbols are in a way the representatives of India, the prominent symbols are the National flag, National Anthem, National Song and National Emblem. Other national symbols include Lotus, Banyan tree, mango, peacock, and tiger. Along with symbols the different gestures of showing patriotism are March- past which represents moving forward unitedly with a definite goal. Singing patriotic songs, celebrating national

festivals, etc. Even educational reports and policies recommended to develop the characteristic related to good citizen i.e. patriotism among school children. Even the education reports recommended inculcating patriotism.

All the above reports recommended the inculcation of good citizens 'attributes like perception about symbols of national identity, awareness about fundamental duties of constitution, level of patriotism, and civic participation.

Recent developments in the field of Information and Communication Technology are revolutionary in nature. ICT is not an initiative introduced purposefully in to an existing system in order to bring about improvement ,but a major perturbation that has established the existing order and led a large number of unpredictable changes(Somekh,2007).The ability to use ICT effectively and appropriately is essential to enable learners to acquire and exploit information within any sphere of human activity. ICT has paved the way for accelerating the paradigm shift through providing more flexible ways of learning .this provides learner more ways to search for the most effective and efficient path to learning. The ready availability of computer technologies in the classroom and the community has greatly expanded the educational options available to learners.

ICT has an important role to play in teaching and learning. In recent years there has been a shift toward the use of ICT skills as tools to assist learning. Researches suggest that ICT can be used to strengthen procedural knowledge and that the main forms of ICT which are relevant to school activities, includes: multimedia software, information system, publishing presentation tools and computer projection technology (LA Velle & Brown, 2003; Osborne & Hennessy,2003).

Lokman and Stephanie (2001) studied "The information seeking behaviour and use of Social Sciences Faculty Members." Results of the study show that

members of the Social Sciences faculty use the World Wide Web and electronic mail for locating particular government information. They also use traditional methods for searching information. Borgman, and Smart (2005) suggests that digital libraries promote the undergraduates education and help to access the primary as well as secondary sources of information. Hemming (2008) investigated that the respondents liked to use visual resources more than textual ones.

If the internet connectivity is improved in the seminar libraries of Social Sciences departments, the social scientists will use the internet in a more effective way Bhatti, Asghar, Mukhtar and Chohan (2011).

The internet is useful for academic purposes and online databases, dictionaries, encyclopaedias and online courses, Khan and Bhatti, (2011)

ICTs have positive impact on learning and it helps in improving CGPA Khan, Bhatti and Khan (2011). They highlighted the problems they faced in accessing ICTs. They mentioned slow speed of Internet, lack of computers, shortage of time and electricity failure as the problems faced by them. Blended learning is the latest trend of ICT in teaching.

Blended learning is a hybrid of online learning and face-to-face (F2F) instruction using a variety of learning resources. Blended learning is a flexible learning strategy that integrates innovative and technological advances of online learning with interaction and participation of traditional classroom learning. Combining face to face and fully online components optimize both environments in ways impossible in other formats. Dziuban, Hartman, & Moskal, (2004). Garrison and Yaughan. (2008). define blended learning as a new educational paradigm that integrates the strengths of face-to-face and online learning, a designed approach whereby both face-to-face and online learning are each made better by the presence of the other. Providing several online options in addition to

traditional classroom teaching training really increased what students learned (Dean, Stahl, Sylvester& Pearson, 2001; Graham & Allen, 2005). It is an educational formation that integrates online learning techniques including online delivery of materials through web pages, discussion boards, email, face book, and WhatsApp with traditional teaching methods. The pedagogy of blended learning is based on the assumption that there are inherent benefits in face-to-face instruction as well as the understanding that there are advantages in using online methods (Clark & Patrick).

Blended learning, the teaching practice that combines teaching methods from both face-to-face and online learning, is an established, rapidly growing instructional model that is proving to be highly effective in helping schools and districts, address the challenges of student achievement, limited resources and the expectations of 21st-century learners (Eduviews, 2009).

Students enjoy freedom to study anywhere anytime, and the students who are shy in classroom interaction will become active in online discussion (Marjana A, Canales A.W, Kati K, Anu N, 2016). Blended learning promotes collaborative learning and effective in building knowledge in Moodle and WE chat platforms (Simon K.S, Lam, Shank J, Wang A, Kwan K, 2016.). The teachers needed a fairly minimal amount of pedagogical and technical training to employ BL successfully. Collaborative planning also proved very beneficial, together with technical and pedagogical support. Students were found to work more autonomously and focused while becoming more responsible for their own learning. This enabled the teachers to better provide personalized assistance, keep better track of student progress, and cover more materials. Students also liked learning in the BL environment and indicated they would prefer this to be more conventional classes (Jacob Lars, 2012). In recent years, the flipped classroom has become one of emerging technologies in education and it can be a standard of

teaching-learning practice to foster students' active learning in higher education (Hamdan, McKnight, McKnight, & Arfstrom, 2013). There are different types of blended instructional strategies. They are hybrid learning and flipped classroom. Flipped learning is one of the blended forms of learning.

The flipped classroom is also known as a student-cantered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students' performance (Sams & Bergmann, 2012). Hence, by applying the flipped classroom approach to teaching and learning activities, the instructor can move the traditional lecturer's talk to video and the students can listen to the lectures anywhere outside of class. The flipped classroom allows students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity also increases students' collaborative learning in distance education outside the class. Thus, by flipping the class, the students will not spend so much time listening to long lectures in the classroom but will have more time to solve problems individually or collaboratively through distance learning with peers. Applying flipped classroom approach also contributes to better understanding of technology use in teaching and learning activities; students will use various technology media in learning activities independently, while the lecturer will use various technology media in their teaching practices (Zainuddin & Attaran, 2015).

It is a little hard to believe, but WhatsApp can be used as a learning tool. Some of the popular messaging app's attributes make it an ideal solution for teachers and students. The underlying purpose of WhatsApp is to facilitate communication, and at its most basic level, education is nothing but communication. It facilitates communication (Teaching with Whatsapp. hepified.com). Blended learning saves time as students are provided with the

opportunity of getting lessons at home using Whatsapp platforms. Confluent and integrated approaches prove to be complement to the online lessons.

in flipped mode blended learning saves time as students are provided with the opportunity of getting lessons at home using online plat forms .more focus can be given to activities which facilitates to inculcate patriotic related attributes i.e. civic participation ,awareness about fundamental duties of citizens, level of patriotism and perception about symbols of national identities.

Perceptions about Symbols of National Identity It is the feeling People in different places express pride & love for their nation in different ways. The strong feeling of loyalty & devotion to a political cause or movement often through the use of symbols & slogans, Depicted in flags, works of art, national anthem, etc. These symbols reinforce a national consciousness, create a sense of pride towards national culture & inspire loyalty towards national culture and inspire loyalty towards national political interest. KR Minogue examined the phenomena in his book Nationalism (1967) the flags and anthem can be used to create members of a nation by developing new habits and emotion they are used to build a sense of commonality.

About this element, Durkheim states, the "collective totem is part of the civil status of each individual." There are primarily two criteria of group identity: a name (of the group) and a representative sign (the totem) that are significant indications of the degree of collective consciousness. Borne Man Elirea, (2005). In the study, National symbols & Nation Building in the Post-Apartheid South Africa found that Symbols such as the Rainbow and new National Flag have been hailed worldwide as representative of optimism that the new political dispensation would bring reconciliation and unity in the diverse South African society. David, A. Butz. (2009) In National symbols as agents of psychological and social change is of the view that national symbols are not passive fixtures of people's environment,

but instead may yield significant psychological and social effects. In this study, National Anthem & national flag are considered as most prominent symbols of national identity. Based on the above reviews the components like National consciousness, sense of pride, unity are considered as the ways of perception about symbols of national Identity. The researcher wants to know if there are cases in today's generation of digital natives who think that there are no feelings attached to the flag or anthem. The researcher also wants to know whether they have oppressed feeling about the symbols i.e. may be having dissatisfaction of any kind. Along with symbols awareness about fundamental duties of constitution brings national consciousness among Indians.

Awareness about Fundamental duties of constitution It is about the duties enlisted in the constitution. National Commission to review the working of the constitution (2001): focused on the need of developing awareness about citizens' duties to Indians along with explanation of each duty, which are in the Indian constitution, 4th chapter 'A" part Article 51'A.' Sen Tanmay and Sinha. (2011). in their write up about fundamental duties: An Analysis in the Indian Context, suggest that legislative steps be taken for the enforcement of fundamental duties. Secondly, fundamental duties should be discharged by all who enjoy the rights. It is significant to note that none of the constitutions of western democratic countries specifically provides the duties of the citizens. Among the democratic constitutions of the world, we find the mention of certain duties of citizens' in Japan & India. In other countries, a sense of patriotism is imbibed in education.

People should be sensitized, and awareness should be developed about fundamental duties. This awareness develops critical thinking and promotes constructive patriotism.

The Level of Patriotism It may be broadly categorized as Blind patriotism and Critical patriotism Robert Schatz**. (**1999). Conducted a study and proposed the

existence of two types of patriotism, blind and constructive. The distinction between the two types is explained, i.e. Blind patriotism is an attachment to the country that is characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like "I would support my country right or wrong." Richey Sean**. (**2013) In, The Social Basis of the Rational citizen, found that social networking increases constructive patriotism & lessen blind patriotism. The result suggests that the stimulation of social networking would be beneficial for critical citizenship and should be promoted. Madupu vivek (2012). In the study, the Influence of Blind and Constructive Patriotism on Ethnocentrism and Willingness to Buy Bi-national Products, found that patriotism was found to be one of the antecedents of consumer ethnocentrism The study by Barnes Kelly, and Bernard Whitley, J.R**.** (2012) Blind Patriotism, Stereotyping, and the Mediating Role of Threat is about increased stereotyping of African American, Gaymen and Lesbian. Blind Patriotism was related to increase stereotyping .interestingly constructive patriotism was also found to be related to increase stereotyping. Good patriots show an inclination to behaviours of civic participation.

Civic participation Civic education (CE) is a broad concept. It can cover specific rights and duties of legal citizens, but usually, it is used to indicate the knowledge, skills, and attitudes that children are expected to learn to be virtuous and civically productive members of society. These qualities of a citizen, although they can be accrued from a number of resources, are fostered and developed through educational systems. Civic education in school is recognized as an effective way of increasing political awareness and effective participation in the society. Civic Education helps build better citizens via acquiring skills and attitude towards their nation via awareness of current and past challenges and active participation in the society. It works to support citizens who are able to get involved on a global level without compromising their national identity and

loyalty. Schools, by choosing programs that foster classroom discussions, community projects, and informational use of the internet produce favourable outcomes that build over the K-12 level in civic education.

Providing effective civic education is critical for any state wishing to be. A curriculum that fosters a better understanding of fairness, diversity, and participation through the integration of lessons and methods that are relevant to young people's lives ensures the importance of civic education is recognized by teachers and students. Civic education needs to have a cross-curricular approach, allowing citizenship to be incorporated into other lessons to demonstrate how it influences a wide range of human activity. Furthermore, civic education needs to provide effectively for students to talk about events they have seen in the news or have heard being discussed, in a safe and supportive environment. (Usman Saleha Smaira,2015).

Levison Meira. (2015) in The Civic Empowerment Gap: Defining the Problem and Locating Solutions says that Civic Education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are 1. Informed and thoughtful; have a grasp and an appreciation of history and the fundamental processes of democracy; have an understanding and awareness of public and community issues, and have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives. 2. Participate in their communities through membership in or contributions to organizations working to address an array of cultural, social, political, and religious interests and beliefs. 3. Act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving public speaking, petitioning and protesting, and voting. 4. Have moral and civic virtues such as concern for the rights and welfare of others, social

responsibility, tolerance and respect, and belief in the capacity to make a difference. (Carnegie Corporation of New York & CIRCLE, 2003, p. 4).

One virtue of this characterization of good citizenship, and hence of good civic education, is that it is capacious without being simplistic. Within this definition, good citizens may be those who vote, protest, boycott, run for office, join political parties, join civic organizations, commit acts of civil disobedience, circulate e-mail petitions, write influential political blogs, "tweet" or text message about political events. Reachey Sean (2011) in The Research study Civic Engagement, and Patriotism has shown a link between patriotism and civic participation. This research assumes that the causal arrow flows from patriotism to civic participation (Kahne Joseph, Middaugh Ellen, Danielle Allen,2014). Social network sites, websites and text increasingly serve as both a conduit for political information and a major public arena where citizens express and exchange their political ideas; raise funds; and mobilize others to vote, protest, and work on public issues. Participatory politics--interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern. This attribute can be better adapted through the medium of ICT.

5.3 NEED AND IMPORTANCE OF THE STUDY

For any lasting change to happen in the country society has to change in terms of its behaviour attitude & values The purpose of Social Studies' education process is not bringing up students who are isolated from society and are blind patriots. But school education should promote a sense of responsibility and mold the behaviour of students to be civically engaged. They must be able to think critically and bold enough to criticize the decisions policies if they are not in favour of countries progress.

History reveals that India was attacked several times since 300 BC & dominated by many foreign powers up to 1947. The main reason for it was that Bharthvarsha was divided; there was no unity in the country, states were battling with each other so invaders took the advantage of this separatist attitude and reigned our country. Again the terrorists are trying to take the advantage. Therefore, it is necessary to inculcate patriotic attitude among Indians.

Corruption has become the common practice in India. The practice of giving bribes is accepted with sweet lemon attitude by Indians. Scams have become quite entertaining to watch on TV they have provided content to channels. Even in offices, this type of incidents are prevalent. Even to get caste certificate & income certificate students are required to give a bribe. Though there is proper means & provision for getting justice, people, go violent & the first target of their violence is the government buses government building, is there any solution in destruction.

In the land of spiritual people what is happening? Incidents of aborting girl child and girls are being victims of Torture, molest sexual assaults, honour killing, etc. no doubt there are strong rules for protection. But most of the cases go unnoticed. It is not possible to achieve progress without empowering women.

In this modern era & after 50 years of independence clashes in the name of religion are prevalent here should be a spirit of harmony & common brotherhood in society for progress.

There is a need of finding proper means of waste management, keeping the surroundings of dwelling places clean. People throw rubbish in drains though municipalities & other bodies have made carriages to transport household waste. There is a little sense of bad effects of plastic; thermo coal etc among people, it is the need of the hour to change the lifestyle to save the earth and avoid natural

calamities which occur due to the meddling of the man with nature and unwise usage of resources.

Citizens are not expected to be the passive bystanders, the habit of rendering help & service to the compatriots is necessary. Because the service of the people is the service of the God. People seldom bother about the problems of other fellow beings.

About 70% of Indian population is below 35 years. But most of the youth are not developing their talents & capacities instead they are wasting their energy. Modernity to them i.e. young girls & boys are going to pubs, smoking, vulgarity, etc. In today's era of globalization, everyone has to strive to build his or her capacities. Good personality development among citizens can make India self-sufficient & can save from being exploited by richer countries in an unequal trade relation and dependency on technology.

India's patriotism needs to be critical the diversity of Indians should become the strength of India. Patriotism needs to go beyond being a formality. It needs to go beyond standing motionless for 52 seconds. It needs to become an unfurled & never-ending devotion as long as we exist.

It needs to be the pious & noble sentiment. Patriotism in a modern country must be expressed through universal symbols. These are all around us and yet are ignored. The streets of a neighbourhood are a truer symbol of nationhood than a place of worship. They are used by all and paid for by the contributions of all. Yet, they remain filthy while people pool money to build distant places of worship.

In order to cope with the rampant condition of Indian society, it is necessary to develop patriotism by inculcating patriotic attributes like perception about symbols of national identity. This fosters devotion and affection towards the nation. Nearly 75% of Indians are not aware of the fundamental duties of the

constitution. The national commission to review the working of the constitution, (2001); focused on the need for developing awareness about citizens' duties to Indians. Many Indians blindly support the policies and decisions of the government without questioning. This type of behaviour gives ways to corruption and abuse of power. Only a small percentage of people participate in civic activities like participating in the national programme, discussing issues related to country, voting, in election, keeping update by reading newspaper, etc. Therefore, there is a need to conduct research to develop the attributes related to patriotism. Patriotism is a great value which is to be developed among all Indians using schools as the platform and by adopting different modern methods of teaching to achieve the desirable and effective result.

NUEPA report on NEP (2016) emphasized the role of education to inculcate values and to provide skills and competencies for citizens and in enabling him/her to contribute to the nation's well-being, strengthen democracy by empowering citizen's acts as the integrative force in society and foster cohesion and national identity. Further, the UNESCO report (1999) recommends undertaking projects to transform negative feeling into reconciliation by encouraging practices in teaching History and combat stereotype and prejudice. The national commission to review the working of the constitution (2001) recommends that people should be sensitized about the duties of the constitution and develop citizenship values among people.

The research works, done so far in this area is only to gauge the patriotic attitude. Leoni and Khatib (2007) conducted research about American patriotism, national identity and political involvement focused on the degree of patriotism among Americans. Kumar, Derby, Singh & Sudhir (2012), Conducted research about patriotic and parochial attitude among natives and migrants only compared patriotic feel among natives and migrants. Ley & Torney. (2014) conducted a

study about patriotism and political participation among Americans and Russians adolescents compared the patriotism and political participation and patriotism between Americans and Russians.

So far there is no any research work about inculcation or development of patriotism. Therefore the present study is unique and new in its approach. Moreover to eradicate the evils of the society school should support actively by developing values among children.

As per educational thoughts of Plato education should solve all social and individual problems of society .education should help to develop patriotism among pupils.

Psychological studies in the characteristic and emotional development of adolescents have found that emotion of love among adolescence is the result of psychological disturbances caused due to the spurt of puberty and sex and this love is restricted to people only and it can be directed to the country, it is called patriotism.NCF 2005 has stressed that education should help the children to become good citizens.

Patriotism motivates to develop efficiency and to work for the welfare of the nation. It helps in inculcating values. it prompts the citizens to become active citizens and keep check on fallacious activities like fraud, corruption etc. resulting in making Indian society a healthy society. This paper is based on the area of my experimental research study about patriotism from Kuvempu University it is in progress.

To the present generation that is to the digital natives, the blended learning strategy is appropriate and effective to catch the interest of the learners. Therefore the problem chosen for the study is a good citizenship value and method adopted is suitable to the present generation. Values are those guiding principles of life

which not only help to develop one's physical & mental health but also in sustaining the society & its culture. Therefore, the problem chosen for the study is a good citizenship value. Hence the present study titled as below.

5.4 STATEMENT OF THE PROBLEM

Keeping in mind the need and importance of the study researcher opted to conduct research on present study entitled as ***"Effectiveness of Blended instructional Strategy on the Development of Patriotism Related Variables."***

5.5 OPERATIONAL DEFINITIONS

1. The Blended Learning Strategy-: blended learning strategy is a planned combination of face-to-face instruction and online learning. In the present study, blended learning refers to the pedagogical strategy in the flipped way i.e. lesson videos of social science are given at home, activities, and discussion is done in face-to-face classes.

2. Conventional approach-: conventional approach refers to the traditional way of teaching wherein only lecture method is used.

3. The Perception about symbols of National Identity-: moderate to intense emotions that prepare participants to respond consistently in a favourable or unfavourable manner, their feelings related to national symbols. It is a person's identity & sense of belonging to one's state. It is not a born trait, it is the direct result of the presence of elements from the common point in people's lives, national symbol, language; it helps to strengthen the feeling of oneness.

4. Awareness about the Fundamental Duties of the Constitutional -: it is the understanding and familiarity and obliging of 11 citizen's duties listed in Indian constitution

5. The Level of patriotism-: Level of patriotism may be broadly categorized as Blind patriotism, and Critical/constructive patriotism the distinction between the two types is explained, as, blind patriotism is an attachment to the country that is characterized by unquestioning acceptance of its policies and practices and unquestioning allegiance. It is expressed in agreement with questions like "I would support my country right or wrong. Blind patriotism is defined as a relationship with country characterized by rigid identification, global positive evaluation, staunch allegiance, and intolerance of criticism. Constructive patriotism is defined as a relationship with country characterised by a more flexible identification, support for constructive criticism, and a desire to implement positive change.

6. Civic participation-: It is the behaviour of frequent in nature to engage or participate in activities of national interest. Personal responsibility, individuals should feel to uphold their obligation as a part of any community, work to make a difference in the quality of civic life.

7. Gender-: It is considered as the moderator variable. In the present study, gender refers to that biological distinction which differentiates male from female. Here, gender refers to boys and girls.

5.6 OBJECTIVES OF THE STUDY

The objectives of the present study are formulated as follows

1. To study the effectiveness of blended learning strategy on the perception about symbols of national identity among secondary school students.
2. To study the effectiveness of conventional approach on the perception about symbols of national identity among secondary school students.
3. To study the effectiveness of the blended learning strategy on awareness about fundamental duties of constitution among secondary school students.
4. To study the effectiveness of conventional approach on awareness about the fundamental duties of constitution among secondary school students.

5. To study the effectiveness of the blended learning strategy on the level of patriotism among secondary school students.
6. To study the effectiveness of conventional approach on the level of patriotism among secondary school students.
7. To study the effectiveness of the blended learning strategy on civic participation among secondary school students.
8. To study the effectiveness of conventional approach on civic participation among secondary school students.
9. To compare the effectiveness of blended learning approach and conventional learning approach in terms of developing the perception about symbols of national identity.
10. To compare the effectiveness of blended learning approach and conventional learning approach in terms of developing awareness about the Fundamental duties of constitution.
11. To compare the effectiveness of the blended learning approach and conventional learning approach in terms of developing the level of patriotism.
12. To compare the effectiveness of the blended learning approach and conventional learning approach in terms of developing civic participation.
13. To investigate the interaction between 'treatments' and 'gender' with reference to developing the perception about symbols of national identity
14. To investigate the interaction between 'treatments' and 'gender' with reference to developing awareness about the fundamental duties of constitution.
15. To investigate the interaction between 'treatments' and 'gender' with reference to developing the level of patriotism.
16. To investigate the interaction between 'treatments' and 'gender' with reference to developing civic participation.

17. To investigate whether students sustain the perception about symbols of national identity induced through blended learning approach.
18. To investigate whether students sustain awareness about the fundamental duties of constitution induced through the blended learning approach.
19. To investigate whether students sustain the level of patriotism induced through the blended learning approach.
20. To investigate whether students sustain civic participation induced through blended learning approach

5.7 HYPOTHESES OF THE STUDY:

The following null hypotheses are formulated for the present study.

1. There is no significant difference between the means of pre-test and post-test of the experimental group in the perception about symbols of national identity.
2. There is no significant difference between the means of pre -test and post-test of the control group in the perception about symbols of national identity.
3. There is no significant difference between the means of pre-test and post -test scores of the experimental group in awareness about the fundamental duties of the constitution.
4. There is no significant difference between the means of pre-test and post-test scores of the control group in awareness about the fundamental duties of the constitution.
5. There is no significant difference between the means of pre-test and post-test scores of the experimental group in the level of patriotism.
6. There is no significant difference between the means of pre-test and post-test scores of the control group in the level of patriotism.
7. There is no significant difference between the means of pre-test and post-test scores of the experimental group in civic participation.

8. There is no significant difference between the means of pre-test and post-test scores of control group in civic participation.
9. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing perception about the symbols of national identity.
10. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing awareness about the fundamental duties of the constitution.
11. There is no significant difference between the blended learning approach and the conventional learning approach in terms of developing the level of patriotism.
12. There is no significant difference between the blended learning approach and conventional learning approach in terms of developing civic participation.
13. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing the perception about symbols of national identity.
14. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing awareness about the fundamental duties of the constitution.
15. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing the level of patriotism.
16. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing civic participation.
17. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to the perception about symbols of national identity.

18. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to awareness about the fundamental duties of the constitution.
19. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to the perception about symbols of national identity.
20. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to the level of patriotism.
21. There is no significant difference between the immediate and delayed post-test scores of the experimental group with reference to civic participation.

5.8 VARIABLES:

Patriotism is related to the attributes like the perception about symbols of national identity, awareness about the duties of the constitution, the level of patriotism, and civic participation. In the present study, the teaching strategy is taken as the independent variable wherein the blended learning strategy is employed as the experimental intervention for teaching social science. The dependent variables considered in the present study are civic participation, perception about symbols of national identity, awareness about the duties of constitution and level of patriotism. Beside this gender is considered as the moderator variable.

Independent variables:

1. Blended instructional strategy.
2. Conventional method.

Dependent variables:

1. Perception about Symbols of national identity.

2. Awareness about Fundamental Duties of the Constitution.
3. Level of participation.
4. Civic participation.

Moderator variables-: Gender.

5.9 SAMPLING PROCEDURE

Secondary school students were chosen as the population. Random sampling technique was employed in selecting the school; two state board schools were selected from shimoga city for the study.

Priyadarshini English School was selected for the experimental intervention. The intact group of 39 ninth standard students of the school was regarded as the experimental group. The intact group of 39 ninth standard students of kanaka vidya samsathe, Shimoga was selected as the control group. Ninth standard students were considered for the study because schools are reluctant in giving permission to conduct any type of intervention to tenth standard students as the teachers have to prepare these students for the board exam.

5.10 DESIGN OF THE STUDY

The study is experimental in nature where in a pre test –post test equivalent group design was employed. Pretest was administered to both the experimental and control groups to asses civic participation, awareness about fundamental duties of constitution, level of patriotism and perception about fundamental duties of constitution. The experimental group was taught 5 chapters of social science using blended learning in flip mode .Where as the control group was taught the same social science in conventional method. Then post test was administered to both the groups

Figure -5.1: Diagrammatic Representation of Sampling Procedure

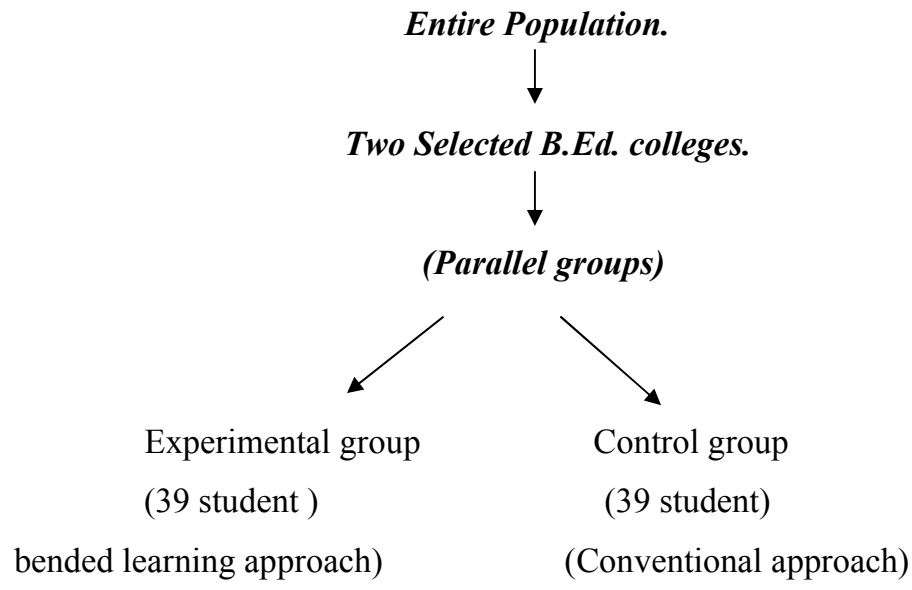


figure -5.2: Schematic Representation of the Experimental Design:

Experimental Group **Control Group**

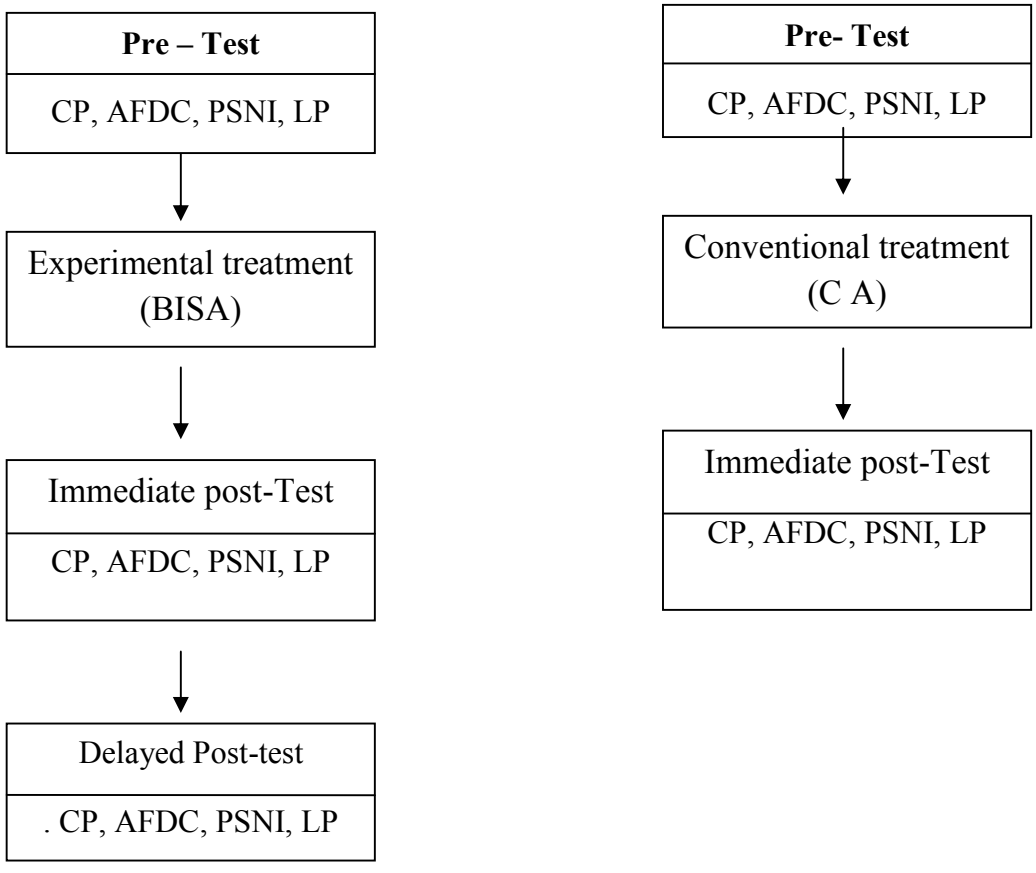


Table -5.1: Two Way ANOVA factorial designs was used

Group	Pre-test	Treatment	Post-test	Delayed post-test
Experimental group	CV,FDC,SNI **LP**	Experimental treatment	.CV,FDC,SNI **LP**	.CV,FDC,SNI **LP**
Control group	.CV,FDC,SNI **LP**	Conventional treatment	CV,FDC,SNI **LP**	

5.11 TOOL OF STUDY:

The study involved the assessment of civic participation, awareness about fundamental duties of constitution, level of patriotism, perception about symbols of national identity. the following table presents the tests prepared and the dimensions/components/topics considered.

Table- 5.2: Dimensions/Components /Topics of Variables of Study

Tests	Variable	Components
Likert scale	**Perception about symbols of national Identity**	Nationalconsciousness, national pride, unity
Achievement test	**Awareness about fundamental duties of constitution**	Obligation, consciousness
Situational judgement test	**Level of patriotism**	In-group favouritism, Stereotype Indifferent attitude/uncritical versus participative, Rationale citizen, Regional interest
Likert frequency scale	**Civic participation**	Reading/watching news, participation in awareness programmes sending messages related to national interest and awareness giving feedback

The steps suggested by transler and North (as cited in Kishan, 2008) were followed in the preparation and validation of the tests.

- Survey of sub –areas in the subject field.
- Preparation of test items.
- Critical evaluation of test items by experts.
- Formulating precise instruction for administration and preparation of scoring key.
- Tryout of the trial form.
- Item analysis to determine difficulty level and discriminative index.
- Establishing the reliability of the test.

Table- 5.3: Reliability Coefficients of Tests.

Tests	**Reliability Coefficients of Tests (Cronbach Alpha Coefficient)**
Civic participation	0.837
Level of patriotism	0.88
Perception about symbols of national identity	0.897

The DI and DV achievement test was acceptable i.e. between 20 and 80 and above 0.30

The investigator also developed reaction scale to find the reaction of students towards blended learning strategy .the dimensions of the reaction scale adopted are watching video lessons, face to face discussion about lesson, activities of the module, evaluation and general aspect.

5.12 DESIGN OF BLENDED LEARNING STRATEGY

A blended learning design suggested by Huang and Zhou (2005) and flipped learning based on Bloom's revised taxonomy is adopted. The procedure designing blended learning strategy involves mainly three stages.

Pre-analysis: It mainly consists of analysis of social science curriculum environmental features of the school and students Ninth standard social science curriculum was analyzed to understand scope for implementing the blended learning strategy. Environmental features of the experimental school were analyzed through a preliminary visit to the school. Characteristics of ninth standard students including their views on online learning were collected and analyzed .The purpose of this task was to lay a sound foundation for organization of learning activities.

Activity and resource design: A unique feature of blended learning design is that it focuses on which activities and resources are appropriate for the online learning and which activities are appropriate for the classroom contexts. This stage mainly consists of two sub stages.

(i) Overall design of blended learning: At this stage selected units were thoroughly analysed by specifying concepts and their meaning and a comprehensive design of the strategy was worked out.

(ii) Design of activities and development /selection of resource: Suitable activities for transacting each topic were identified and detailed lesson plans were prepared .In addition to this, resources required for the effective implementation of the strategy were either selected or prepared.

The study of flipped classrooms was based on the theory of Bloom's revised taxonomy of cognitive domain. This taxonomy provides six levels of

learning. The explanation is arranged from the lowest level to the highest level: 1. Remembering: in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned. 2. Understanding: the students try to demonstrate their understanding, interpret the information and summarize what they have learned. 3. Applying: the students practice what they have learned or apply knowledge to the actual situation. 4. Analyzing: the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The students obtain new knowledge and ideas after implementing critical thinking or a debate in group activities. In this level of learning, the students also produce creative thinking. 5. Evaluating: assessment or established peer-review knowledge, judge in relational terms; in this stage, students are evaluating the whole learning concepts and they could evaluate or make judgment on how far they successfully learned. 6. Creating: the students are able to design, construct and produce something new from what they have learned (Bloom, 1969).

In implementing flipped classroom, remembering and understanding as the lowest levels of cognitive domain are practiced outside the class hour (Krathwohl & Anderson, 2010). While in the classroom, the learners focused on higher forms of cognitive work, including applying, analyzing, evaluating, and creating Flipped Classroom. Research and Trends from Different Fields of Study Zainuddin and Halili. Bloom's revised taxonomy in the flipped classroom with the flipped model, the lower levels are presented before class through recorded lectures and video. Readings, simulations, and other materials also provide this foundational support for learning so that in-class time can be spent working on higher levels of learning from application to evaluation. In flipped classrooms, students go from the lowest level (remembering) to achieve the highest level (creating). Lankford (2013) mentioned that the flipped classroom focuses on how to support the learners in

achieving a higher level of the taxonomy domain. Additionally, Nederveld and Berge (2015) added that in flipped learning, classroom activity is spent on application and higher-level of learning rather than listening to lectures and other lower-level thinking tasks. Implementing flipped learning allows the students to spend more time supporting higher-level learning tasks such as a group discussion, while lower-level tasks such as knowledge and comprehension are completed independently outside the class.

Method of teaching: the intervention was carried out for 46 periods of extending up to 12 weeks. The experimental group was taught the selected units of social science using blended learning, in flipped mode strategy by the researcher. The lesson plans and modules designed served as the basis for the blending of face to face and online learning for the transaction. Face to face transaction include activities like watching videos, drawing posters, quiz, seminar, watching skit, listening audio, discussions, practical activities like reading and watching news, giving feedback, participating in awareness programmes sending messages , and activities related to variables.

The video lesson watching activities at home supported by the prior instruction of the researcher were continued through the online platform. In addition to this, the modules prepared by the researcher were carried by integrating with the lesson in classroom to induce the patriotic variables.

WhatsApp as a platform for online learning:

Whats'App is learning platform which provide on line learning with the powerful internet component. WhatsApp group connects teacher and students. It is easy to operate .Easily accessible and it doesn't need any extra skill to operate or extra equipment's, just a mobile is enough. All the members are permitted to interact with all other members. It is used as learning tool where students shared their

reflections after watching lessons, answered lesson related questions of the researcher .Shared news and sent messages related to awareness.

Treatment: The researcher created the WhatsApp group by adding mobile numbers and named it as social science class. Video lessons related to the selected topics i.e. Bhakthi Panth, Agents of Socialization, and Our Constitution, National Integration and physiographic.

The researcher used the facility of interacting students through chats, the students were asked to share their reflections after watching lessons the researcher motivated the students by giving feedback and appreciation. Then the teacher interacts with the students in the class room and discussed the learning points and tried to fill the gaps. After that, students again in the class room were made to participate in activities prepared by the researcher in the form of modules to inculcate the patriotic relate variables. They compromise, watching videos, listening audios, skits, discussion, etc. This is followed by the assement one is related to cognitive aspect i.e. achievement test and another is giving feed back to assess inculcation of patriotic values

INSTRUCTIONAL MODULE

This module is based on the 5E model of constructivist approach and Bloom's Taxonomy. The first stage was used for introductory activity and for giving suitable instruction to the students. The second stage i.e. explore, this stage was utilized for video lesson watching which is flipped as this activity was online at home supported by proper feedback by the researcher. The third stage was face-to-face interaction and discussion. The fourth stage elaborate was both face-to face and outside the classroom activities depends on the requirement this stage is purely student participatory and used to inculcate patriotic values related to the lesson.

This is developed as an extended activities related to the competencies of 9th grade social science which will help in changing the attitude as well as behavior of pupils. The activities will build the patriotic feel among the students.

The running order of the sessions is planned carefully breaking the routine pattern which helps to introduce ways of communicating establishing a more formal relationship between students and teacher and generating more understanding.

At the beginning it is necessary to create a relaxed mood with background music create a silent atmosphere, present and describe the concepts simulate a situation in which everyone can share his/her experiences.

The actual intention of this experimental module is to make the students true patriots through the medium of activities which may be imaging, discussion, watching videos.

5.13 Conventional method of teachings observed during visits to the control group.

During the intervention period, the researcher visited the control group and observed the social science class taken by the regular teacher. The social science teacher of the control group was consulted and found that duration taken for teaching the selected units in the control group was approximately the same as that of the experimental group, social science classes were conducted by using conventional teaching method were completely devoid of any kind of online learning. The control group visit revealed that topics were being taght through demonstration and lecturing, followed by answering questions from students. The interaction with the teacher and students was limited. There were fewer chances for participation to the students in this method.

5.14 STATISTICAL TECHNIQUES USED:

The‘t’ test and Two-way‘ANOVA’was used to analyze the collected data.

5.15 MAJOR FINDINGS OF THE STUDY:

The major findings of the study are:

1. There is a significant difference between the means of pre-test (69.51) and post- test (114.10) scores of the experimental group in the perception about symbols of national identity. The score of the post-test is more than pre-test. Hence, the blended learning strategy is effective in developing the perception about symbols of national identity among secondary school students.
2. There is a significant difference between the means of the pre-test (67.97) and post- test (80.07) scores of the control group in the perception about symbols of national identity. Hence it is found that the conventional approach has also developed the perception about symbols of national identity among secondary school students.
3. There is a significant difference between the means of pre-test (7.46) and post- test (13.51) scores of the experimental group in awareness about the fundamental duties of the constitution. The score of the post-test is more than the pre-test. Hence, it is found that the blended learning strategy has developed awareness about the fundamental duties of the constitution among secondary school students.
4. There is no significant difference between the means of pre-test (7.05) and the post test (8.76) scores of the control group in awareness about the fundamental duties of the constitution. Hence, the conventional approach is not effective in developing awareness about the fundamental duties of the constitution among secondary school students.

5. There is a significant difference between the means of the pre-test (23.61) and the post test (41.43) scores of the experimental group in the level patriotism. The score of the post test is more than the pre-test. Hence, the blended learning strategy has developed the level of patriotism among secondary school students.
6. There is no significant difference between the means of the pre-test (21.87) and post-test (23.69) scores of the control group in the level of patriotism. Hence the conventional approach is not effective in developing the level of patriotism.
7. There is a significant difference between the means of the pre-test (22.61) and the post test (41.71) scores of the experimental group in civic participation. The score of the post-test is more than the pre-test. Hence the blended learning strategy has developed civic participation among secondary school students.
8. There is no significant difference between the means of the Pre-test (20.28) and the pos-test (22.28) scores of the control group in civic participation. Hence the conventional approach of teaching has not developed civic participation among secondary school students.
9. There is a significant difference between the blended learning approach and conventional learning approach in terms of developing the perception about symbols of national identity. It is found that the blended learning strategy has developed the perception about symbols of national identity among secondary school students.
10. There is a significant difference between the blended learning approach and the conventional learning approach in terms of developing awareness about the fundamental duties of the constitution. Hence, the blended learning strategy is more effective in developing awareness about the fundamental duties of the constitution among secondary school students.

11. There is a significant difference between the blended learning approach and the conventional learning approach in terms of developing the level of patriotism. Hence, the blended learning strategy is effective in developing the level of patriotism among secondary school students.
12. There is a significant difference between the blended learning strategy approach and the conventional learning approach in terms of developing civic participation. Hence, the blended learning strategy is effective in developing civic participation among secondary school students.
13. There is no main and interaction effect between 'treatments' and 'gender' with reference to developing the perception about symbols of national identity.
14. There is no main and interaction effect between 'treatment' and 'gender' with reference to developing awareness about the fundamental duties of the constitution.
15. There is no main and interaction effect of 'treatment' and 'gender' with reference to developing the level of patriotism.
16. There is no main and interaction effect between 'treatment' and 'gender' with reference to developing civic participation.
17. Immediate (M=114.10) and the delayed post-test (M= 125.17) scores of the experimental group differ significantly with reference to the perception about symbols of national identity. Therefore it may be concluded that the perception about symbols of national identity that is developed through the blended learning approach was sustained by the student.
18. Immediate (M =13.51) and the delayed post-test (M =16.64) scores of the experimental group differ significantly with reference to awareness about the fundamental duties of the constitution. Therefore, it may be concluded that awareness about the fundamental duties of the constitution that is developed through the blended learning approach was sustained by the student.

19. Immediate (M=41.84) and the delayed post-test (M= 48.84) scores of the experimental group differ significantly with reference to the level of patriotism. Therefore, it may be concluded that the level of patriotism that is developed through the blended learning approach was sustained by the student.
20. Immediate (M=114.10) and the delayed post-test (M=125.17) scores of the experimental group differ significantly with reference to the perception about symbols of national identity. Therefore it may be concluded that the perception about symbols of national identity that is developed through the blended learning approach was sustained by the student.
21. Immediate (M= 41.71) and the delayed post-test (M=46.15) scores of the experimental group differ significantly with reference to civic participation. Therefore, it may be concluded that civic participation that is developed through the blended learning approach was sustained by the student.
22. The reaction of the students is positive towards the blended learning strategy.

- About 82% of the students reported that the online activities provided are relevant to the topics, only 8% of the students opined that video lessons are not relevant to topics, 10% partially agree to this about 66% of the students agree that contents in the online lessons meet their needs and 21% agreed to this partially true. Only 13% disagree to this about 77% of the students agree that interacting with group members & teachers is easy only 10% disagree with this and 13% partially agree to this. About 67% of the students are of the opinion that video lessons are clear and comprehensible. 18% agree to this as partially true only 15% disagree to this. About 87% of the student are of the opinion that they get lot of information by watching videos, sharing news and reflections, 8% partially agree to this and 5% disagree to this. About 69% of the student are of the opinion that they learn

better if more videos are provided, only 18% partially agree to this and 13% disagree to this. About 80% of the student reported that video lessons helped them in understanding topics, only 15% partially agree to this and 5% disagree to this.

- About 69% of the students reported that face to face discussion helps in understanding the lesson in detail. Only 13% disagree and 18% agree to this as partially true.

  About 79% opined that discussion about lessons is very useful only 8% do not agree and 13% agree to this as partially true. About 82% of the students reported face to face interaction helped them to clear their doubts. 13% of the students partially agreed to this and 5% disagree to this.
- About 87% of the students opined that activities promoted them to learn characteristic of good citizens, 8% agreed to this as partially true and only 5% disagree to this. About 78% of the students opined that activities are helpful in developing values only 13% agreed to this as partially true and 8% disagree to this. About 87% of the students reported that activities related to lessons were interesting 10% agreed to this as partially true only 3% disagree to this.
- About 82% of the students opined that the evaluation as meaning full and burdenless, 13% agreed this as partially true and only 5% disagree to this. About 90% of the students opined that the online platform is helpful in getting immediate feedback 8% partially agree to this and 2% disagree to this. About 67% of the students reported that online platform provided opportunity to share their reflections, only 23% agree to this as partially true and 13% disagree to this.
- About 79% of the students reported that they enjoyed flip mode of learning, 13% agreed partially to this and only 8% disagree to this. Only 5% of the students reported that they get bored studying in this method, 10% partially agree to this and about 85% disagree to this. About 79% of the students

reported that this method is helpful in fostering different skill, 13% of the students partially agree to this and 8% disagree to this. Only 3% students opined that this method creates confusion in learning, 8% agreed to this as partially true and 89% disagree to this. About 8% of the students reported that this method is time consuming 15% agreed this as partially true 77% disagree to this. About 74% of the students reported that this method is helpful in perfect learning, 18% agreed to this as partially true and 8% disagree to this.

- About 8% of the students opined that it is difficult to understand concepts by watching videos 10% agree to this partially true about 82% disagree to this. About 87% of the students reported that this method is more comfortable, 10% partially agree to this and 3% disagree to this. About 82% of the students reported that watching videos more interesting than classroom lessons, 13% partially agree to this and 5% disagree to this. About 79% of the students reported that on line learning saves time, 13% agree to this as partially true and 8% disagree to this. About 72% of the students reported that online learning makes them more responsible towards learning, 18% agree to this partially true and 10% disagree to this.
    - The reaction of the students towards instructional module in developing patriotism is positive. That is the activities encourage and motivate national interest.
    - The teachers and management of experimental group's school approved that the intervention has brought great change among the 9th class students in thinking and behaviour about the programmes of national interest compare to other students.

The teachers and management of experimental group's school approved that the intervention has brought great change among the 9th class students in thinking and behavior about the programmes of national interest compare to other students

5.16 DISCUSSION

The study was aimed at finding the effect of the blended learning strategy on civic participation, level of patriotism, awareness about the fundamental duties of the constitution, and the perception about symbols of national Identity among secondary school students. The study was pure experimental in nature where in a pre-test-post test equivalent groups design was employed . The data was analyzed using descriptive and inferential statistical tools and techniques.

From the analysis and interpretation given, it is clear that the blended learning strategy is effective in enhancing civic participation, awareness about the fundamental duties of the constitution, perception about symbols of national identity and the level of patriotism among secondary school students. The results of the study are discussed and presented below.

1. Effect of Blended Learning Instructional Module on perception about symbols of national identity.

Analysis of the hypothesis showed that the experimental group which was exposed to the blended leaning instructional module showed significant improvement in the perception about symbols of national identity compared to the control group which was taught through the conventional method. The result indicated by the F value (80.88 and $p < 0.01$). The findings of the study correlates KR Minogue, who examined the phenomena in his book Nationalism (1967) the flags and anthem can be used to create members of a nation by developing new habits and emotion they are used to build a sense of commonality.

The findings are in resemblance with the ideas of Durkheim states, the "collective totem is part of the civil status of each individual." There are primarily two criteria of group identity: a name (of the group) and a representative sign (the

totem) that are significant indications of degree of collective consciousness. The findings relate Borne Man Elirea. (2005). In the study National symbols & Nation Building in the Post-Apartheid South Africa found that Symbols such as the Rainbow and new National Flag have been hailed worldwide as representative of optimism that the new political dispensation would bring reconciliation and unity in the diverse South African society. The finding also correlates with David, A. Butz. (2009). that In National symbols as agents of psychological and social change is of the view that s national symbols are not passive fixtures of people's environment, but instead may yield significant psychological and social effects. In this study National anthem & national flag are considered as most prominent symbols of national identity.

2. Effect of Blended Learning Instructional Module on Awareness about Fundamental Duties of Constitution:

Analysis of the hypothesis showed that the experimental group which was exposed to the blended leaning instructional module showed significant improvement in awareness about the fundamental duties of the constitution compared to the control group which was taught through the conventional method. The result indicated by the F value ($F=31.337$ and $p<0.01$) the result of the study is in agreement with national curriculum standards which asserts that social science teaching should help to know individual identity, environment, culture, connection with society and global interdependence, because the instructional module enhanced awareness about the fundamental duties which include above said values. The findings of the study are in congruent with Oscar (2014) that designing an instructional design for education in the fundamental duties that fits into the present day multi channel environment where learning from a variety of sources at home, school and community bring awareness about the fundamental duties of the constitution, the result of the study is in tune with 5th space(2017) that through fun, interaction, and games bring awareness about the constitution, duties

and rights but not the boring lectures. The findings of the study are in agreement with Akar (2016). extracurricular activities and non formal activities are instrumental to promote sustainable education and global citizenship.

3. Effect of Blended Learning Instructional Module on level of patriotism

Analysis of the hypothesis showed that the experimental group which was exposed to the blended leaning instructional module showed significant improvement in the level of patriotism compared to the control group which was taught through the conventional method. The result indicated by the F value (152.71 and $p<0.01$). The findings of the study correlates with Kingbrough (2007) that integrating rationality/critical thinking with social science within contexts such as reading writing ,discussion, group work,computer,and artistic expression makes students more rational. The findings of the study are incongruence with Bloom's Taxonomy of thinking skills are in the higher level analysis, evaluation and synthesis. The findings of the study are similar to Dewey (1944) that critical thinking needed to include active participation in the ever changing world that students live in and knowledge needed to be seen as not something that is only finished and in the past. The findings of the study correlates with pithers (2000) that students must be involved in their own thinking and teachers should act more as facilitator.

4. Effect of Blended Learning Instructional Module on Civic Participation among Secondary School Students

Analysis of the hypothesis showed that the experimental group which was exposed to the blended learning strategy through instructional module showed significant improvement in civic participation compare to the control group which was taught through the conventional method .The result is indicated by the f value ($F=289.22$ & $p<0.$) the findings of the study is in agreement with that of the result

obtained by Frank & Murray (2016) that participation in a range of curricular and extracurricular activities of secondary students reveals enhancing willingness to participate in civic participation. The findings also corroborated with that of Katheleen ( ) the blended theory approach heightened awareness in students attitude, knowledge, and engagement in their community. The result is also in congruence with Suzane. (2013) that social web supports young in civic participation. The findings are in agreement with Dewey, who argued that people learn best when they join their knowledge with action.

5.17 EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study was taken up in the context of the blended online learning with face-to-face instruction in social science learning. The findings of the research have several implications in the present educational system especially on initiatives in ICT integration in school education. The implications of the present study could be considered relevant for policy makers, curriculum planner's administrators, teachers and students.

1. The study reveals that instructional method adopted in the experiment is effective in inculcating patriotic value among secondary school students. Therefore this method is to be adopted by the school teachers to develop patriotic attitude among the students.
2. The study presents a model of integrating online learning with face-to-face instruction in secondary schools.
3. The study highlights positive effects of the blended learning strategy over the the conventional approach in fostering patriotism related characteristics and social science objectives among secondary school students.
4. The present research has implications on framing Government policies to improve quality of learning in general and patriotic value in specific.

5. The study may initiate discussion in education sector for evolving new initiatives in pedagogical approach to enhance meta cognition among learners and to empower students to become humane not only in national level but at global level.
6. The positive reaction of students towards the blended learning strategy approach suggests a way of making learning a joyful process and at the same time enhancing the quality.
7. Since, this strategy is more activity oriented, it is suggested that for effective implementation, the class strength should be limited in range 30-40. The study stresses the need to change the classroom environment for promoting patriotism along with learning social science by incorporating a collaborative learning atmosphere through a planned effort.
8. This suggests that students need to be taught the social skills necessary for interacting with people especially through online forums. Helping students learn to share reflections and views and to become active citizens is the key component in orchestrating collaboration.
9. The study reveals that students depended on the mobile phones of their parents and sometime on internet currency. Therefore schools should provide resources to facilitate on line learning,
10. The study examined it @ schools in Karnataka talp is being implemented in government schools. School authorities should use these resources to provide online platform to the students and private schools should also equip their schools in order to improve quality of learning.

5.18. DELIMITATIONS

1. The intervention was carried out only for 05 units of ninth class social science.
2. Online platform was only to watch video lesson and to share reflections views, highlights of news and message related to awareness and excluded online submission of projects, tests, and synchronous tutoring.
3. The study is restricted to variables namely Perception about symbols of national Identity, awareness about constitutional duties, level of patriotism and civic participation.
4. The study was limited to blended instructional strategy in flip mode.

5.19 SUGGESTIONS FOR FURTHER RESEARCH

1. The study can be replicated with other population including students at college level or primary level.
2. The present study of blended learning strategy is limited to social science learning and therefore it can be extended to other disciplines.
3. A study could be undertaken by incorporating various other online components such as synchronous communication like instant messaging (chat), and video conferencing.
4. The result of the study reveals that there is no significant difference between girls and boys. It can be extended to know the rationale behind it and can be applied in other fields to remove gap in gender.

5.20 CONCLUSION

The study was an attempt to find the effect of the blended learning strategy on the perception about symbols of national identity, awareness about the fundamental duties of the constitution, the level of the patriotism, and civic participation among secondary school students. The findings revealed that the instructional module has positive impact in developing patriotic related variables along with subject knowledge. Blended learning strategy can be considered as one of the new initiatives of pedagogical approaches for integrating ICT and confluent approach in social science.

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APPENDIX-1

Perception about Symbols of National Identity Scale

Dear students

Following are a list of 27 statements pertaining to feeling about symbols of National Identity i.e. National Flag, National Anthem, and National Animal etc. Please read each statement carefully and say how far you agree or disagree with each of them. Tick off (√) only one number for each statement in the space provided.

Item No	Statement	(1) Highly agree	(2) somewhat agree	(3) Uncertain	(4) Somewhat disagree	(5) Highly disagree
1.	When I see the National Flag flying a sense of belongingness to whole country comes in my mind.					
2.	When I see the national flag flying a feeling of oneness with others comes in my mind.					
3.	When I see the National Flag flying, it creates sense of unity in me.					
4.	The national flag reminds me of the great personalities of India					
5.	When I see the national flag flying I feel proud about the freedom struggle & freedom fighters					

6.	When I see national flag flying. I value the moral aspects of India.					
7.	When I see the national fag I feel proud about the prosperity of India					
8.	When I see the national flag flying a feeling of sacrifice for the good of country arises in me.					
9.	When I see the national flag I would like to work to support development of India.					
10.	When I see the flag flying my heart fills with love about India.					
11.	When I see the flag flying The moments fills in me respect to India.					
12.	When I see the flag flying I get inspired to do something excellent.					
13.	When I see the flag flying .I would like to serve for the wellbeing of the country .					
14.	When I listen or sing the National Anthem. I value the liberty of India.					

15.	When I listen or sing the National Anthem. I feel proud about the sacred rivers of India.					
16.	When I listen or sing the National Anthem. I feel proud about the great Himalayas and other mountains of India.					
17.	When I listen or sing the National Anthem the moments makes me feel proud about the achievements made by India.					
18.	When I listen the national anthem it strengthens my belief in law of my country.					
19.	When I listen or sing the National Anthem I feel a sense of higher purpose.					
20.	When I listen or sing the National Anthem It fills courage in me.					
21.	When I listen or sing the National Anthem The moments inspires me to do something excellent.					
22.	When I listen or sing national anthem I feel all Indians are one.					
23.	When I listen or sing National anthem I get feeling of brotherhood.					

24.	When I sing or listen the national anthem I forget all kind of discrimination.					
25.	When I see the lotus it makes me appreciate the spirituality of Indians.					
26.	When I see the banyan tree it makes me feel proud of immortality of Indian values and culture.					
27.	When I see the Asoka Chakra it makes me feel that India is moving forward.					

APPENDIX-2

Awareness about Fundamental Duties scale

Please fill in the following information.

Name…….

Class…….Sex…….

School ……..Date……..

Father……..Mother……..

Dear Student,

This booklet contains questions which are designed to find how well you are regarding awareness about Fundamental duties of Indian constitution. Questions are based on knowledge, understanding and application of fundamental duties of constitution. There are 24 multiple choice questions in total. Each of the questions is followed by 4 options, from which you have to select the correct answer. Please attend all the questions**.**

Choose the appropriate answer from the alternatives given for each question

1-The Indian constitution has enlisted --------fundamental duties.

a) 13
b) 12
c) 11
d) 14

2-The 11th fundamental duty states.

a) Protection of girl child.

b) It is the responsibility of father or guardian to provide education to their children of age 6 to 14.

c) It is the responsibility of citizen to keep Bharath clean.

d) It is compulsory to vote in election.

3-The fundamental duties are included in Article.

a) 51A.

b) 52A.

c) 53A.

d) 54A.

4-If you violate Fundamental duties of Indian constitution,

a) There will be punishment under law.
b) Nothing will happen.
c) First time if we violate it is excusable.
d) Only government servants cannot violate duties.

5- The very first fundamental duty states to

a) To maintain law & order to promote peace.

b) To abide by constitution, respect national flag, national anthem,

c) To proclaim religious practices.

d) Not to indulge in violence.

6- The noble ideals means

a) Justice, liberty, equality & fraternity.

b) Education. Physical fitness &skill

c) Art, music and drama.

d) None of the above.

7- To preserve rich heritage means

a) Constructing monuments in old style

b) What we have inherited from past must be preserved & pass on to the next generation.

c) To promote tourism & encourage to visit the palaces & monuments.

d) None of the above.

8- Developing scientific temper means

a) Obsolete learning.

b) thirst for knowledge, enquiry & urge for research.

c) Technology using to maximum extent.

d) Encourage superstitious beliefs.

9- If you have to get selection in the national team, for that if you are asked to give bribe.

a) You will agree as it is a question of your future.

b) You reject as it is unlawful.

c) You think you must pay & get entry instead of losing the chance.

d) You should try to seek the influence of political leaders.

10- You will build your potentials and energy

a) To earn more money.

b) To get good post.

c) To help India to rise to higher level.

d) To get fame and recognition for yourself.

11- Damaging public property

a) Is a good action to make government to solve our problems.
b) is not a criminal act but the reaction of angry people.
c) is punishable.
d) None of the above.

12- If you are asked to serve people, where earth quake occurred during your vacation.

a) You will pretend to be ill, & go to any tourist spot.
b) You argue that military & doctors have to serve not the children like me.
c) You will agree to serve.
d) You will refuse fearing the danger.

13- **To uphold the integrity of country means.**

a) To accumulate more wealth.
b) To be honest and remove corruption from all spheres.
c) To keep check on the earning of people.
e) To donate some money to the orphanages.

14- The spirit of common brotherhood can be promoted.

a) By ordering all people to follow one religion.
b) By eliminating diversities in different cultural groups.
c) By Coming out of different types of bindings and embracing each other.
d) None of the above.

15- It shall be the duty of every citizen to protect natural environment means.

a) To preserve forests.
b) To preserve lakes and rivers of India.
c) To preserve wild life of India.
d) All of the above.

16- To improve natural environment

a) We have to create forests in waste lands.
b) We have to use more land for agriculture.
c) We have to level uneven land.
d) None of the above.

17- India is a sovereign country because

a) India is not under the control of any other country.
b) India is a country where people belong to different religion and caste.
c) India is a country, where people speak different languages.
d) India is country, where people follow different culture.

18- We can eradicate poverty

a) By eradicating corruption.
b) By making the labourers to work for more hours.
c) By demonetisation.
d) By opening canteens which provide meals only for ten rupees.

19-the three colours of Indian National Flag represents

a) Prosperity, peace and sacrifice.
b) Excellence, perfection and dignity.
c) Honesty, integrity and peace.
d) All of the above.

20-If you are given 2000 rupees for tearing Indian National Flag.

a) You accept money and tear the flag.
b) You refuse to do so as it is against law.
c) You accept money and try to run away.
d) You do not react.

21- If your parents ask you to leave school and work to support family.

a) You will leave the school and join some work
b) You will refuse to do so as it is compulsory to complete education till the age of 14 years.
c) You will be unable to decide.
d) You will sit at home and cry.

22- If you find the National flag in bad condition

a) You will throw the flag in the dustbin
b) You will keep the flag in safe place.
c) You will use the cloth for some purpose
d) You will hand over the flag to sevadala or any other person who knows flag rules.

23-Every citizen of India has to abide the laws of

a) Religious books.
b) Constitution.
c) Political parties.
d) Cultural books.

24-**Ignorance about rules of tax payment**

a) Is good to avoid tax payment.
b) Is punishable.
c) Is excusable.
d) Is not a concern.

APPENDIX-3

Level of Patriotism Scale

Dear students

Under certain circumstances, 'what would you like to do' ,to know this ,this question items are prepared .three answers have been given of every statement choose statement which you consider as right and mark a tick against the response.

1. **If you are asked to attend a class about the responsibilities of corporates, M.L.A.and M.P.What will you do?**

   a) I will attend the class to gain information.

   b) I will attend as the teachers may ask to submit report.

   c) I will attend to avoid punishment.

2. **If you find a shopkeeper selling the product of expired date in your locality. What will you do?**

   a) I will tell my neighbours to, not to purchase thing from that shop.

   b) I will give a complaint to consumers' court with the help of local people.

   c) I will stop purchasing things from that shop.

3. **If you are asked to discuss India's social security system i.e. to provide basic facilities to all citizens.**

   a) I will attend to know whether it is interesting or not.

   b) I will participate and share my views.

   c) I will participate only to get attendance.

4. **According to you reacting to national, local & state issues.**

   a) Is good to keep check on the misuse of power.

   b) If the issues causes problem to me it is good.

   c) Some times in free time it is good.

5. If the school authorities demand funds from you without issuing receipts. What will you do?

a) I will refuse to pay.

b) I will request to pay the receipt.

c) I will leave that school & join some other school.

6. **If government gives permission to erect mobile towers near your locality as it increases the income.**

a) I will allow happily in the interest of government.

b) I will inform all that it is harmful and convince all to stop from erecting tower.

c) I will express dissatisfaction.

7. **If the government increases tax amount on food commodities and decreases tax on luxurious goods. According to you.**

a) Government should change the tax policy as food is the basic need of all.

b) It is not a proper decision by the government.

c) You do not react.

8. **If people protest the decision of government to war with neighbouring country.**

a) I will consider them as intelligent people.

b) I will consider them as frightened people.

c) I will consider them as people belonging to opposition group.

9. If Indian cricket team wins the world cup and you are asked to join in celebration by bursting crackers what will you do?

a) I will go and watch the celebration.

b) I will stop them from doing so.

c) I will tell them not to burst more crackers

10. If you are given responsibility to divide the work of annual day to your class mates like decoration and keeping benches and chairs.

a) You will give the work of decoration to girls and keeping benches and chairs to boys.

b) You will make two equal groups having both girls and boys and asks them to select any task of their choice.

c) You will give both the works to boys and girls.

11. The important task of girls is

a) To take care of family.

b) To take care of family and getting education.

c) Both getting good job & care about family.

12. Muslim community is not interested in higher education of their children.

a) Yes, it is true.

b) No, it is not true.

c) It may be in poor families of Muslims.

d)

13. People who do the work of garbage picking are impure and unworthy.

a) No, it is not true.

b) They may be so due to some circumstances.

c) I do not like to comment

14. The student who limps cannot become good in studies.

a) No, it is not true.

b) It may be because of disability.

c) I do not like to comment.

15. In the national cricket team if captaincy is given to the player of Karnataka then the chances of Indian team winning will be more. Do you agree?

a) Agree.

b) Disagree.

c) It may not be true.

16. Only Kannada movies should be screened in theatres' of Karnataka. What is your reply?

a) According to me, it is good idea.

b) I don't agree because it is not fair to think in that way, all good movies are to be screened irrespective of language.

c) Less chances to be given to movies of other languages.

17. Compared to other states people in Karnataka are more adjustable and honest. Do you agree?

a) Agree.

b) Disagrees.

c) In certain matters it may be true.

18. If you have to donate gift money.

a) I will give to people of my community because god will reward for that.

b) I will distribute among needy irrespective of caste or religion.

c) I will give more to my community people and remaining to others.

19. If one says that "Comparatively more intelligent and morally good people are found in my community" what will your reaction be?

a) Yes, I agree.

b) No, I do not agree.

c) May be in some parts, not everywhere

20. If you have to share the notes prepared by you.

a) I will share with whole class.
b) I will share only with friends.
c) I do not share with anybody.

21. If you get into the school bus and find a vacant seat beside you.

a) I will reserve the next seat to my friend.
b) I will allow anyone who boards next to me.
c) I will allow others to avoid punishment from the teacher.

APPENDIX-4

Civic Participation scale

Instruction

Dear students

This test is designed to measure degree of participation in programmes of National Interest, reading newspaper, watching news etc. . Programmes of **NATIONAL INTEREST** refer to the activities like .planting trees in public places, swatch Baharat Abhiyan, serving in health camps, NSS/NCC camps or programmes.sevadala, scouts and guides, pulse polio, participation in National festivals and days. **Media –**refers to Mobile messages, what's up, Facebook**.** As the students are expected to read papers in three languages 1st Lang, 2nd lang.3rd Lang. Once means paper pertains to one language, twice means papers of two languages, thrice means three languages or it may be local. State and national newspaper or news channels Read the statements carefully and please indicate the level to which you have participated from last six month till now.

1-**How often do you read newspaper?**

a. Daily once
b. Daily twice
c. Daily thrice
d. Sometimes
e. never

2-**How often do you watch news in TV?**

a. Daily once.
b. Daily twice.
c. Daily thrice
d. Sometimes
e. never

3-**How often do you use media to send messages related to national interest?**

a. Daily
b. Weekly.
c. Monthly
d. Yearly.
e. Never.

4- How often do you participate in activities related to Swatch Baharat Abhiyan?

a. Daily
b. Weekly.
c. Monthly
d. Yearly.
e. Never.

5- How often do you participate in Yoga programmes?

a. Daily.
b. Weekly.
c. Monthly.
d. Yearly.
e. Never**.**

6- How often do you write articles and display in school notice board?

a. Daily
b. Weekly
c. Monthly
d. Yearly
e. Never

7- **How often do you participate in awareness programmes related to environment pollution**?

a. Always.
b. Sometimes
c. Never

8-How often do you participate in pulse polio programme?

a. Always.
b. Sometimes.
c. Never.

9- **How often do you participate in camps of NSS/NCC/SEVADLA/SCOUTS &GUIDES?**

a. Always
b. Sometimes
c. Never

10- How often do you fill the feedback format when you shop in supermarkets?

a. Always
b. Sometimes
c. Never

11- How often do you write suggestion and placed in suggestion box when you go to hospitals or any other place where there is suggestion box?

a. Always
b. Sometimes
c. Never

12- How often do you poll through SMS on issues to News Channels?

a. Always
b. Sometimes
c. Never

13- How often do you work as volunteer in school activities?

a. Always
b. Sometimes
c. Never

APPENDIX-5

REACTION SCALE

Name of the Student:

Dear Student,

This is a scale to determine your reaction towards Blended Learning and its implementation. Here the notations shall be referred to as 1=not at all true, 2=partially true, 3=totally true, Feel free to respond. The responses will be kept confidential. Read each statement carefully and tick on only one column as your preference.

Thank you for your cooperation.

Item No	Items	1	2	3
1	Online activities provided were relevant to the topics.			
2	Content in the online lessons meet my need.			
3	Interacting with group members and teacher was easy.			
4	The online lessons are quite clear and comprehensible.			
5	I got lot of information by watching videos, sharing news, and reflections.			
6	I would do better if more videos are provided.			
7	The video lessons helped me in understanding topics.			
8	I can find the answers to my questions during face-to-face sessions.			
9	Discussion about lessons was very useful.			
10	Face-to-face sessions help me to learn the subject			

	in detail.			
11	I learn many good Characteristic of citizen through activities .			
12	Activities were very much helpful in developing values.			
13	Activities related to lesson were very interesting.			
14	The evaluation was meaningful.			
16	The online platform was helpful in getting immediate feedback.			
17	The online platform provided opportunity to give reflection about lesson.			
18	I enjoyed studying in flip mode.			
19	I get bored studying in this method.			
20	This method is useful in fostering skills like drawing, presenting own ideas, thinking etc.			
21	This method creates confusion in learning.			
22	This method is more time consuming.			
23	This method is helpful in learning perfectly.			
24	I feel difficult to understand concept by watching videos			
25	Flipped method is very different and new to study			
26	Watching videos is more interesting than classroom lessons			
27	Online learning saves time			
28	Online learning makes me feel more responsible towards learning.			

APPENDIX-6

SCORING KEY

PERCEPTION ABOUT SYMBOLS OF NATIONAL IDENTITY

Item No	5	4	3	2	1
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					

5-strongly agree; 4- Agree; 3- undecided; 2-disagree; 1- strongly disagree

APPENDIX-7

AWARENESS ABOUT FUNDAMENTAL DUTIIES

ITEM NO	CORRECT OPTION
1	C
2	B
3	A
4	A
5	A
6	A
7	B
8	B
9	B
10	C
11	C
12	C
13	B
14	C
15	D
16	A
17	A
18	A
19	A
20	B
21	B
22	D
23	B
24	B

APPENDIX-8

LEVEL OF PATRIOTISM

Item No	3	2	1
1	A	B	c
2	B	A	c
3	B	A	c
4	A	B	c
5	A	B	c
6	B	C	a
7	A	B	c
8	A	C	b
9	C	B	a
10	C	B	a
11	C	B	a
12	B	C	a
13	A	B	c
14	A	B	c
15	B	C	a
16	B	C	a
17	B	C	a
18	B	C	a
19	B	C	a
20	A	B	c
21	B	C	a

APPENDIX-9

CIVIC PARTICIPATION

Scoring key

Item No	1	2	3	4	5
1	e	D	A	b	C
2	e	D	A	b	C
3	e	D	C	b	A
4	e	D	C	b	A
5	e	D	C	b	A
6	e	D	C	b	A
7	c	B	A	----	----
8	c	B	A	----	----
9	c	B	A	----	----
10	c	B	A	----	----
11	c	B	A	----	----
12	c	B	A	----	----
13	c	B	A	----	----
14	c	B	A	----	----
15	c	B	A	----	----
16	c	B	A	----	----
17	c	B	A	----	----
18	c	B	A	----	----

APPENDIX-10

TableNo-3.8 Details of Modules and Lessons

<table>
<tr><th>SL. NO</th><th>MODULE</th><th>VALUE</th><th>LESSON NO .</th><th>SUB VALUES</th><th>INTEGRATED WITH LESSON</th><th>Time</th></tr>
<tr><td rowspan="8">1</td><td rowspan="2">Module -1</td><td rowspan="2">Peace</td><td>Lesson-1</td><td>Peace and non-violence</td><td rowspan="8">Our constitution</td><td rowspan="8">15 periods</td></tr>
<tr><td>Lesson-2</td><td>Inter dependence</td></tr>
<tr><td rowspan="3">Module – 7</td><td rowspan="3">Awareness</td><td>Lesson -1</td><td>Superstitious beliefs</td></tr>
<tr><td>Lesson-2</td><td>Culture & Heritage</td></tr>
<tr><td>Lesson -3</td><td>Right to Education</td></tr>
<tr><td rowspan="3">Module -2</td><td rowspan="3">Sensitivity</td><td>Lesson -1</td><td>Gender bias</td></tr>
<tr><td>Lesson -2</td><td>In group favouritism/ Stereotype (Prejudice, discrimination)</td></tr>
<tr><td colspan="3">Conscience and obligation</td></tr>
<tr><td>2</td><td>Module - 3</td><td>Care Earth</td><td>Lesson -1
Lesson-2</td><td>Care Earth</td><td>Land Resources of Karnataka</td><td>9 Periods</td></tr>
<tr><td rowspan="2">3</td><td rowspan="2">Module - 4</td><td rowspan="2">Brotherhood</td><td>Lesson_1</td><td>Class/caste</td><td>Bhakthi Panth</td><td>9periods</td></tr>
<tr><td>Lesson -2</td><td>Regional interest</td><td></td><td>9periods</td></tr>
</table>

4	**Module - 5**	**Symbols of national**	**Lesson -1**	**National Pride/National consciousness**	**National integration**	
5	**Module -6**	**Good Citizen**	**Lesson -1**	**1-Rationality/positive critical attitude /participation.**	**Socialisation and family relationship**	**18periods**
			Practical activities	**2-sharing news/messaged/write-ups/giving feedback**		

INSTRUCTIONAL MODULE

BY INTEGRATED APPROACH

To develop the patriotic related variables among the secondary school students by blended strategy.

INSTRUCTIONAL MODULE

INTEGRATED WITH TEACHING SOCIAL SCIENCE

OF 9TH CLASS

EFFECTIVENESS OF BLENDED LEARNING STRATEGY ON THE DEVELOPMENT OF PATRIOTISM RELATED VARIABLES

By

NAVEEDA KHANUM

Research Scholar

Appendix -1

1. Peace.	**Module 1**
2. Sensitivity.	**Module 2**
3. Care Earth.	**Module 3**
4. Brotherhood.	**Module 4**
5. Symbols of National Identity.	**Module 5**
6. Good Citizen.	**Module 6**
7. Awareness.	**Modula 7**

Appendix -2

Sl No	Unit	Lesson plan
1	Our Constitution	1
2	Land Resources of karnataka	3
3	Bhakthi Panth	5
4	Symbols of National Integration	2
5	Socialisation	4

Preface

Supporting the students to inculcate patriotism among the students is the overall goal of this module by integrating patriotism related variables with social science teaching of ninth class. This is the instructional module adopted in experimental research to test the impact and effect of this method in infusing patriotism.

The pedagogical model adopted here is flipped in which the typical lecture and homework elements of a course are reversed. Moreover NCF 2005 has insisted to develop values among pupils through the medium of subject teaching instead of teaching separately. The activities created in this module prove more effective to build the desirable characteristics along with the competencies related to the lessons.

It is an attempt to show the right way of loving India to young Indians by using the context of classroom teaching and designing the activities related to subject competencies of class 9^{th}.

Introduction-

This is developed as an extended activities related to the competencies of 9^{th} grade social science which will help in changing the attitude as well as behaviour of pupils. The activities will build the patriotic feel among the students.

The running order of the sessions is planned carefully breaking the routine pattern which helps to introduce ways of communicating establishing a more formal relationship between students and teacher and generating more understanding.

At the beginning it is necessary to create a relaxed mood with background music create a silent atmosphere, present and describe the concepts simulate a situation in which everyone can share his/her experiences.

The actual intention of this experimental module is to make the students true patriots through the medium of activities which may be imaging, discussion, watching videos.

Objectives

This was prepared to meet the following objectives.

1. To provide the students with a conceptual understanding of patriotism.
2. To showcase lesson with practical teaching and learning activities.
3. To know the impact of module in inculcating patriotic related attributes.

Modules and Lessons

TableNo-3.8 Details of Modules and Lessons

SL. NO	MODULE	VALUE	LESSON NO .	SUB VALUES	INTEGRATED WITH LESSON	Time
1	Module -1	Peace	Lesson-1	Peace and non-violence	Our constitution	15 periods
			Lesson-2	Inter dependence		
	Module – 7	Awareness	Lesson -1	Superstitious beliefs		
			Lesson-2	Culture & Heritage		
			Lesson -3	Right to Education		
	Module -2	Sensitivity	Lesson -1	Gender bias		
			Lesson -2	In group favouritism/ Stereotype (Prejudice, discrimination)		
			Conscience and obligation			
2	Module -3	Care Earth	Lesson -1 Lesson-2	Care Earth	Land Resources of Karnataka	9 Periods
3	Module -4	Brotherhood	Lesson_1	Class/caste	BhakthiPanth	9periods
			Lesson -2	Regional interest	National integration	9periods
4	Module -5	Symbols of national identity	Lesson -1	National Pride/National consciousness		

5	**Module -6**	**Good Citizen**	**Lesson -1**	**1-Rationality/positive critical attitude /participation.**	**Socialisation and family relationship**	**18periods**
			Practical activities	**2-sharing news/messaged/write-ups/giving feedback**		

The Content of the Module

The lessons in the modules cover the attributes adapted for the development of patriotism, through the activities the pupils are expected to become good citizens. The characteristic of true patriotic individuals can be **categorised** as showing concern to the compatriots it may be realised by spreading the feeling of brotherhood, by adopting peace and eliminating the elements of all kinds of discrimination and stereotyping.

Secondly, by developing national pride, national consciousness progress and achievement of the country can be promoted. This can be achieved by giving the importance of symbols of national identity and what they mean and caring mother land valuing natural resources, protecting the environment by adopting eco-friendly lifestyles.

Above all the citizens are to be made participative that is there should be proper reasoning to think what is good for India and what is not favourable it may be implied in all most all fields related to society and its welfare. This characteristic is to be practised among the individual's right from the schooling. Individuals must be in a state of criticising the policies, decisions etc. which may endanger safety, prosperity, and unity of India.

Overall the whole content of the module fulfills the demands required to make the true patriots.

Methods of teaching:

The middle stage education covers the age 12 to 14 and classes VI to VII. In higher education it is difficult to mould the characteristic of students. Therefore the appropriate time to teach citizenship training is up to secondary level.

Teaching citizenship as a separate subject is not suitable. If values are to be infused with a subject content, strategies for integrating both the lesson content (e.g., science), and the values relevant to the content, are necessary. This approach calls for a flowing together of both the cognitive dimension of the lesson and the effective aspect of the values to be integrated. Some educationists call this the 'confluent approach'. It is aimed to develop simultaneously the two domains of learning in order to effect the third domain, which is the action, the actual manifestation of the learner's value. If we include a separate subject to teach moral the interest shifts from acquisition to getting grades or passing marks. If this subject is not considered for promotion then it will be totally neglected. Secondly joyful and burden less learning results in permanent learning and moulds attitude by promoting the child to judge what is good and what is bad. The most of the topics, for example pupils express their deep respect about national symbols when asked ‘why’ they may not be able to reflect about it .this blind way of respect and love doesn’t promote possessive feel and doesn’t trigger competence, patriotic feel and in turn achieve something excellence for the good of the nation.

Therefore **integrated approach** is most suitable approach to teach citizenship training. But the activities are to be meticulously planned so that they should provide cognitive knowledge as well as values can be imbibed in a burden less and joyful way.

If we look into the syllabus of NCERT textbooks of social science almost all the contents match with the concepts of fundamental duties. The lesson teaching should be supplemented by the various art forms, discussions, and field exposures. Teachers have to give the proper and clear guidance to the pupils. The art forms may be dramas, role play, and visual forms.

By the above activities, pupils develop self-confidence, team spirit and the qualities like boldness. The activities also help in developing communication skill, adjustment, and decision- making ability.

Similarly by designing different supplementary activities like seminars, to collect daily news, pass messages related to awareness and to participate in the awareness programme video watching, values can be internalised.

Assessment –

It is essential to confirm whether the values are developed among pupils in a proper way or not. But the formal type of examination won't bear any good results on learning. Because it promotes memorisation instead of characterisation. Therefore method of assessment should be indirect. The system should be the casual activity where the pupils should be made to judge values on the basis of their rationality, free from any fear or any kind of compulsion. Pick and speak, visual display, small article writings help in assessing values and they are supportive in fostering good learning.

Lesson format

Each lesson is written in the following format.

- ✓ **Values-**each theme tries to inculcate foundational values which can be developed or learned by students as they participate in the activities and discussion.
- ✓ **Objectives of lesson**

  Behavioural objectives are set at the beginning of the lesson to achieve as the lesson is developed.
- ✓ **Time**

  Duration is specified as per the requirement.
- ✓ **Materials**

  The lessons are experiential and participatory, drawing sheets /cards and gadgets
- ✓ **Overview-**

  Background information is provided for each lesson to help the readers to understand the activities.
- ✓ **Lesson proper-** It includes the following

  1. **Activities**

  The lessons are provided with participatory activities, The activities are varied to make the lesson interesting.

  2. Discussion-The discussion allows processing of the output activities by exploring various viewpoints of the students and engaging them in critical analysis of the issues raised. Ample time is given to allow maximum participation.

  3. Synthesis -Each lesson is provided with sample synthesis of the key concepts, definition, ideas and values covered by the lesson .The synthesis should be an organic summary of the discussion. This space is provided for the teacher to explain the viewpoints based on the theories principles and values of peace education.

  4. Feedback/commitment to Action.

Module -1

LESSON -1

Value-Peace and Non- Violence

Integrated to the topic: OUR CONSTITUTION

Sub Topic: Fundamental duties of constitution

Constructivist approach

Lessonplan-5E Model

Strategy-Blended learning/Flipped

Objectives

- To enable the students to enlist the situations of violence in their daily life.
- To make them know the problems created by violence and damages caused by violent behaviour.
- To make the pupils learn the peaceful ways of solving problems and dealing with different issues.

Overview

We come across incidents of nonviolence in many contexts it may be caste related issues, violence against women, or damaging public property strikes to compel the government to change certain policies.

Awareness of the need to accept another opinion or action, contrary to one's own, is the foundation for nonviolent behaviour. Tolerance at an individual level is a virtue that encourages healthy thought and debate, while tolerance when practiced collectively results in a pro-active society rather than one that is in conflict with itself. In such a scenario, violent behaviour becomes unnecessary.

If India has to continue its transition into a healthy and prosperous new age society, we need to revisit the basic concepts of tolerance, acceptance,

introspection, and deliverance, all of which have been at the core of our spiritual thought, as we progressed through time. Violence will automatically become irrelevant.

Activity

This activity invites the learners to create images and visions of a peaceful world that is within the reach and within their lifetime. As they dream of a preferred future .they will also look at the present activities.

A- Mood Setting

The learners are invited to relax and listen to the song played

Man ki shanti hamedena ……

B-Imaging

1. What does peace mean to you?
2. What is your vision of a peaceful world?
3. What conditions/ situations make up peaceful world?

C-Scanning

Wait for some minutes for the images to emerge in their consciousness then proceed.

What conditions /situations do you find disturbing /at home/in school/in your community

Translate the images in to creative illustration using the following format

Current realities	**Peaceful world**

E-group Sharing/presentation

Share personal vision

Pupils are randomly selected and are asked to share their views. Others are asked to give their opinion.

G-discussion

By citing the illustration from the daily life situation discussion is processed there may be a variety of situations irrespective of that how the violence disturbs functioning of life.

Synthesis –the activity is synthesised by focusing that, one by adopting tolerance and by respecting the culture and opinions of others can curb conflict and bring peace. By discussion openly speaking many issues can be resolved.

Feedback/action to commitment

Tick mark the statements which you feel are right

- I learned the meaning of non- violence & peace
- I learned how to deal with the daily problems peacefully
- I can help others to resolve their problems peacefully

LESSON -2

Activity invites the learners to listen to the audio, parable and they are asked to write down the interpretation of each stanza. (Parable adopted from the rye kingdom)

Presentation –one representative from each group presents the interpretation of the parable stanza wise.

Discussion

Process the activity with the following questions.

What is the hidden message of the parable?

What do you mean by interdependence?

Synthesis

We depend on each other for different needs. Therefore peace is essential to establish good relationship with each other just gaining technical and scientific knowledge is not enough it is essential to understand humanity and interdependence therefore peace is essential.

Feedback/action to commitment

Tick mark the statements which you feel are right

- I learnt the meaning of non- violence & peace
- I learnt how to deal the daily problems peacefully
- I can help others to resolve their problems peacefully
- I respect and love my fellow citizens.

Module -2

Objective

- To make the pupils know the meaning of discrimination and stereotype.
- To help the pupils to build their capacity to raise their voice against discrimination and stereotype.
- To make the students able to help the victims of stereo type/discrimination.

LESSON -1

Value: Sensitivity

- In-group favouritism(prejudice ,discrimination)
- Stereotype

Link-koer/oer/video/cd

Over view

Individuals groups and sectors are being confronted by prejudiced stereotype and discrimination because they are looked on and perceived differently by other majority on the basis of their ethnicity ,culture, religion sexual preference and socioeconomic status to distinguish between prejudice ,stereotype and discrimination the following definition are suggested.

Prejudice is a frame of mind or an attitude which prejudges a person or a group without basis. These prejudices become commonly held belief which are used to justify discriminatory behaviour.

Stereotype means having a set of images of that group of people which is then used to represent that particular group.

Discrimination is an action towards individuals or a group of individuals based on prejudices usually not based on facts .This often leads to denial of certain rights of certain group of people (APCEIU2004)

In Indian context victims of discrimination are minorities, on the basis of caste, class, and gender to major extent. This is prevalent not only in working places but also in family level in society.

Activity

Divide the class in to groups and distribute the newspaper cut outs/sheets having case of stereotype and discrimination perpetuated by policies (at school ,govt, institution) to each group and invite them to give their reflections about the write ups.

Discussion

Process the activity through the following question.

1. How did you deal with the situation where you were discriminated and judges without basis?
2. Who among your locality are victims of discrimination?
3. What are the discrimination acts and stereotype you experience?

After discussion give the difference between the stereotype and discrimination.

Synthesis

The activity is synthesized by emphasising the following

- Government programmes and structures can be either supportive or discriminatory may either discourage or reinforce bias and prejudice.
- Understand that prejudice, stereotype discrimination often leads to conflict and that we all have a multiple layers of identity.
- Discriminatory behaviour is acquired through socialisation, the family and a community and even school are factors in developing stereotypes, prejudice and discrimination against culture religion, or ethnicity.
- Youth should learn to appreciate cultural diversity and to promote inclusivity.

- There are ways to handle prejudice and discrimination in daily life in a non-violent way so as situation do not lead to conflict ,they are helped through providing accurate information and by asking clarifying questions.

Lesson -2

Gender Bias

Over view- Attaining gender justice is not an easy task in India. From time immemorial, a girl child has been considered as an unwanted entity and a burden that the parents would not mind doing away with. Discrimination against women begins even before her birth. The gruesome evils of female feticide and infanticide prove how brutal the world could be to women.

Though the Indian constitution provides equal rights and privileges for men and women and makes equal provision to improve the status of women in society, majority of women are still unable to enjoy the rights and opportunities guaranteed to them.

Traditional value system, low level of literacy, more house hold responsibilities lack of awareness, non-availability of proper guidance, low mobility, lack of self confidence family discouragement and advanced science and technology are some of the factors responsible to create gender disparity in our society. The most important causes of gender disparity such as poverty, illiteracy, unemployment, social customs, belief and anti-female attitude

Activity

Watch the movie Dangal produced by actor AAmir khan (Some scenes).

The movie DANGAL is screened by excluding some of the scenes. Students are instructed to watch the movie.

Discussion –

This stage is processed by the following

- Which is your favourite character why?
- Brief the scene which is emotional and touching to you?
- What is the message conveyed by this movie?

Synthesis

The discussion is synthesised emphasising the following there are no social differences between male and female, except a few biological differences.

The discrimination should not be encouraged at any level equal opportunity to be given to both girls and boys as per their individual capacity. Girls should develop the capacity to speak openly and should fight for their rights.

Feedback/commitment to action

-Mark the statements which you consider as right.

- I understood the meaning of stereotype and discrimination.
- I got the capacity to raise my voice against any kind of discrimination
- I can help the people who are victims of stereotype to change the view about them and come up.

Module -3

Value: Care Earth

Integrated with lesson –**Land Resources of Karnataka**

Activity

Quiz

How much food is wasted in your homes?

1. Most are eaten.
2. Occasional wastage.
3. Uneaten food thrown away almost daily.

How do you travel to school?

1. On foot/bicycle.
2. Public transport.
3. Car/scooter.

What type of car you have?

1. No car
2. Small car
3. Big car

How big is your family?

Small (less than 2 children)

Medium (2-4 children)

Large (more than 4 children)

B-Scale

- You tread softly on our Earth and have a small footprint compared to others, wish there were more like you around. **Least score**

- You have a medium foot print and your passage on earth is damaging the natural environment we won't be able support many very like you. **Average score**
- Light up if everyone had foot prints like this we would need several more earths to leave enough resources to meet all their demands. **More score**

C-Discussion

Process the activity by asking the students to list eco- friendly acts.

D-Presentation

A representative from each group will present the acts.

E-Conclusion

Facilitator concludes the session by recommending some of the good practices.

Activity -2

Divide the class into groups of 5 and ask them to do the activity

If you have to go in space vehicle for 10 years what are the things you would like to carry with you. There will be supply of sun light to you. Give a name to your vehicle

Presentation –representative from each group presents the ideas.

Synthesis -The discussion is synthesised emphasising the followingEarth is a paradise in space, its' resources are to be used judicially and it is the foremost responsibility of all the individuals to keep it away from all kinds of pollutions**.** So that we must live and let others also continue **in** future.

Feed back-Mark the statements which you consider as right

- I can live comfortably by adopting the eco- friendly life style.
- I can convince others in my locality to adopt practices like

  1-No plastic

  2-Using public transport

  3-Planting tree

Module -4

Brother Hood

Integrated with the topic BhakthiPanth

Lesson -1

- Caste/class

Objectives:

To enable the students that the all the religions give the message of love and brotherhood.

Enable the students to know that discrimination on the basis of caste and class is baseless.

Overview-India is a land of diversities. This diversity is also visible in the spheres of religion. The major religions of India are Hinduism (majority religion), Islam (largest minority religion), Sikhism, Christianity, Buddhism, Jainism, Zoroastrianism, Judaism and the Baha'i Faith. India is a land where people of different religions and cultures live in harmony. This harmony is seen in the celebration of festivals. The message of love and brotherhood is expressed by all the religions and cultures of India.

But now a day this harmony is disturbed by some communal elements. This is to be eradicated to strengthen brotherhood to promote peaceful atmosphere and for the progress of India.

Lesson-1

Class was divided into groups and were asked to draw posters about the theme brotherhood.

Presentation –pupils were asked to demonstrate the posters they have created.

Discussion

This stage is processed by the following questions

- What is the importance of brotherhood?
- How can brotherhood be promoted?

Syntheses-there is no any basis or rationality in discriminating on the basis of caste. All are human beings we must love each other irrespective of caste and class.

Lesson -2

Regional interest

Over view: The most important aspect of the constitutional provisions dealing with citizenship is that it must establish a uniform or single system of citizenship law for the whole country. A citizen of India is accepted legally as a citizen in every part of the territory of India with almost all the benefits and privileges that attend such a status.

This is in striking contrast to the system of double citizenship that prevails in some federal States. [1] Before the inauguration of the Constitution, there were two broad divisions among Indian citizens, British Indian subjects and State subjects.

Since there were over 500 Indian States, the State subjects themselves were further sub-divided into as many groups of citizens as there were States. Thus, the term Indian citizenship had little precise legal significance except that the Indian people as a whole came under the overall jurisdictions of the British Government that pulled India.

The abolition of such distinctions makes the essential unity of the nation a reality. A single citizenship for the entire country removes much of the artificial State barriers that prevailed in pre- Independence days and facilitates the freedom of trade and commerce throughout the territory of India.

There is, however one barrier still that hinders that full realisation of the ideal of a single citizenship established under the Constitution. This is the existence of what are known as "domiciliary rules" in the different States in India. The term "domicile" is difficult to define.

Activity

Pupils are grouped and asked to role on the theme **NEED OF UNITY** on the basis of **caste/ class/regional.**

Pupils demonstrate by choosing any theme.

Discussion:

This stage is processed by focussing the following concepts.

- What is unity related to caste /class /regional?
- What is the significance of regional unity to country' solidarity?

SYNTHESIS

To promote unity mutual, understanding is essential. It is to live with harmony in Indian context. Negative elements related to regional interest are to be curbed. Different cultures and practices, and talents are the strength of India.

Feedback/action to commitment,

- I respect the customs of other states.
- If required I will provide my services even in other states of India
- I will work to promote regional unity.

Module -5

Symbols of National identity

Lesson -1

Values: National pride/National consciousness/Unity

Objectives-

- To make them understand the significance of symbols of national identity.
- To give the true perception of symbols of national identity.

Overview- Throughout the world, all nations employs a package of symbolic elements in order to claim their distinctiveness and sovereignty. Symbols represent the nation as collective. Symbols promote unity. Flag is the most prominent symbol acknowledged throughout the world. The tri colour mark the new era in the history of India i.e. United independent country. Though the symbols look as if they belong to the world of myth and legend and have no effect on the peoples' attitude, yet many research studies have revealed, how the symbols accelerate "we feeling'. Create members of a nation by developing new habits and emotion they are used to build a sense of commonality.

Thus, it is essential to bring awareness about the national flag by giving true perception about this element. Human beings have emotional altruism; this can be triggered by some sort of training in schools right from childhood by means of symbolic approach, i.e. by hoisting national flag & chatting national anthem.

ACTIVITY

Participants are invited to watch the video.

- ❖ About national pride
- ❖ National anthem

Discussion

This activity is processed by the following question.

- How do you feel while watching the videos?
- Are the national symbols essential to give the feel of unity?

Synthesis

The discussion is synthesised emphasising the following.

National flag is not a mere piece of cloth, but it is associated with our feelings and emotions. Singing national anthem in chorus develops the feel of unity and it proves to be driving force to work for the progress of country.

Module -6

Value: Good citizen

- Rationality/participation/positive critical attitude

Objectives-

- To make the pupils know the meanings of rationality, participative and critical
- To make students learn the ways of becoming good citizen.

Overview

Good citizenship is when one properly fulfils his or her role as a citizen. There are many opinions as to what constitutes a good citizen. Theodore Roosevelt said, The first requisite of a good citizen in this Republic of ours is that he shall be able and willing to pull his weight. Education is sometimes viewed as a prerequisite to good citizenship, in that it helps citizens make good decisions and deal with demagogues who would delude them. Roger Soder writes that in a democracy, where the demands of good citizenship are placed upon all, "only the common schools can provide to all the education that all need. Science literacy is also frequently touted as a key to good citizenship. Good citizenship is sometimes viewed as requiring both intellectual skills (such as critical thinking) and participatory skills (such as deliberating civilly, monitoring the government, building coalitions, managing conflict peacefully and fairly, and petitioning, speaking or testifying before public bodies).

Activity

Some cards are given to the students in which characteristic is written they instructed to classify as good and bad citizen .characteristics are

- Helping community.
- Getting good education.
- Wasting time in useless gossip.
- Work hard.
- Stay up to date on the news.
- Teasing friends
- Share your extra money, time with others.
- Simply roaming.
- Donate blood
- Get emergency training.
- Stay healthy.
- Vote
- Volunteer at election and other services
- Always eat junk food.
- Recycle the waste
- Pick litter
- Through rubbish in public places
- Damage public property
- Conserve water
- Conserve energy
- Use public transport etc
- Corruption.

Discussion

This is processed by

- What qualities are required to become a good citizen?
- Cite the examples of good citizen?
- What do you mean by corruption? Have you read anything about corruption in newspapers if yes briefly explain?

Synthesis

Simply by giving tacit consent to each and everything one cannot become good citizen, healthy habits are to be developed from childhood itself .one must be participative that is should involve in the activities of awareness, should care others, work hard to achieve excellence in different fields .one should have courage to object false policies and decision and the most important is to curb corruption

Activity- 2

Divide the class into groups' assigned one activity to one group and instruct to do on routine basis this activity is not time bound but continues throughout the duration of the intervention. One group shares news in online platform and another group prepares write-ups on topics like Swatch Bharath, cleanliness etc. the third group shares messages of national interest or awareness, fourth group prepares the small report of their experience while giving feedback in any service centre. This cycle continues by interchanging the tasks.

Tasks

1- Sharing news in on line platform

2-sending messages of national interest and awareness.

3-preparing small write-ups and display in notice board.

4-prepare small report about the feedback given at service centre.

Feedback/commitment to action

I can keep myself update by watching /reading news

I will work as a volunteer in different organisation to serve people

I will work hard to achieve excellence

I will boldly criticise the decisions if they are not good for India

Module -7

Awareness

Lesson -1

Superstitious beliefs

SKIT

The pupils were invited to watch the skit

Script and direction-Researcher

Played by-D.El.Ed trainees of D.I.E.T Shimoga

This is about the superstitious beliefs prevailing in some villages. The school going child falls ill, then the ignorant family members perform some rituals. But the child did not recover instead the condition goes worst the family also lose money.

When the school teacher visited the home to enquire regarding absence of the child, the entire matter was revealed and the teacher forces the family to consult the doctor.

In the last scene the family extends thanks to the teacher for opening their eyes. This skit has humour in the character of the father and grander mother of the child.

Discussion

This activity is processed by the following question.

- What is the message given by the play?

Synthesis

If we come across the problems in our life we should not fall a prey to the blind beliefs but have to think scientifically .this is possible only by right education.

Lesson-2

Heritage and culture

Quiz

Divide the class into groups present the questions randomly to the groups

Lesson -3

Right to education

Presentation

The researcher presents power point about right to education which includes

1-About the act

2-Importance of the act

3-Poilcies and initiatives undertaken by the government for the successful implementation of the act.

Discussion

This activity is processed by the following question

- What is your view about this act?

Synthesis -The discussion is synthesised emphasising the following

Government is spending lot of funds to give quality education to all the children without any discrimination. Therefore future citizens should also make use of this opportunity and try to achieve excellence.

Feedback and commitment to action

- **I do not believe in superstitious belief.**
- **I respect and if possible protect the monuments of India.**
- **I will continue and help others to continue education.**

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Education for sustainability training activity, DSERT in collaboration with NGO.

Lesson plan-1

Class-9th standard

Subject-social science

Topic-Our constitution

Duration; 15 periods of 45 minutes

5E model

Cognitive domain

Students learn

- About constituent assembly.
- The constitution drafting committee and framing of constitution.
- The preamble to the constitution.
- The salient features of the constitution.
- The fundamental rights, duties and directive principles of state policy.

Strategy-flipped learning
Values-peace and non –violence/awareness/sensitivity
Confluent approach

Stage	Activities	Teachers role	duration	Students activity
Engage Importance of rules. How to control misuse of power/authority. Equal opportunity to all.	Displays the picture where a bowler has completely crossed the crease. Picture of a football player touching the ball with hand Teacher gives the situations and asks pupils to react Ramesh is the class leader he doesn't like Rohan and he always makes false complaints against Rohan every time Rohan gets punishment for nothing. What do you call to this	Why the ampere is giving the free hit to the batsman? Why the foot ball player cannot touch the ball with hand? Interacts with the students and try to make the students think about the importance of rules in society. Teacher records the responses Teacher tries to tell how	1 period	Pupils watch the pictures and try to answer the questions. Pupils give their opinion.

	situation? Ina class teacher asks the students which game they want to play More no. of students opted for cricket and a few pupils opted for football in such situation what the teacher should do? Whether majority decision is to be agreed or opportunity to be provided to the minority?	everyone can be given chance irrespective of majority and minority while discussing with the pupils.		
Explore	Video lesson Website about **INDIAN CONTITUTION**	Teacher instructs the pupils to watch the video lesson at home. **https://www.youtube.com/watch?v=gGW4ggH5Jvs**The Indian Constitution - Political Science Class 8 - CBSE | NCERT. Teacher gives feedback to the reflections of the pupils.	02	Pupils watch the video lesson,they give their reflection about the lesson in online platform.

Explain	Explanation of concepts related to lesson to know and bring conceptual understanding of Constitution,preamble,secularism, Rights, duties and directive principles	Teacher asks the students to explain the questions and tries to clarify the doubts. Teacher discusses about the need and significance of the constitution and the relation of constitution with living process of society.	02	Pupils try to explain the different concept
Elaborate	Module -1	Teacher facilitates	07	Pupils take part in the activities
Evaluation	Test to assess cognitive domain Feedback to assess values		2hrs	Students answer the test questions and gives feedback.

Lesson plan-2

Class-9th standard

Subject-social science

Topic-National Integration

Duration; 09 periods of 45 mins

5E model

Cognitive domain

Students learn

- Meaning of Nationalism
- Factors which enable unity in diversity
- Factors which enable National integration
- The obstacles to National Integration

Strategy-flipped learning

Values-

- National Pride
- National Consciousness
- Unity

Confluent approach

Stage	Activities	Teachers role	duration	Students activity
Engage Diverse nature of India.	With the help of Music teacher The pupils were made to sing the song mile sur jo mera tumhara to sur bane hamara.	Teacher asks the students to give their reflections about the song. And asks them which language they speak at home/which food they like to eat. Teachers try to explain the diverse nature of the class room.	01period	Pupils enjoy singing the song Pupils give their response
Explore	Printed lesson	Teacher instructs the pupils to read the printed lesson at home.	02	Pupils read the lesson
Explain	Explanation of concepts related to lesson to know and bring conceptual understanding of National integration	Teacher asks the students to explain the questions and tries to clarify the doubts.	03	Pupils try to explain the different concepts.

	Symbols of National Integration. Importance of national symbols. Discussion	Teacher discusses the need of national integration by interacting with pupils.		Pupils involve in the discussion by sharing their views.
Elaborate	Module -5	Teacher facilitates the activities	02	Pupils take part in the activities
Evaluation	Test to assess cognitive domain Feedback to assess values	Teacher gives question paper and feedback format	01period	Students answer the test questions and gives feedback.

Lesson plan-3

Class-9th standard

Subject-social science

Topic-Land resources of Karnataka

Duration; 09 periods of 45 mins.

5E model

Cognitive domain

Students learn

- The pattern of land use in Karnataka
- The importance and types of farming
- Understand the distribution of the important crops of Karnataka and their production.

Strategy-flipped learning

Values-Care Earth

Confluent approach

Stage	Activities	Teachers role	duration	Students activity
Engage	Students were asked to list the things which are required to live. Preparation of concept map for agriculture.	Teacher asks the students to name. Teacher facilitates the pupils to prepare mind map by giving certain clues. Teacher wants to establish the importance of food and requirements to produce food.	01 period	Pupils list the various things required for human beings to live One by one pupils develop the concept map
Explore	Video lesson	In this part following topics are discussed: 1. Land Utilization Definition 2. Pattern of Land Utilization 3. Types of Cultivation. http://int.search.myway.com/search/video.jhtml?n=784928d4&p2=%5ECAM%5Exdm251%5ES26597%5Ein&pg=video&pn=1&ptb=FD276A5B-3215-4F7E-923F-27B148AD217E&qs=&searchfor=9th+class++video+lesson+natural+resources+of+karnataka&si=29590084204&ss=sub&st=	02	Pupils watch The video

		tab&tpr=sbt&trs=wtt&vidOrd=3&vidId=SBocmay0PGk		
Explain	Explanation of concepts related to lesson to know and bring conceptual understanding of Agriculture, farming, requirements for farming, importance of farming	Teacher asks the students to explain the questions and tries to clarify the doubts. Teacher discusses about the value of land importance of land resources	02	Pupils try to explain the different concepts and take part in the discussion
Elaborate	Module -3	Teacher facilitates the activities. Lesson-1 Lesson-2	02periods	Pupils take part in the activities
Evaluation	Test to assess cognitive domain Feedback to assess values	Teacher gives question papers and feedback formats to the students.	02periods	Students answer the test questions and gives feedback.

Lesson plan-4

Class-9th standard

Subject-social science

Topic-Socialisation and Family Relationships

Duration-18 periods

07 lessons+08 practical activities

5E model

Cognitive domain

Students learn

- The meaning of socialisation and its importance.
- The influence of socialisation on an individual.
- Agents of socialisation.

Strategy-flipped learning

Value:

Good citizen

Confluent approach

Stage	Activities	Teachers role	duration	Students activity
Engage	Activity Pupils were made to stand in a circle and were asked to count 1 to 15 and then asked to introduce each other who get same number like 1,1;2,2;etc	Teacher gives the instruction and facilitates the activity.	01	Pupils participates in the activity
Explore	Video lesson	Teacher instructs the pupils to watch the video lesson at home. https://int.search.myway.com/search/video.jhtml?n=784928d4&p2=%5ECAM%5Exdm251%5ES26597%5Ein&pg=video&pn=2&ptb=FD276A5B-3215-4F7E-923F-27B148AD217E&qs=&searchfor=youtube+agents+of+socialisation&si=29590084204&ss=sub&st=tab&tpr=sbt&trs=wtt&pToken=CAoQAA&ots=1530947105	02	Pupils watch the video lesson
Explain	Explanation of concepts related to lesson to know and bring conceptual understanding of Socialisation,role socialisation	Teacher asks the students to explain the questions and tries to clarify the doubts .	02	Pupils try to explain the different concept

	agents,role of mass media			
Elaborate	Module -6	Teacher facilitates the activities	02	Pupils take part in the activities
Evaluation	Test to assess cognitive domain Feedback to assess values		2hrs	Students answer the test questions and gives feedback.

Lesson plan-5

Class-9th standard

Subject-social science

Topic-BhakthiPanth

Duration; 9 periods of 45 mins

5E model

Cognitive domain

Students learn

- About Ramanand,Chaitanya,Gurunanak,
- The Bhakthipanth in Karnataka.
- The effects of the Bhakthipanth
- The main features of Bhakthipanth.

Strategy-flipped learning

Value:discrimination/stereotype/gender bias

Respecting woman

Treating all equally without discrimination and stereotype.

Confluent approach

Stage	Activities	Teachers role	duration	Students activity
Engage	Activity pupils will be asked to write the teaching of different religions and to prepare the list of common good things.	Teacher gives the instruction and facilitates the activity. Teacher tries to focus that the ultimate aim of all the religions is same	03 period	Pupils participates in the activity
Explore	Video lesson	Teacher instructs the pupils to watch the video lesson at home. The audio-visual talks about how the Indian subcontinent experienced the new wave of Bhakti movement after 15th century and about the original composition ... https://int.search.myway.com/search/video.jhtml?n=784928d4&p2=%5ECAM%5Exdm251%5ES26597%5Ein&ptb=FD276A5B-3215-4F7E-923F-27B1	03	Pupils watch the video lesson

Explain	Explanation of concepts related to lesson to know and bring conceptual understanding.	Teacher asks the students to explain the questions and tries to clarify the doubts. Teacher tells the students to list the teachings of their religion related to discrimination and writes the common points and draws the conclusion that all the religions preached not to discriminate on the basis of caste ,class & sex.	02	Pupils try to explain the different concepts
Elaborate	Module -	Teacher facilitates the activities	02.	Pupils take part in the activities
Evaluation	Test to assess cognitive domain Feedback to assess values		01period	Students answer the test questions and gives feed back.