

**CRITICAL ANALYSIS OF THE AWARENESS OF CONSTITUTIONAL VALUES AND
DEVELOPMENT OF INSTRUCTIONAL STRATEGIES FOR THE INCULCATION
OF SELECTED VALUES AMONG HIGHER SECONDARY
SCHOOL STUDENTS IN KERALA**

Thesis
Submitted for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

By
HANEEFA K.K.

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

2025

DECLARATION

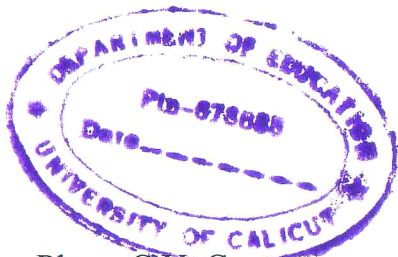
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Dr. C. NASEEMA
(Supervising Teacher)



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Department of Education
University of Calicut

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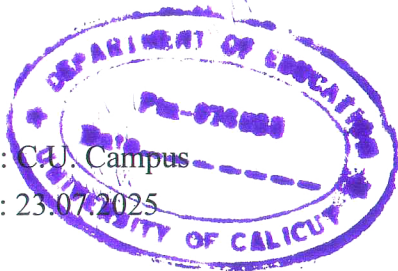
Senior Professor (Rtd)

Department of Education

University of Calicut

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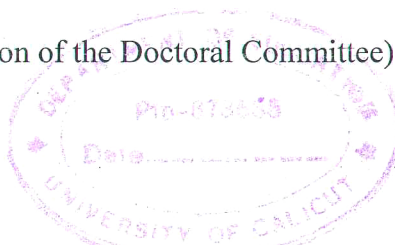
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As our nation navigates the complexities of democratic governance, this thesis recognises the Constitution of India as a corner stone of our collective aspirations, values and principles, and hence, special mention goes to the founding fathers of our Constitution.

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Abstract

Critical Analysis of the Awareness of Constitutional Values and Development of Instructional Strategies for the Inculcation of Selected Values among Higher Secondary School Students in Kerala

Sr. Prof: (Dr.) C. Naseema
Supervising Teacher

Haneefa K.K.
Research Scholar

Education, unlocking human potential, fostering knowledge, responsibility and compassion should promote the goal of socialism, secularism and democracy enshrined in our Constitution. It is noted that the existing threats of systemic inequalities and injustices can be eliminated only by developing a responsible generation with a strong foundation of constitutional values. The curriculum should reflect the values and aspirations of the nation and foster critical thinking and analytical skills to nurture active and responsible citizens to make meaningful contributions to the progress of a successful nation. Implementation of technological advancement and innovative teaching strategies will act as catalysts in this process. Hence it is high time we took responsibility and action to incorporate innovative and appropriate strategies and ideas of teaching learning for the effective transaction of the constitutional values among students.

The purpose of the study was to find out the Awareness of constitutional values and the development of a Module of Instructional Strategies (MIS) for inculcation of selected values among higher secondary school students in Kerala. The study was conducted in two phases. The first phase of the study was conducted by survey method and document analysis. The second phase of the study was experimental in nature. A quasi-experimental Pre-Test Post Test design was adopted for the stage. Module of Instructional Strategies (MIS) was prepared and subjected to experimentation for checking its effectiveness. The present study employed both Qualitative techniques and Quantitative techniques wherever necessary.

For the first phase of the study, the investigator selected a sample of 1000 students in Higher secondary school students of Kerala. Also, a sample of 96 higher secondary teachers was selected for collecting information regarding the instructional strategies adopted by teachers in higher secondary schools for inculcating constitutional values, methods of teaching they are using, how they perceive the learning of students etc. For the second phase, two intact groups of 60 higher secondary students each are selected as the experimental and control groups for comparison. Tools and Techniques used for the study were an Awareness Test on Constitutional Values for Students, Questionnaire on Instructional Strategies used by Teachers, a Test on Attainment of Constitutional Values and a Module of Instructional Strategies (MIS). Percentage analysis, Test of significance of difference between means and Cohen's d value were the statistical techniques used for the study.

A document analysis of the Coursebook and Sourcebook prescribed for standard XI Political Science (NCERT) showed that there are 13 broad constitutional values reflected in Fundamental Rights, Directive Principles of State Policy (DPSP) and Fundamental Duties which form the core topics in Chapter 2, 'Rights in Indian Constitution' of Plus one Political Science Coursebook (Constitution at a Work). The study revealed that there is a dire need for increasing the awareness of these constitutional values among higher secondary school students and an urgent intervention is required to overcome the difficulties of students for attaining the constitutional values. The findings of the study showed that an urgency is also felt to change the existing style of teaching adopted for the transaction of the constitutional values among higher secondary school students. Hence the researcher developed a Module of Instructional Strategies (MIS) for inculcating constitutional values among higher secondary school students in Kerala. Before the implementation of MIS both the control and experimental groups showed similar baseline knowledge or similar attainment levels of constitutional values. After the implementation of MIS, the experimental group showed a much higher level of attainment of constitutional values. This indicated the effectiveness of MIS in promoting the attainment of constitutional values. The findings of the study revealed that the intervention of MIS had a highly significant and meaningful impact on the students' understanding and attainment of Constitutional values.

Key words: Awareness of Constitutional Values, Development of Instructional Strategies, Selected Values, Higher Secondary School Students in Kerala.

സംക്ഷിപ്തം

കേരളത്തിലെ ഹയർ സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിലെ ഭരണഘടനാ മൂല്യങ്ങളെക്കുറിച്ചുള്ള അവബോധത്തിന്റെ വിമർശനാത്മക വിശകലനവും തെരഞ്ഞെടുത്ത മൂല്യങ്ങൾ വളർത്തിയെടുക്കുന്നതിനുള്ള ബോധനതന്ത്രങ്ങളുടെ രൂപീകരണവും

ഡോ. സി. നസീമ

മാർഗദർശക

ഹനീഫ കെ.കെ.

ഗവേഷക വിദ്യാർത്ഥി

മനുഷ്യശേഷികളെ തുറന്നു വീട്ടു കൊണ്ടും, അറിവ്, ഉത്തരവാദിത്തം, സഹാനുഭൂതി എന്നിവയെ പരിപോഷിപ്പിച്ചു കൊണ്ടും, വിദ്യാഭ്യാസം, നമ്മുടെ ഭരണഘടനയിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്ന സോഷ്യലിസം മതേതരത്വം ജനാധിപത്യം എന്നിവയുടെ ലക്ഷ്യത്തെ പ്രോത്സാഹിപ്പിക്കേണ്ടതുണ്ട്. ഭരണഘടനാ മൂല്യങ്ങളുടെ ശക്തമായ അടിത്തറയുള്ള, ഉത്തരവാദിത്വമുള്ള ഒരു തലമുറയെ വളർത്തിയെടുക്കുന്നതിലൂടെ മാത്രമേ നിലവിലുള്ള വ്യവസ്ഥാപിത അസമത്വങ്ങളുടെയും അനീതികളുടെയും ഭീഷണികൾ ഇല്ലാതാക്കാൻ കഴിയൂ എന്നത് ശ്രദ്ധേയമാണ്. പാഠ്യപദ്ധതി, രാജ്യത്തിന്റെ മൂല്യങ്ങളെയും അഭിലാഷങ്ങളെയും പ്രതിഫലിപ്പിക്കുകയും, വിജയകരമായ ഒരു രാഷ്ട്രത്തിന്റെ പുരോഗതിക്ക് അർത്ഥവത്തായ സംഭാവനകൾ നൽകുന്നതിന് സജീവവും ഉത്തരവാദിത്വമുള്ളതുമായ പൗരന്മാരെ വളർത്തിയെടുക്കാൻ ഉതകുന്ന വിമർശനാത്മക ചിന്തയും വിശകലന കഴിവുകളും വളർത്തിയെടുക്കുകയും ചെയ്യണം. സാങ്കേതിക രംഗത്തെ പുരോഗതിയും നൂതനമായ അധ്യാപന തന്ത്രങ്ങളും നടപ്പിലാക്കുന്നത് ഈ പ്രക്രിയയിൽ ഉത്തേജകമായി പ്രവർത്തിക്കും. അതിനാൽ വിദ്യാർത്ഥികൾക്കിടയിൽ ഭരണഘടനാ മൂല്യങ്ങളുടെ ഫലപ്രദമായ കൈമാറ്റത്തിനായി, പഠനബോധനപ്രക്രിയയുടെ നൂതനവും ഉചിതവുമായ തന്ത്രങ്ങളും ആശയങ്ങളും ഉൾപ്പെടുത്തുന്നതിന് ഉത്തരവാദിത്വവും നടപടിയും സ്വീകരിക്കേണ്ട സമയം അതിക്രമിച്ചിരിക്കുന്നു.

കേരളത്തിലെ ഹയർ സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിൽ തിരഞ്ഞെടുത്ത മൂല്യങ്ങൾ ഉൾപ്പെടുത്തുന്നതിനായി ഭരണഘടനാ മൂല്യങ്ങളെക്കുറിച്ചുള്ള അവബോധം കണ്ടെത്തുകയും ഒരു മൊഡ്യൂൾ ഓഫ് ഇൻസ്ട്രക്ഷണൽ സ്റ്റാറ്റജിസ് (എംഐഎസ്) വികസിപ്പിക്കുകയും ചെയ്യുക എന്നതായിരുന്നു പഠനത്തിന്റെ ലക്ഷ്യം. രണ്ട് ഘട്ടങ്ങളിലായാണ് പഠനം നടത്തിയത്. സർവ്വേ രീതിയും ഡോക്യുമെന്റ് വിശകലനവും ഉപയോഗിച്ചാണ് പഠനത്തിന്റെ ആദ്യ ഘട്ടം നടത്തിയത്. പഠനത്തിന്റെ രണ്ടാം ഘട്ടം പരീക്ഷണാത്മക സ്വഭാവമുള്ളതായിരുന്നു. ഈ ഘട്ടത്തിനായി ഒരു അർദ്ധ-പരീക്ഷണാത്മക പ്രീ-ടെസ്റ്റ് പോസ്റ്റ് ടെസ്റ്റ് ഡിസൈൻ സ്വീകരിച്ചു. അതിന്റെ ഫലപ്രാപ്തി പരിശോധിക്കുന്നതിനായി ഇൻസ്ട്രക്ഷണൽ സ്റ്റാറ്റജിസ് മൊഡ്യൂൾ (എംഐഎസ്) തയ്യാറാക്കി പരീക്ഷണത്തിന് വിധേയമാക്കി. ആവശ്യമുള്ളിടത്തെല്ലാം ഗുണപരമായ സാങ്കേതിക വിദ്യകളും (qualitative techniques) പരിമാണാത്മക രീതികളും (quantitative techniques) ഈ പഠനം ഉപയോഗിച്ചു.

പഠനത്തിന്റെ ആദ്യഘട്ടത്തിനായി, കേരളത്തിലെ ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിലെ ആയിരം വിദ്യാർത്ഥികളുടെ ഒരു സാമ്പിൾ ഗവേഷകൻ തിരഞ്ഞെടുത്തു. കൂടാതെ ഭരണഘടനാ മൂല്യങ്ങൾ വളർത്തിയെടുക്കുന്നതിനായി അധ്യാപകർ സ്വീകരിക്കുന്ന അധ്യാപന തന്ത്രങ്ങൾ, അവർ ഉപയോഗിക്കുന്ന അധ്യാപന രീതികൾ, വിദ്യാർത്ഥികളുടെ പഠനത്തെ അവർ എങ്ങനെ കാണുന്നു തുടങ്ങിയ വിവരങ്ങൾ ശേഖരിക്കുന്നതിനായി 96 ഹയർ സെക്കൻഡറി അധ്യാപകരുടെ ഒരു സാമ്പിളും തെരഞ്ഞെടുത്തു.

രണ്ടാംഘട്ടത്തിനായി 60 ഹയർ സെക്കൻഡറി വിദ്യാർത്ഥികളുടെ 2 ഗ്രൂപ്പുകളെ താരതമ്യത്തിനായി പരീക്ഷണാത്മകവും നിയന്ത്രണ ഗ്രൂപ്പുകളുമായി തെരഞ്ഞെടുത്തു. വിദ്യാർത്ഥികൾക്കുള്ള ഭരണഘടനാ മൂല്യങ്ങളെ കുറിച്ചുള്ള അവബോധ പരിശോധന, അധ്യാപകർ ഉപയോഗിക്കുന്ന തന്ത്രങ്ങളെ കുറിച്ചുള്ള ചോദ്യാവലി, ഭരണഘടനാ മൂല്യങ്ങൾ കൈവരിക്കുന്നതിനെ കുറിച്ചുള്ള ഒരു പരിശോധന, ബോധനതന്ത്രങ്ങളുടെ ഒരു മൊഡ്യൂൾ(എം ഐ എസ്) എന്നിവയായിരുന്നു പഠനത്തിനായി ഉപയോഗിച്ച ഉപകരണങ്ങളും സാങ്കേതിക വിദ്യകളും.

പ്ലസ് വൺ പൊളിറ്റിക്കൽ സയൻസ് കോഴ്സ് ബുക്കിലെ (Constitution at Work) രണ്ടാം അധ്യായമായ ഇന്ത്യൻ ഭരണഘടനയിലെ അവകാശങ്ങൾ എന്നതിലെ പ്രധാന വിഷയങ്ങളായ മൗലികാവകാശങ്ങൾ, ഗവൺമെന്റ് നയത്തിന്റെ നിർദ്ദേശക തത്വങ്ങൾ അഥവാ ഡി പി എസ് പി, മൗലിക കടമകൾ എന്നിവയിൽ പ്രതിഫലിക്കുന്ന 13 വിശാലമായ ഭരണഘടനാ മൂല്യങ്ങൾ ഉണ്ടെന്ന് പഠനം കാണിച്ചു. ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിൽ ഈ ഭരണഘടനാ മൂല്യങ്ങളെ കുറിച്ചുള്ള അവബോധം വർദ്ധിപ്പിക്കേണ്ടതിന്റെ ആവശ്യകതയുണ്ടെന്നും ഭരണഘടനാ മൂല്യങ്ങൾ നേടുന്നതിന് വിദ്യാർത്ഥികൾ നേരിടുന്ന ബുദ്ധിമുട്ടുകൾ മറികടക്കാൻ അടിയന്തര ഇടപെടൽ ആവശ്യമാണെന്നും പഠനം വെളിപ്പെടുത്തി. ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾക്കിടയിൽ ഭരണഘടനാ മൂല്യങ്ങളുടെ ബോധനത്തിനായി സ്വീകരിച്ചിരിക്കുന്ന നിലവിലുള്ള അധ്യാപന ശൈലി മാറ്റേണ്ടതിന്റെ ആവശ്യകതയും അനുഭവപ്പെടുന്നുണ്ടെന്ന് പഠനത്തിന്റെ കണ്ടെത്തലുകൾ കാണിച്ചു. അതിനാൽ കേരളത്തിലെ ഹയർ സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾക്കിടയിൽ ഭരണഘടനാ മൂല്യങ്ങൾ വളർത്തിയെടുക്കുന്നതിനായി ഗവേഷകൻ ഒരു മൊഡ്യൂൾ ഓഫ് ഇൻസ്ട്രക്ഷണൽ സ്റ്റാറ്റജിസ് (MIS) വികസിപ്പിച്ചെടുത്തു. MIS നടപ്പിലാക്കിയതിനുശേഷം പരീക്ഷണ ഗ്രൂപ്പ് (Experimental group) ഭരണഘടനാ മൂല്യങ്ങളുടെ നേട്ടത്തിന്റെ വളരെ ഉയർന്ന തലം കാണിച്ചു. ഭരണഘടനാ മൂല്യങ്ങൾ കൈവരിക്കുന്നതിന് പ്രോത്സാഹിപ്പിക്കുന്നതിൽ എംഐഎസിന്റെ ഫലപ്രാപ്തിയെ ഇത് സൂചിപ്പിക്കുന്നു. ഭരണഘടനാ മൂല്യങ്ങളെ കുറിച്ചുള്ള വിദ്യാർത്ഥികളുടെ ധാരണയിലും നേട്ടത്തിലും എംഐഎസിന്റെ ഇടപെടൽ വളരെ പ്രധാനപ്പെട്ടതും അർത്ഥവത്തായതുമായ സ്വാധീനം ചെലുത്തി എന്ന് പഠനത്തിന്റെ കണ്ടെത്തലുകൾ വെളിപ്പെടുത്തി.

പ്രധാന വാക്കുകൾ: 'ഭരണഘടനാ മൂല്യങ്ങളെ കുറിച്ചുള്ള അവബോധം', 'പഠന തന്ത്രങ്ങളുടെ വികസനം', 'തെരഞ്ഞെടുത്ത മൂല്യങ്ങൾ', 'ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾ'

CHAPTER 1

INTRODUCTION

- *Need and Significance of the Study*
- *Title of the Study*
- *Operational Definitions of the Key Terms Used*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Scope and Limitations of the Study*
- *Format of the Research Report*

INTRODUCTION

“However good a constitution may be, if those who are implementing it are not good, it will prove to be bad. However bad a constitution may be, if those implementing it are good, it will prove to be good”.

B. R. Ambedkar, 1949

The Constitution of a country helps to lay down the basic structure of a nation's political system as well as ideals which shape the foundation of the sort of nation the people desires to reside. As the citizens are from various communities with their unique beliefs, they might disagree with some issues necessarily. Hence it serves as a collection of principles, rules, and procedures that reflects the values and principles on which their consensus formed. This political frame determines and describes the form of the government and its connection with the people. These fundamental principles or laws include an agreement on the kind of government and the values and ideals which the country should uphold. The constitution establishes the main organs of the state, namely, the legislature, the executive and the judiciary.

The word ‘constitution’, originated from the Latin word ‘constitutus’, meaning ‘to set up’, was constituted in 14th century English as a term for established law or custom. It was first used in Britain in the sense “set of fundamental rules governing the politics of a nation or subnational body”, after the ‘Glorious Revolution’ of 1688. The constitution of the United States, the world's oldest constitution, illustrates all the points of a typical constitution, i.e., “written, short, general and entrenched”.

In the worldwide perspective most of the constitutions, including the American Constitution and the U.N. Charter, are designed to promote social,

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economic, and political justice, ensuring equality, protecting people from oppression, and upholding human values such as cooperation, coordination, discipline, and dedication. The success of these constitutions, like the Indian Constitution, depends on those assigned with implementing them. Constant vigilance from the part of the citizens is needed to ensure the effectiveness in the implementation of the constitution and to uphold human values, promoting equality, liberty, and justice.

Constitution of India

The evolutionary stages of the Constitution initiated with the Minto Morley Reforms which resulted in The Indian Councils Act (1909). After this the Montagu Chelmsford came Reforms bringing about resulting in the Government of India Act 1919. Then the 1927 Simon Commission and Round Table Conferences (1930 - 1932) contributing to the Government of India Act 1935, Cabinet Mission Plan 1946, and the later development of the Constituent Assembly. The Constituent Assembly commenced the drafting of Indian Constitution on 9th December, 1946, headed by Dr. B. R. Ambedkar. It was brought into its conclusion following a duration of 2 years, 11 months, and 17 days. However, the decision was made that the Constitution would come into effect only on January 26, 1950, as this date had been picked out by the Indian National Congress as Independence Day in 1930. Therefore, the adoption of the Constitution was postponed from November 26, 1949, to January 26, 1950, to ensure that January 26 remained significant in India's history.

Our founding fathers have provided our democracy with a powerful groundwork through an exhaustive Constitution, with a focus on social, economic, and political rights. The core constitutional values embodied in the Indian Constitution constitute its spirit. These values that are universal, human, and

democratic in the modern age are stated in different articles and provisions. They are mirrored throughout the whole Constitution of India, with its Preamble encapsulating "the fundamental values and the philosophy on which the Constitution is based".

The postcolonial Indian state was formed as an independent Sovereign Socialist Secular Democratic Republic. Operating under a parliamentary form of government. The Constitution of India was crafted with excellence holding all such essential values for the survival of any modern state that trusted in the security and welfare of their citizens and humanity as a whole. These specific values that constituted the soul of our Constitution, comprise human dignity, the achievement of equality, the advancement of human rights and freedoms, non-racialism and non-sexism, supremacy of the Constitution, the rule of law, democracy, social justice, equity and respect. They remained as the ideological and moral foundation of the formation of the modern Indian state. The Objective Resolutions of India's Constitution, introduced by Jawaharlal Nehru, provided the basis for making such values at the core of statecraft through the guiding principles of the state like equality, liberty, democracy, sovereignty, and cosmopolitan identity.

By the historical process of constitution-making, the necessary legal-institutional mechanisms were brought to materialize those specific values through different policies and programmes of the state. The state, in accordance with the various provisions in the Constitution, is required to ensure that such values are enjoyed by the citizens in their whole spirit.

The entire Constitution of India, from the Objective Resolution to its each and every provision reflects the Constitutional values. The Preamble of the Constitution offers a gist of the fundamental values and the philosophy, that forms

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the basis of the Constitution as it emphasizes the ideals of Sovereignty, Democracy, Socialism, Secularism, Justice, Liberty, Equality, Fraternity, Republican Character, Human Dignity and the Unity and Integrity of the Nation.

Constitutional Values in the Preamble

The preamble to the Indian Constitution outlines its ideas, goals, principles and philosophy of the Constitution which the makers intended to achieve through various provisions/Acts in it. The preamble explains the rationale behind the passage of the statute and provides help in the clarification of any obscurities within the statute. Besides, the preamble helps to understand the constitutional origins, the nature of the Indian state, enunciation of its objectives and its effective date. The Indian Constitution ingrained the values in its preamble. The Preamble of Indian Constitution says; "WE, THE PEOPLE OF INDIA having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the nation"

The preamble emits light into all the articles of the Indian Constitution and it sets a benchmark to examine and evaluate any law and mechanism of the government for review and validation. While making the Indian Constitution, the framers aimed to create the legal provisions essential for the achievement of a welfare state and an egalitarian society which was ultimately pursued by the national movement. Hence, the Constituent Assembly of India in its Preamble has clearly mentioned the constitutional values. As stated, it is a "sovereign democratic

republic" and guarantees its citizens "justice, liberty, equality, and fraternity". However, the proceedings of the Constituent Assembly reveal that the preamble was prepared after the approval of the draft constitution. It is worth noting that the aims and objectives of the future Indian state were predefined with the Objective Resolution passed at the onset of the making of the Indian Constitution. As the Objective Resolution provided the guiding principles, various provisions of the Constitution have clearly built upon the philosophy of egalitarianism and welfarism on one side and secular, democratic and socialist values on the other side. In a nutshell, the relatively long preamble of Indian Constitution elucidates its source, highest authority backing it and the nature of the polity that is aimed to be setup by the Constitution. The preamble makes the main objectives intelligible which the legislation is intended to achieve.

The Preamble adopted by the Constituent Assembly of India on 22nd January 1947 was grounded in "Objective Resolution", introduced by Jawaharlal Nehru (December 13, 1946). It serves a vital purpose in the interpretation of statutes and provisions of the Constitution. After the drafting of the Constitution, the Preamble was limited to outlining the core characteristics of the future state and its social and political goals and the remaining topics that were part of Objective Resolution, were incorporated in the substantive parts of the Constitution such as Fundamental Rights, DPSP, Fundamental Duties etc. The drafting committee predominantly followed the spirit and language of the Objective Resolution. One major exemption is that the committee incorporated the word Fraternity as it emphasized 'the need for fraternal concord and goodwill' in India, considering its heterogenous identity. During the post-Independence period, India confronted certain debates on the sanctity of the Preamble. Kesavananda Bharati v. State of Kerala case in the Supreme Court exemplifies such historical

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influence in this regard. This decision in *Berubari* case was overruled by Justice Sikri and he observed that 'the preamble of the Constitution is of utmost significance and the constitution should be read and interpreted in view of the lofty and dignified ideal stated in the preamble of the constitution'. The spirit of this observation was the prominence to be given to the values and ideals that are mentioned in the Constitution while drafting and implementing laws. Mostly, the observation made by Justice Sikri are reflected in the entire constitutional process of the state thereafter, including the Constitution (42nd Amendment Act 1976), where the preamble of the Constitution itself had undergone through an Amendment by inserting the terms socialist, secular and integrity in it but without affecting the fundamental values (also known as basic framework) of the Constitution. This asserted that Preamble is a definite and meaningful component of the Constitution and it is indicative of the fundamental framework of the Constitution.

Constitutional Values in India: A Brief Overview

Even though the constitutional values are mirrored in the whole Constitution of India, the Preamble, being its guiding principle, embodies the basic values and the philosophy, the Constitution is grounded in. The objectives of the Indian Constitution as stated in its preamble are the core values - sovereignty, socialism, secularism, democracy. Republican character of Indian State, justice, liberty, equality, Fraternity, human dignity and the unity and integrity of the Nation are also prominent values that define the goals of Indian state. "The constitutional values of the Preamble, the Fundamental Rights and the Directive Principles are supposed to permeate the entire Constitution. Parliamentary democracy, adult franchise, independent judiciary, One Citizenship, distribution of powers between the Union and the States, all allow from the Preamble. In fact, the whole edifice of the

Constitution and the structure of the political system were meant to protect and promote the constitutional values or elements embodied in the Preamble.” (Kashyap, 1994)

A brief overview of the Constitutional values is explained below:

1. Sovereignty

As per the Preamble, India is "a sovereign socialist secular democratic republic". Being 'sovereign' means 'supreme authority' and therefore 'free to determine for itself without any external interference (either by any country or Individual) and nobody is there within to challenge its authority'. Absolute or supreme power is connoted by it and it could be real or normal, legal or political, individual or pluralistic. It indicates that India is not subject to control by any external or internal authority, and her foreign affairs can be determined according to her free will. In other words, the Indian Government has the freedom to make decisions independently on both internal and external matters and it is not subject to any external power.

In monarchical governance, sovereignty was entrusted to the person of monarchs. On the contrary, in the system of republican governments, sovereignty is shifted to the elected representatives of the people, which mostly prevail in the contemporary world. The idea that sovereignty vests in the people of India is clearly indicated by the term 'We the People of India' in the Preamble. It means whether voters or non- voters 'we are the citizens of India'. Here the term 'people of India' is interchangeable with 'citizens' and they describe the political body that establishes foundation of sovereignty. They also hold the government's control and conduct through their representatives, commonly known as 'sovereign people'. Every citizen is a constituent member of this sovereignty. It is 'Sovereignty' that offers us a right to a dignified life, as a Nation in the international community. Being a sovereign

democratic state, the power of the constitutional authorities and organs of government is derived from the people. In accordance with the Preamble, the Indian Constitution has been a pursuit of the unwavering commitment of the people of India to constitute their nation into a 'Sovereign Democratic Republic', and to secure the well-defined objectives set forth in the preamble.

2. Socialism

The Preamble provides a higher place of order to the objective of 'Socialism'. The term indicates the great objective of Indian Constitution to secure 'social and economic equality and fair distribution of wealth among the entire population in the country'. The word 'Socialist', indicates the meaning 'free from all forms of exploitation-social, economic and political'. It implies social and economic equality. Here, social equality denotes the exclusion of discrimination based on caste, colour, creed, sex, religion, or language. It ensures equal status and opportunities for every citizen. The strivings of the government to promote a more equitable distribution of wealth, to offer a proper standard of living for all is indicated by the term 'Economic equality'.

Advocating social change and reform to eradicate all sorts of inequalities predominant in Indian society, was the central aim of including constitutional value Socialism by the 42nd amendment act of 1976, during the Emergency. This produced a constitutional responsibility for the governments, to address and resolve such issues and to develop policies to prevent concentration of wealth and power with few. To deal with social and economic inequalities, specific provisions were made in the Chapters on Fundamental Rights as well as DPSP in the Constitution to deal with social and economic inequalities. As per Article 38(2) in the Directive Principles of State Policy, "The State shall, in particular, strive to

minimize the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations". Likewise, Article 39 states that "The State shall, in particular, direct its policy towards securing- (a) that the citizens, men and women equally, have the right to an adequate means of livelihood; (b) that the ownership and control of the material resources of the community are so distributed as best to sub serve the common good; (c) that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment; (d) that there is equal pay for equal work for both men and women". The concept of social justice added by the 42nd amendment of Constitution sets a good example for the way state act to wipe out economic inequalities in our society through legal means.

Pt. Jawaharlal Nehru stated: "I stand for socialism and I hope, India will stand for Socialism and that India will go towards the constitution of a socialist state, and I do believe that the whole world will go that way" (Constituent Assembly Debates on 30 August, 1947 Part I). According to Mrs. Indira Gandhi, the former Prime Minister of India, 'Socialism', like 'Democracy', was differently interpretable in different countries, and the use of term 'socialist' simply indicated the goal of the state in India to secure a 'greater well-being for all ' or 'equality of opportunity'.

3. Secularism

As India is a sanctuary for nearly all notable religions in the world, incorporation of the value Secularism has a great significance in the Constitution. Taken in to consideration of the plurality of Indian state, secularism gets a particular

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position as a constitutional value. 'Right to freedom of Religion' for every citizen is provided by Articles 25 to 28. This Fundamental Right grants every citizen a freedom to live according to one's own religious beliefs and practices as one interprets them. As a secular state, the Indian state does not have any religion or has no bias to any particular religion in India and doesn't give any special status to any particular religion. Furthermore, all religions are given equal status and treatment before law.

It is worth noting that, Indian secularism is not against any religion or anti-religion. Allowing all its citizens to profess, preach and practice any religion, it treats every citizen equal. In essence, Constitution prohibits any discrimination on the basis of religion. Article 29 to 30 provides Cultural and Educational Rights to all religious or linguistic minorities, possessing a unique language, script or culture and in order to preserve and develop these, they can establish their own educational institutions. India refuses to acknowledge any religion as the official or state religion. The notable characteristic of Indian secularism is its equal treatment to all religions.

The term 'Secular' was inserted into the preamble but lacking a clear definition of the term through the 42nd amendment of the Constitution in 1976. It is explained that the state refuses to acknowledge any religion as an official religion and that all religions are treated equally, and with equal dignity and by any means, keeping the hands off from their individual religious rights. Although the term 'secular' was not included in the original Constitution, the framers of the Constitution had a clear view of regarding its meaning. They visualized a country with a new social order unburdened by communal conflicts and surpassing all diversities of religion, caste and creed, that may hamper political unity and nation building. For them it means 'to be just and fair to all communities irrespective of their number which is very significant in the Indian context'.

4. Democracy

The Preamble of Indian Constitution describing India as a democratic state, clearly indicates that democracy is a core value which guides Indian state. India is the largest democracy in the world. The values that had motivated and navigated the freedom struggle provide foundation of democracy in India. The basic democratic postulates are: the sovereign power rests in the people and all, despite religion, caste, creed, colour, sex, language, etc. are equal in the eyes of law.

The ultimate principles and aspiration of the Indian Constitution are to build India a democratic state. Out of the many variants, India adopted representative parliamentary democracy. A democratic government functions in accordance with 'Rule of Law' and derives its authority from the people's mandate. The administrators of the country are accountable to people, as they are elected by people. Universal adult franchise, popularly known as 'one man one vote', is followed in India. Continuous progress in the society, peaceful political change and adequate space for dissent and tolerance are the major contributions of Democracy. Principles of rule of law, unalienable and indivisible political rights of people, independence of judiciary, unbiased and democratic elections and press liberty also are ensured by the democratic system of the state. In the same way, in a democracy, the citizens of the country hold equal political rights, exercise suffrage to choose leaders and demand their accountability.

5. Republic

The Constitution of India highlights key value Republicanism with the concept that India is a state 'in which the people are supreme, and there is no privileged class and all public offices are open to every citizen without any discrimination. In India, there is no hereditary ruler, and people elect their

representatives, and they have an elected Head of state (President of the Republic) for a fixed time, rather than a monarch. The constitutional Head of state, President, is elected through an indirect democratic process where elected Members of Parliament and State Legislative Assemblies participate in the election process. The message of political equality is re-emphasized by the provision in which all Indian citizens are eligible to become the President of India.

As far as the framers of the constitution, what democracy implied is not mere a political democracy reflecting people's right to cast their votes periodically to elect their representatives. Instead, they meant the fact that political democracy will be meaningless if the social and economic democracy is not achieved in a country like India, with its poor economic and social background.

6. *Justice*

Value of justice, normally, ensures that one's freedom does not become another's tyranny. The Justice to have profound significance, requires sharing of power, compassion towards under-privileged and empathy towards the disadvantage. An adequate education of rights and duties holds lasting importance in ensuring to crusade for justice. Justice, being - one of the core values of Indian Constitution, the preamble of the Constitution of India asserts to secure to all its citizens political, economic and social justice.

Social justice implies the abolition of all sorts of inequities which may result from the inequalities of wealth, opportunity, status, race, religion, caste, title and the like. In order to achieve this ideal of social justice, the directives for the state were laid down by the Constitution in its Part IV. To guarantee Social Justice, the Constitution has facilitated special arrangements for the marginalised sections of the society, abolished untouchability, provided free education up to a certain standard, etc. With an intention of providing political justice, the principle of universal adult

franchise was introduced by the Constitution and has given an equal right to all adult citizens to be elected or appointed to public services. Economic justice implies that the Constitution endeavours to ensure economic security for the common people and to eliminate unequal distribution of income and wealth.

It is evident from the experience of India that ensuring justice cannot be guaranteed by democratic system of governance alone. Many cases of denial of social, economic and political justice to a substantial number of people in India are reported even today. The emphasis placed to justice indicates that, the political freedom given to Indian citizens has to be indispensable in the formulation of a new social order, grounded in socio-economic justice. Every citizen has the right to avail Justice. The creation of an egalitarian society under the Indian Constitution is expected only with support of the values of socialism and justice.

7. Liberty

Liberty is the framework for creativity and exploration of innovative ideas and experiments that can advance social progress. Respecting the rights of others, to liberty of thought and action, is considered as the hall mark of a civilized society. Democracy opens doors to pursue one's chosen ends and to respect others' rights to do so. In a multicultural and pluralistic nation as India, practising freedom with accountability is decisive for guaranteeing peace and security in the country. The value of liberty, reflected in the preamble and other provisions of the Constitution of India implies the absence of restraints, and more than that, it implies a positive concept of the right to 'liberty of thought, expression, belief, faith and worship'. Liberty is the power of doing what is allowed by law, but controlled for the security of the State, public interest etc.

The ideals of democracy will be unattainable devoid of specific rights that are indispensable for the enhanced quality of civic life, and hence, the state should

ascertain that every member of all the communities should enjoy liberty. Article 19 to 21, 21A, and 22 of the Indian Constitution provides liberties and freedoms to its citizens and it is articulated explicitly that no unjustifiable restrictive measures can be enforced upon people of India to control their liberty.

Right to Freedom under Article 19 of Indian Constitution comprises the right;

- to freedom of speech and expression
- to assemble peacefully and without arms
- to form association;
- to move freely throughout the territory of India;
- to reside and settle in any part of the country; and
- to practice any profession, occupation, trade or business.

(Namboothiri, 2005)

8. Equality

The values of freedom and justice remain futile in the absence of equality. The safeguard from exploitation and assurance to foster individual potential, regardless of the background, gender, cultural or social and economic identity and status are implied in the term 'Equality'. It is one of the most prominent values in the Indian Constitution. Guaranteeing of certain rights to each Individual is possible only if equal status and chance to reach full potential in him or her is assured and all forms of inequality is expelled from the social structure. Likewise, Rights are meaningless if they cannot be enjoyed equally by all the citizens of a nation.

To assure equality of status and opportunity for every citizen and to establish the groundwork for creating a just and fair, classless society was a major responsibility of the framers of Indian Constitution and for attaining these objectives they incorporated a set of provisions of equality into the Constitution. The Constitution states that all citizens are equal before law and enjoy equal protection of laws, and the

government needs to make sure that any sorts of practice of social inequalities do not occur. The provisions of Indian Constitution ensure 'equality of status and opportunity to every citizen for the development of the best in him/her' and prohibit Inequality in any form legally. Therefore, practicing any means that reflect inequality, is considered as a major crime in India. The Constitution has provided certain special provisions to address prevailing inequality through affirmative action.

Right to Equality is enshrined under Articles 14 to 18 of the Indian Constitution, which guarantees the right to equality to all persons and prohibits any kind of discrimination against any citizen on any of the grounds of religion, race, caste, gender, and place of birth. Article 14 provides that all persons are equal before the law, which means that all persons shall be equally protected by the laws of the country. Article 15 states that no citizen can be discriminated against on the basis of his/her religion, race, caste, sex, or place of birth. Similarly, Article 16 states that the state cannot discriminate against anyone in matters of employment. Article 17 has provisions that abolishes the practice of untouchability from India. It provides that every person has access to all public places including playgrounds, hotels, shops, etc.

Right against Exploitation is enshrined under Article 23 to 24 of the Constitution of India, that provides fundamental right against exploitation to every citizen of India. Article 23 of the Constitution also provides for prohibition of any kind of forced labour and Article 24 protects the children from child labour by stating that no child below the age of 14 shall be employed to work in any factory or mines or any other hazardous employment.

9. Fraternity

Social solidarity is a significant element of any society that value the dreams and goals of all the individuals belonging to it. Grasping the value of Fraternity or solidarity and the realization that we are part of an huge society, a country, and the

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world is equal to come across our inherent human nature. Recognizing this interdependence, will help us to be empowered to build a peaceful nation and a world. Fraternity means the spirit of common brotherhood, a feeling that all people are children of the same soil and the same motherland. It is 'indicative of a common bond or a feeling of unity between people or communities acting either within the private or public sphere'. (Chandler, 1903)

Regardless of religious, regional and local diversity, the people ought to assimilate the principles of equality, justice and liberty to foster Fraternity in all. Even though fraternity was not a part of the Objective Resolution, it was later incorporated in the Preamble by a drafting committee of the constituent assembly, as a means to promote 'fraternal concord and goodwill' in the nation (Ambedkar, 1948). The diversities of India based on race, religions, languages and cultures were taken into consideration by the drafting committee and they felt Fraternity as the cementing factor of the inherent diversities. Its current form, subsequent to various amendments to the clause, strives for two goals: enhancing 'dignity of the individual' and 'unity and integrity of the nation'. The dignity of a person is ensured by the Preamble, before ensuring the unity of the nation. This emphasizes that the national unity is contingent upon the state's guarantee of individual dignity.

The promotion of fraternity (brotherhood) is crucial for a multicultural and multi religious country like India. The essence of the term fraternity used in the Constitution of India is that all the Indians are members of a single family, no one is inferior or superior, all are equal and have same rights and duties. Fraternity is substantial to keep all the ideals like liberty, justice, liberty and equality meaningful. The Preamble of Indian Constitution bestows considerable weight on Fraternity and made provisions for abolishing untouchability amongst different sects of the community and for eliminating communal or sectarian feelings which work against the unity and diversity of the nation.

10. Dignity of the Individual

Human dignity is another major value that Indian Constitution gives supreme importance is in a way related to the value of Fraternity as the same is very significant to realize the dignity of the Individual. The success of democracy demands securing the dignity of every Individual in a country and ensuring active participation of every Individual in all the processes of democratic governance. Hence the preamble of the Constitution of India guarantees the dignity of every citizen by assuring equal fundamental rights for all individual and simultaneously, by laying down a number of directives for the state to direct its policies towards, inter alia, securing to all citizens, men and women equally, the right to an adequate means of livelihood, just and humane conditions of work, a decent standard of life.

The Constitution of India strives for 'dignity of individual' by safeguarding equal fundamental rights to every citizen, in order that his or her minimal rights, can be enforced, if invaded in the court of law. The dignity of Individual in a nation is the dignity of the nation itself. The preamble of Constitution of India recognizes and ensures enforcement of Fundamental Right necessary for existence, the full development of personality, dignified lives such as equality and freedom of the Indians. It is worth noting that our Supreme Court has read the preamble with article 21 to reach the conclusion that the right to dignity is a fundamental right.

11. Unity and Integrity of the Nation

The section on Fundamental Duties of Our Constitution underlined that all the citizens must uphold and protect the unity and integrity of India with a concern of it as a duty. The unity and integrity of the nation is extremely important to maintain the independence of the country. Similar to the case of human dignity, Fraternity too is important in establishing unity and integrity of the nation. Hence,

the value of fostering unity amongst all the citizens of the country has been focused by the Constitution of India.

12. International Peace and a Just International Order

The values of international peace and a just international order are reflected in the Directive Principles of State Policy and many other provisions of the Constitution of India. To uphold and observe these values cater to the larger global interests of India and will also contribute to the advancement of India. The Indian Constitution directs the state to:

- promote international peace and security,
- maintain just and honourable relations between nations,
- foster respect for international law and treaty obligations, and
- encourage settlement of international disputes by arbitration.

13. Values Emphasized under Fundamental Duties

Certain basic values like patriotism, nationalism, humanism, environmentalism, harmonious living, gender equality, scientific temper and inquiry, and individual and collective excellence are reflected in the section on Fundamental duties in the Constitution. The major value-ridden duties mentioned in the Constitution of India are:

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom;
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;

- to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- who is a parent or guardian to provide opportunities for education to his child or ward, as the case may be, between the age of six and fourteen years.

It is essential to recognize that all these 13 values are interrelated and part of the instructional strategy which the study plans to prepare for the purpose of inculcating constitutional values among higher secondary school students in Kerala, as part of this study.

Education plays an important role to break the mould and transform the collective mindset of people. The Constitution offers the foundation in creating the structure of values to be fostered in learners. If constitutional values like democracy, socialism, equality, Fraternity, freedom, justice etc are nurtured right from the school level itself, students would be able to abide by the Constitution and thus be able to contribute to build a healthier society and nation. In fact, inculcating such

constitutional values at the school level will also accelerate the efforts to achieve the national goals and to build a successful nation.

Schools are the microcosms of society. Many contemporary challenges that we see in our society such as terrorist activities, abuse of women and girls, frequent incidents of murder and violence, marginalization of weaker sections of the society etc. show the ineffectiveness or insufficiency of inculcation of values among people. Larger ignorance of students on such values is also an indication of the same. There are so many constraints appears in the education sector which affect the inculcation of constitutional values. Growing drawbacks/downsides in education caused by disparities of gender, caste, language, culture, religion, disabilities etc. markedly affect access to education. These issues also profoundly influence the schools spanning from the expensive schools to underperforming local body run primary schools. Privilege and exclusion in schooling are likely to be strengthened by these realities and even the constitutional values of equality of opportunity and social justice are undermined.

The core purpose of this research is to develop specific strategies to teach constitutional values effectively to school students with a clear objective to inculcate such values to students in its real spirit rather than just transferring information on the values, its features and its importance. It is exceptionally significant that students internalize such values during their school days itself. As part of this study the researcher asserts two facts related to this: (I) the existing popular teaching methods are found inadequate to inculcate the spirit of constitutional values to students and (ii) to inculcate/develop such values in students the education on constitutional values should begin in earlier classes, better be in primary classes. Teaching Constitutional values does not simply mean providing information or knowledge to students through some conventional classroom exercises, but it is essential to

develop an understanding among students which shape their consciousness and actions, sensitize them at their early ages itself on the values for which they stand/work for, and also awaken their conscience towards such values.

Hence, basically the research aims to develop specific pedagogical tools and techniques to create clear understanding and awareness among school children on the fundamental values of which our Constitution is crafted. It also aims to make an empirical test to assess the effectiveness of those tools and techniques in inculcating the constitutional values among students. Thus, at the end, it is expected that a new instructional strategy can be verified to overcome the existing issues on inculcation of constitutional values among students. This can enable the students to expand the horizon of their knowledge on Constitution and Constitutional values, to develop a better understanding of the same, and to apply their understanding of Constitutional values responsibly in their daily life context.

Need and Significance of the Study

The core goal of educational endeavours is the cardinal principle that 'education is the unique investment in the present and future'. Education, unlocking human potential, fostering knowledge, responsibility and compassion should promote the goal of socialism, secularism and democracy enshrined in our Constitution.

The national education system will adhere to the national curricular framework, comprising of a common core together with other flexible components. The history of Indian freedom movement, the constitutional mandates and other vital contents essential which help for the nourishment of national identity will be encompassed by the common core. These contents collectively will cut across subject areas and will be structured to further values including common cultural

heritage of India, protection of the environment, equality of sex, democracy and secularism, egalitarianism, elimination of social impediments and adherence to the small family norm and instillation of the scientific temper. All educational programmes will be executed in compliance with secular values and these form the major crux of NPE 1986 related with the constitutional values.

Our Constitution, besides being a set of basic laws which constitute the governance of our nation, optimizes and mirrors certain fundamental and objectives that kept close to the heart of its makers. All these elements manifested in numerous articles and provisions of our Constitution and mainly its preamble encompasses the fundamental values and the philosophy that serves as the foundation of the Constitution.

The preamble acts as a tool to unravel and examine the spirit of our Constitution. In its absence, a proper appreciation of the objectives and values that are embedded in our Constitution tends to have a million-to-one chance. Hence it remains the need of the hour to focus on the diverse expressions embodied in the preamble for acquiring a greater clarity and refined perspective of the Constitution of India. Acknowledging its significance, the preamble was amended in 1976 by the 42nd Constitution Amendment Act.

“The text of the preamble stands for the fundamental Constitutional values, which were highly prized by the founding fathers, and which they believed, and wanted to foster among the people of the Republic and which, they hoped, would guide all those who, from generation to generation, were called upon to work” (Kashyap, 2006). Sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, Fraternity, human dignity and the unity and integrity of the Nation are the values expressed in the preamble. In conjunction with them, our Constitution furthers respect for diversity and minority rights, shelters

regional and political assertions through federalism and nurtures international peace and cooperation. Breaking it down, value is that which is absolutely crucial or extremely worthwhile for its being.

Yadav (1994) in his article 'The Social Change' opined that a highly hierarchical bureaucracy in a highly hierarchical social structure dominated by the vested interests and by upper castes left a large number of suffering people untouchables and treated them worse than animals. In spite of all the constitutional provisions, more than 60-70 % of these people remained still uneducated. The existing situation is found to be deeply distressing, demanding a fight from the common people for their own rights, dignity and their share in the national economy and the national resources. Tribals and other minorities are haunted by fear that their socio-cultural identities would be destroyed in a country with a constitution that offers secularism and equal opportunity and respect to all religions.

Even after decades of grabbing Independence, India continues with its legacy of social slavery under casteism and still we are far away from the goal of the founding fathers of our constitution to build 'a strong and united nation and an integrated society', demolishing all the ugly systemic impediments that divide humanity. Unfortunately, our legislators and administrators have been knowingly debunking and abrogating the values envisioned in our constitution by discarding the rights of a huge underprivileged people and forcing them to hit rock bottom in their life.

Many of the states in India keep on facing challenges in the effective implementation of the constitutional provisions aimed at protecting women's rights. The patriarchal mindset prevalent in the society along with the deep-rooted socio-cultural blockages (such as traditional social norms, customs and practices) perpetuate a cycle of oppression and gender-based violence and limit women's

access to education, healthcare, land ownership and economic and socio-political opportunities. Even when there are significant steps taken by the government to improve the safety of women across the country through various laws and initiatives, the reported rate of crimes against women and girl children in India is intimidating.

According to Jain (1994), politicization of religion, ‘castiesation’ of politics, lack of accountability and responsiveness from the part of legislators and administrators and increased commercialisation of values in all types of occupations, growing sense of indifference of people towards duties along with their fervour towards rights etc. acted as the driving force towards the erosion of constitutional values. Criminalisation of politics and politicisation of criminals also led to the same erosion.

The symptoms of fear induced trauma are visible in our country where the values are brushed off as irrelevant. Growth of communalism, terrorism, violence, aggression and conflicts, casteism and racism, agenda of Hindutva against the prevailing multicultural society in India, Government’s irrational intervention against constitutional values (threat on secular polity and federal polity), etc. shadows fell on the face of Indian life.

Attainment of constitutional values acts as a groundwork to develop both a well organised democratic system and a constitutional morality. This can be done through formal as well as informal ways but education has a vital role in this regard as the education system shoulders the responsibility of protection of these values too. For this, quality education should be accessible to all, irrespective of socioeconomic status or geographic location. In addition to this the curriculum should reflect the values and aspirations of the nation and foster critical thinking

and analytical skills to nurture active and responsible citizens to make meaningful contributions to the progress of a successful nation. Implementation of technological advancement and innovative teaching strategies will act as catalysts in this process. Hence education can play a significant role in the attainment of constitutional values leading to upward social mobility by streamlining the citizens from a heterogeneous background and multicultural roots to improve their lives and facilitate the nation's progress and development. Hence it is high time we took responsibility and action to incorporate innovative and appropriate strategies and ideas of teaching learning for the effective transaction of the constitutional values among students.

The National Education Policy 2020 envisions innovative pedagogical approaches that make education 'more experiential, holistic, integrated, inquiry-driven, discovery -oriented, learner-centred, discussion-based, flexible and enjoyable' to develop 'well-rounded, competent individuals with 21st century skills.

Innovative pedagogies such as online, hybrid or blended learning (with the use of digital and e-learning technologies), flipped classroom (group activities, theatre, brainstorming, etc.) experiential learning, gamification, and multi-literacies and discussion-based teaching (fostering critical thinking and questioning) etc. can be adopted for the effective transaction of constitutional values. In the era of technological advance, it is crucial to use ICT resources for today's alpha generation students which can contribute equally to learners as well as teachers for being 'confident, responsible, reflective, innovative and engaged'. But unfortunately, teachers face a significant shortage of ICT - based resources for teaching constitutional values and hence to a certain extent it is found challenging for the

teachers to include ICT- based resources and activities in their classroom teaching. The Inservice training programmes also fail to cater to this need of the hour. The availability of appropriate teaching resources/modules can encourage and assist teachers to choose appropriate pedagogical approaches enabling the successful transaction of constitutional values to the learners with divergent needs.

Apart from this, being a practicing Political Science teacher in higher secondary school for the last 20 years and with an experience as a teacher educator for five years the investigator directly felt a shortage of proper resources/modules for the effective transaction of constitutional values. Additionally, direct experience as a socio-political observant, the investigator is knowledgeable about the existing threats of systemic inequalities and injustices, which can be eliminated only by developing a responsible generation with a strong foundation of constitutional values. All these led the investigator to develop a Module of Instructional Strategies (MIS) for inculcating constitutional values among higher secondary school students.

Title of the Study

The study is entitled as “Critical Analysis of the Awareness of Constitutional Values and Development of Instructional Strategies for the Inculcation of Selected Values among Higher Secondary School Students in Kerala.”

Operational Definitions of the Key Terms Used

Critical Analysis

Critical analysis of the process means the act of a serious examination and passing judgments of a process to find and call attention to the errors and flaws. It is an appraisal based on careful analytical evaluation. “Critical analysis is a

process of deconstructing what you read, write or listen to in a rational and logical manner” (Brown & Keely, 2012).

Here the present study critically analyses the awareness of Constitutional values of India among higher secondary school students in Kerala.

Awareness of Constitutional Values

The Constitutional values are values reflected in Fundamental Rights, Directive Principles of the State Policy (DPSP) and Fundamental Duties. In the present study the extent of awareness of 13 Constitutional values identified by the investigator from the Chapter 2, 'Rights in Indian Constitution' of Plus-one Political Science Coursebook (Constitution at a Work).

Development of Instructional Strategies

In this study, any strategy, approach or technique that is used in the classroom in a new way to produce quantifiable gains in the attainment of constitutional values in higher secondary school students of Kerala and can be implemented or used widely for inculcating the mentioned values is considered as instructional strategy. In the present study, instructional strategies will be developed for the selected constitutional values.

Selected Values

Selected Values refer to the thirteen constitutional values identified by the researcher, such as:

1. sovereignty,
2. socialism,
3. secularism,
4. democracy,
5. republican character,

6. justice,
7. liberty,
8. equality,
9. fraternity,
10. human dignity,
11. unity and integrity of the nation,
12. international peace and a just international order and
13. fundamental duties.

Higher Secondary School Students in Kerala

It refers to the students studying in standard XI of aided / government higher secondary schools in Kerala state under state government syllabus.

Objectives of the Study

1. To analyze the existing syllabus of Political Science in higher secondary schools of Kerala with respect to the topics related to the Constitutional values.
2. To analyze the extent of Awareness of the selected thirteen Constitutional values by the higher secondary school students in Kerala.
3. To analyze the teaching strategies adopted by the Political Science teachers in Kerala to inculcate Constitutional values in the students.
4. To develop and validate a Module of Instructional Strategies (MIS) for the inculcation of Constitutional values among the Higher Secondary School students in Kerala.
5. To find out the attainment of Constitutional values by the higher secondary school students based on a pretest for the experimental and control

groups before the implementation of the Module of Instructional Strategies (MIS).

6. To find out the attainment of Constitutional values based on a posttest for the experimental and control groups after the implementation of the Module of Instructional Strategies (MIS).
7. To compare the gain scores of the attainment of Constitutional values between the experimental and control groups after the implementation of the Module of Instructional Strategies (MIS).

Hypotheses of the Study

1. There will be different lessons in the syllabus of Higher secondary school Political Science for the attainment of Constitutional values among higher secondary school students in Kerala.
2. There will be different levels of awareness of Constitutional values by the higher secondary school students.
3. The teaching strategies adopted by the Political Science teachers in Kerala for inculcating Constitutional values in the students will be different.
4. There will be no significant difference between the pretest mean scores of attainments of constitutional values for the experimental and control group students.
5. There will be significant difference between the posttest mean scores of attainments of constitutional values for the experimental and control group students.
6. There will be significant difference between the means of gain scores of attainments of constitutional values for the experimental and control group students

Methodology

Design of the Study

The purpose of the study was to find out the Awareness of constitutional values and the development of a Module of Instructional Strategies (MIS) for inculcation of selected values among higher secondary school students in Kerala. The study was conducted in two phases. The first phase of the study was conducted by survey method and document analysis.

The second phase of the study was experimental in nature. A quasi-experimental Pretest Post Test design was adopted for the stage. Module of Instructional Strategies (MIS) was prepared and subjected to experimentation for checking its effectiveness.

The present study employed both Qualitative and Quantitative techniques wherever necessary.

Tools and Techniques Used

For the first phase of the study, document analysis of the Coursebook and Sourcebook of standard XI Political Science (NCERT) was carried out with an objective to identify the broad constitutional values in them. Survey method was employed for collecting data from the Higher secondary school Teachers and Higher secondary school students for getting relevant information about the Instructional strategies used by the teachers in the classroom while teaching topics related to Constitutional values and to get an idea about the extent of attainment of Constitutional values by the students.

Questionnaire on Instructional Strategies used by Teachers (Haneefa & Naseema, 2021) was prepared to get information about the Instructional strategies adopted by teachers in higher secondary schools for inculcating constitutional values, methods of teaching they are using, how they perceive the learning of students etc. An awareness test on Constitutional values for students (Haneefa & Naseema, 2021) was prepared to measure the Awareness of the constitutional values of students who are studying in Higher Secondary Schools of Kerala.

During the second phase of the study, Module of Instructional Strategies (MIS) was developed by the investigator for the inculcation of constitutional values and was used for the treatment purpose of the experimental group. The effectiveness of the treatment was checked by the Test on Attainment of Constitutional Values (Haneefa & Naseema, 2022) prepared by the investigators for the purpose.

Sample used for the Study

For the first phase of the study, a sample of 1000 students in Higher secondary school students of Kerala were selected giving due representation to the factors like gender and group of the study of the students and locality and management category of the schools.

Also, a sample of 96 political science teachers of higher secondary schools was selected for collecting information regarding the instructional strategies adopted by teachers in higher secondary schools for inculcating constitutional values, methods of teaching they are using, how they perceive the learning of students etc.

For the second phase, two intact groups of 60 higher secondary students each were selected as the Experimental and Control groups.

Statistical Techniques Used

1. Percentage analysis.
2. Test of significance of difference between means.
3. Cohen's *d* value

Scope and Limitations of the Study

The study was designed to analyse the attainment of Constitutional values by the higher secondary school students in Kerala state and to develop instructional materials for the inculcation of selected constitutional values depending upon the critical analysis. Based on the findings obtained from the first phase of the study, the investigator proceeded to the development of the instructional materials for the inculcation of selected constitutional values. The findings of the study can be useful for setting curriculum goals in humanities subjects.

The present study was delimited to analyse the syllabus and textbook of XI Political Science, 'Constitution at a Work' published by NCERT. The study was also delimited to XIth standard students of Humanities stream only. The investigator delimited the number of core-constitutional values to thirteen for the development of the Module and the rest were not considered. As all the teachers participated in the survey may not be equally genuine in providing reliable response, it was not possible to expect cent percent validity.

Even though all the conventional procedures were followed in developing the tools and the Module in order to make it as objective, valid and reliable as much

as possible, they may have their own limitations. As the study focused on the Awareness of constitutional values and development of instructional strategies for the inculcation of constitutional values, the related literature was found as limited.

Despite the aforesaid limitations, the investigator anticipated that the study shall serve its significant role as a guideline for policy makers, administrators, educationalists and the upcoming researchers. It was also envisaged that the findings of the study can be of vital importance in the present educational scenario of India in the most effective way.

Format of the Research Report

The research report is presented in six chapters, the details of which are as follows:

Chapter 1 Introduction. The first chapter consists of a brief introduction about the context of the study, the need and significance of the study, statement of the problem, explanation of the key terms used in the study, the hypotheses, the objectives of the study, the methodology in brief and scope and limitations of the study.

Chapter 2 Review of Related Literature. The second chapter contains theoretical overview in two areas namely, values in Indian constitution and instructional strategies for the inculcation of constitutional values and the Related Studies on constitutional values and various instructional strategies.

Chapter 3 Methodology. The third chapter presents the methodology in detail - the Design of the study, tools developed for the study, sample

selected for the study, statistical techniques used for analysis and a detailed description of the procedure of the study.

Chapter 4 Analysis and Interpretations. The fourth chapter gives the analysis of the data in detail and the discussion of the results and their interpretations.

Chapter 5 Summary, Findings and Conclusions. The fifth chapter contains the study in retrospect, objectives and hypotheses of the study, methodology in brief, followed by major findings of the study, tenability of hypotheses and conclusions and interpretations arrived at.

Chapter 6 Educational Implications and Suggestions. The sixth chapter provides the discussion on the educational implications of the study and a few suggestions for further research.

The report is followed by Bibliography and a series of Appendix to the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

- *Theoretical Overview*
- *Reviewed Studies on Instructional Strategies*

REVIEW OF RELATED LITERATURE

The literature review of the research holding a significant contribution to the research process, provides an integration of many scholarly studies and articles related to a specific topic or research question. It is a critical analysis and synthesis of the existing research, which offers a conceptual overview of the current state of the research topic under study, facilitating you to identify appropriate theories, methods, and gaps in the existing research. It offers a solid background for a research study. The present study is an attempt to develop instructional strategies for the inculcation of selected constitutional values among higher secondary schools of Kerala. The chapter has two sections: Theoretical Overview and Review of Related Studies.

The Section A deals with Theoretical Overview in two areas: Values in Indian constitution and instructional strategies for the inculcation of constitutional values. The section B deals with the Related Studies on constitutional values and various instructional strategies.

Section A: Theoretical Overview

Values in Indian Constitution

The constitution of a country is the core strength of democracy. It is the supreme law - the source of all governmental power, legislative, executive and judicial- which delineates the regulation and management of power in governmental institutions. A modern democratic constitution has a vital role in providing fundamental guarantee and freedom for every citizen or community to lead a dignified life. "In the 21st century, the century of human rights as is anticipated by many, we cannot use the concept of constitutional values to signify arbitrary value judgment met by the drafter of constitutional documents. It is no longer allowed to legitimize the discriminatory and inhuman treatment of people in the name of constitutional values. There exists also a consensus all across the globe about the fairness of democratic

process and unfairness of the deprivation of political rights. Therefore, if we speak of constitutional values, we take for granted a certain frame of reference as to what belongs to these values. This is the very fact resulting from the effort of a lot of nations, during and after the Cold War, to establish a free and democratic government, including the effort of the Republic of South Africa to "heal the divisions of the past", as it reads in the preamble of its final Constitution" (Nishihara, 2001).

The constitutional praxis, in the absence of constitutional values, would be at the risk of leaning towards one particular value and right unfairly, and distort them to the exact opposite, into legitimation of injustice under the banner of constitutional law. Dr. Martin Luther King was correct to connect the two documents, the Constitution, which was drafted and ratified in the context of the recent war of Americans for independence from Great Britain, and the Declaration of Independence, which expressed their aspirations for the type of government they require, as he observed in his speech, "When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir." (*I Have a Dream*, 1963).

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness that to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness."

(Declaration of Independence, 1776).

“Constitutions are easily copied, temperaments are not; and if it should happen that the borrowed constitution and the native temperament fail to correspond, the misfit may have serious results” (Balfour, 1928).

Moreover, the constitution is a tool for constructing an inclusive society and not just about a rule of law. Here the concern is given to the set of values on which the constitution is based. The founding fathers of Indian Constitution were inspired by the values which the democratic constitution represents. As far as Ambedkar is concerned, values are the product of constitutional morality, which, is the driving force behind the success of a constitution. In other words, a constitution without constitutional morality, even if it possesses a solid ideological basis, will fail to act as an effective and meaningful instrument of governance and cannot survive the test of time. Hence, the requirement was not only to develop a constitutional design for India as a democratic polity, keeping a stable political order, but also to translate this rule of law meaningfully into policies. The constitution of India is designed giving due importance to the socio-economic and political needs of the country. Ambedkar believed in the supremacy of Constitutional values in a democratic political system, and as for him it is important that public conscience should behave in accordance with Constitutional provisions. In constitutional governance, it is the citizens who play the most vital role.

“...the working of a Constitution does not depend wholly upon the nature of the Constitution. The Constitution can provide only the organs of State, such as the Legislature, Executive, and Judiciary. The factors on which the working of these organs of the State depend are the people and the political parties they will set up as their instruments to carry out their wishes and politics. Who can say how the people of India and their parties will behave? Will they uphold constitutional methods of achieving their purposes or will

they prefer revolutionary methods of achieving them?... It is, therefore, futile to pass any judgement upon the Constitution without reference to the part which the people and their parties are likely to play” (Ambedkar, 1949).

The foundational values were spread out in the Preamble to the Constitution, Fundamental Rights, (Part III), DPSP (Part IV) and Fundamental Duties (Part IV A). The Directive Principles of State Policy (DPSP), embody certain basic human values that are implicit in Fundamental Rights (Part III of the Constitution). DPSPs reflect the ideal constitutional formula of achieving freedom from socio-economic inequalities and eradication of monopoly over political power. These were considered as a decisive politico-constitutional tool for creating social revolution.

Constitutional Values and the Preamble to the Constitution

The makers of the Constitution of India kept an eye on guarding and infusing the unity and integrity of the nation, the ethos and spirit of democracy, and value of social revolution in their journey of democratizing a country which was a former colony. They accepted the Objective Resolution drafted and moved by Jawaharlal Nehru, which set out the vision for the future polity of a liberal democratic India, as a guiding device. The Preamble to the Indian Constitution is based on these resolutions.

The Preamble to the Indian Constitution is considered as ‘the soul of the Constitution ... a key to the Constitution,... a proper yardstick with which one can measure the worth of the Constitution’ (Bhargava, 1949) as it holds the core Constitutional values. It reflects the philosophy of the Constitution in nutshell. The beginning words of Preamble, “We, the people...”, explicitly expresses the ultimate power that rest in the hands of citizens of India, and this itself is a significance of the Preamble to be noted. It also implies that in India, powers given to all the units of governance are sourced from the people at large and not from any princely state or any particular section of society or the past colonial masters. This ensures the

democratic policy as well as the unity and integrity of the nation. The Constitution is designed by the people and for the people of India.

The Preamble clearly and explicitly states the nature of polity in the country that must be consistent with the ideals of sovereign, socialist, secular, democratic republic. Internal supremacy and external freedom in decision making and formulation and execution of policies are implied in the word 'sovereign'. The two words 'Socialist' and 'Secular' were inserted in the original draft of the Preamble as part of the 42nd Amendment Act of 1976. The word 'Socialist' implies social and economic equality. 'Equality' implies the 'absence of discrimination on the grounds of caste, creed, colour, sex, religion, language etc.' Equal status and equal opportunity are implied in 'social equality' the term 'Secular' implies 'equality of all religions as well as religious tolerance and does not identify any official State religion which upholds that India is not a theocratic State' (Chakrabarty, 2017). Basic outline of the nature of polity is manifested by the term 'democratic republic', guaranteeing the citizens of India, the fundamental right of choosing/electing their representatives to promote democratic governance in the nation. The country is 'Republic' in the sense, the Head of the State is elected, though not directly by every citizen, for a fixed tenure.

Justice, liberty, equality and fraternity are the essential goals set down by its Preamble to every citizen, which act as the standard to guide the future policies and programmes of the government in future to mold India into a welfare state.

"Preamble demarcates that justice needs to be in terms of social, economic and political, to be constructed in the broadest sense of the term so that the nature of the state in India does not become lop-sided. The framers were quick enough to supplement the ideal of justice with that of the ideal of equality of status and opportunity to provide for the holistic framework of an egalitarian society in India. In the meanwhile, the Preamble does emphasize the promotion of fraternity amongst

the citizens by assuring the dignity of the individual in society. Aware of the propensity of certain sections of society to advocate the subordination of individual dignity to the cause of farcical societal interests, the framers did not mince words to clarify that societal good could be ascertained only by ensuring the individual good in the society” (Chakrabarty, 2017).

As Ambedkar clarifies, the founding fathers of the Constitution hoped to craft a social democracy in India, which “means a way of life which recognises liberty, equality and fraternity which are not to be treated as separate items in a trinity. They form a union of trinity in the sense that to divorce one from the other is to defeat the very purpose of democracy. Liberty cannot be divorced from equality; equality cannot be divorced from liberty. Nor can liberty and equality be divorced from fraternity” (Ambedkar, 1949).

Role of Education in Imparting Constitutional Values among Students

Education serves a great role in fostering an enlightened, socially and politically responsible and knowledgeable citizens, competent enough to identify and implement adequate and effective solutions to the issues and challenges in the country. Education enhances the employability, fosters knowledge creation and promotes innovation and critical thinking to accelerate national economic prosperity and competitiveness in the global platform. Education plays a pivotal role in creating a vibrant, cooperative, socially active and productive society and promoting a sense of unity and integrity, resulting in a holistic progress and prosperity within a nation.

Laying the foundation for India’s progress and underscoring the strength and directions, our Constitution takes a significant role in shaping institutions including that of education. “The National Education Policy (NEP) 2020 – a transformative framework to revamp the education system to fulfil students’ aspirations and realise our country’s progress – is deeply ingrained in the values enshrined in the Constitution

that emphasise access, equity, quality, accountability and affordability in education. It bridges constitutional ideals and the aspirations of a progressive, inclusive, sustainable India... By aligning with such constitutional values, implementing NEP 2020 will lead India to larger developmental goals..." (The New Indian Express, Nov. 2024). Hence it is remarkable that our educational institutions should shoulder the responsibility of instilling Constitutional values among students and inculcating an awareness of constitutional responsibilities by integrating these values and duties in their curriculum and motivating them to take pride in contributing to the nation. The progressive integration of constitutional values along with the well-defined sets of skills fosters the development of holistic citizens and ensures an ethical foundation as they move forward in their educational path.

The built-in provisions related to education in Indian Constitution refer to the basic values enshrined in the Constitution. These educational provisions emphasize democratic and socialistic values, equality and justice, secularism, fraternity and national unity. Education, being a prominent channel of national advancement, inclusion of educational components of these values happens to be a need of the hour. Ensuring that the students/youth possess an adequate awareness of constitutional values and laws is a matter of paramount importance, so that they are more conscious of their rights and duties leading to an ideal society where there is no crime of any kind.

Instructional Strategies for the Inculcation of Constitutional Values

Instructional strategies are systematic methods adopted by educators using instructional materials and procedures to enhance teaching-learning process which facilitates the learners to achieve the learning outcomes. These are often having a backup of educational theories and are employed to cater to the diverse needs of students belonging to different learning environments. As the instructional strategies make provision for a better framework for delivering content and engaging learners

in meaningful learning experiences, they become an important component of effective teaching. Instructional strategies consist of the methods, techniques, and approaches that are used to facilitate learning process, engage learners, and achieve learning objectives effectively and are designed to pander to diverse learning styles, needs, and preferences, assuring that students acquire knowledge, develop skills, and attain deeper understanding in a structured and meaningful way. Hence by implementing diverse and suitable instructional strategies, teachers will be able to create dynamic and inclusive learning environments which can nurture student achievement. Marzano (2007) describes instructional strategies as "the techniques teachers use to help students become independent, strategic learners" whereas Joyce and Weil (1996) defines them as "patterns of teaching actions, decisions, and interactions designed to achieve specific learning outcomes."

Instructional strategies are rooted in diverse educational theories, which serve as the basis for their implementation and effectiveness. Behaviourism, giving a practical framework for effective teaching and learning, highlights the role of repetition and reinforcement in learning process. Direct instruction and drills are strategies that comes under this theory. Cognitivism sticks on the individual's mental process and how the internal as well as external factors influence this to supplement learning. It also focuses on how an individual's mind receives, organizes, stores and retrieves information. Concept mapping and problem-solving strategies have their roots in cognitivism. Strategies such as inquiry-based learning and project-based learning align with constructivism, the theory that advocates for knowledge construction and active learning through experience. Observational learning is the key component of Social Learning Theory, which is based on the idea that learning occurs from an individual's interactions with others in a social context. Collaborative learning and peer teaching strategies are rooted in this theory.

Selection of Instructional Strategies

Instructional Strategies are selected according to various components such as the learning objectives, student needs, content complexity, classroom environment and assessment methods. So, when an educator selects an instructional strategy, multiple factors are to be taken into consideration. The educator should consider the specific learning goals and objectives set by the curriculum, diverse abilities, interests, and learning styles of students, nature of the content to be transacted, size and available resources of the classroom and assessment techniques to measure student understanding and progress in learning. In order to guarantee that instructional methods are purposeful and focused to the desired learning outcomes, instructional strategies should be standardized with learning objectives. They should cater to the students having diverse needs to optimize their attention, engagement and understanding. Instructional strategies should incorporate assessment so that it can help adaptation of appropriate teaching methods for the changing needs of the students and evaluation of the student progress. Integration of technology, giving access to innovative, interactive and dynamic learning experiences, will boost instructional strategies.

Categories of Instructional Strategies

Different strategies can be used within each instructional model. Instructional strategies can be classified into five categories: 'Direct, indirect, interactive, experiential, or independent' (Robertson & Lang, 1991).

Direct Instruction. The Direct instruction is a notably teacher-centered approach and is one of the prominently employed strategies. This strategy involves methods like explicit teaching of content through lectures, didactic questioning, demonstrations, compare and contrast, structured overview, guided practice and drill.

The direct instruction strategy is effective for offering factual information or building gradual foundational skills. This helps involve students actively in knowledge construction. Direct instruction, which is usually deductive may be easier to plan and to implement but effective direct instruction is not as simple as it appears.

Indirect Instruction. It is mostly learner-centered and to describe this strategy, terms like inquiry, induction, problem solving, decision making, and discovery are frequently interchanged. This involves methods like reflective discussion, concept formation, concept attainment, cloze procedure, problem solving, and guided inquiry.

Indirect instruction ensures students' active participation in the learning process by encouraging them to observe, investigate, analyse data, and form hypotheses. It activates the natural curiosity and interest of students, promoting their problem-solving skills. The flexibility offered by this strategy allows students to explore numerous possibilities resulting in a comparatively diminished rate of anxiety of making mistakes. Indirect instruction helps learners to build and apply their understanding, foster creativity, interpersonal skills, and a deeper comprehension of the subject matter. Here the role of teacher is shifted to that of a facilitator, supporter, and resource person. In order to achieve the intended learning outcomes students need to master certain skills and processes such as observing, classifying, encoding, recalling, inferring, predicting, comparing/contrasting, interpreting data, elaborating, summarizing, restructuring, and verifying.

Interactive Instruction. This encompasses a variety of groupings and interactive methods based on various types of discussions and sharing among participants. Total class discussions, small group discussions or projects, or student

pairs or triads working on assignments together, discussion after an assigned flipped classroom resource are some of the methods. This fosters social skills and abilities of the learners, to organize their thoughts and develop their rational arguments. The teacher should outline the topic, the time to be allowed for discussion, the size and method of composition of the groups, and techniques for reporting or sharing the idea. The refinement of observation, listening, interpersonal, and intervention skills and abilities is needed for teachers as well as learners. Brainstorming, Discussion, Role Playing, Panel Discussion, Debates, Jigsaw, Peer Partner Learning, Laboratory Groups, Think, Pair, Share Method, Cooperative Learning, Problem Solving, Structured Controversy, Tutorial Groups, Interviewing, Conferencing etc. are the major possible methods to be adopted in this category of Instructional Strategy.

Experiential Learning. Experiential learning, the inductive, learner centred, and activity oriented instructional strategy consists of five phases: Experiencing, sharing, analysing, inferring and applying. In the experiencing phase the learners participate in an activity and in the second phase, sharing, they share their reactions and observations. The third phase, analysing or processing helps the learners to determine patterns and dynamics. In the fourth phase, inferring or generalizing, they derive principles and in the final phase, applying, the learners are able to use the plans made by them. Experiential learning demands personalized reflection about an experience and the formulation of plans to apply learnings to other contexts and participate in an activity. Here the emphasis is to the process of learning and not on the product. Experiential learning can be given as an instructional strategy both in and outside the classroom and various resources can be made use for this. Possible Methods adopted to this strategy includes Surveys, Field Trips, Simulations, Role-playing, Narratives, Model Building, Conducting Experiments, Storytelling, Games, Focused, Imaging, Synectic, Field Observations etc.

Independent Study. Independent study indicates the range of instructional methods that can foster the development of individual student initiative, self-reliance, and self-improvement. Here the focus will be on planned independent study by students with a provision of supervision of a teacher. Independent study can be in partnership with another individual or as part of a small group and the individual learner is expected to be a responsible learner.

The possible methods include Essays, Computer Assisted Instruction, Journals, Learning Logs, Reports, Learning Activity Packages, Correspondence Lessons, Learning Contracts, Homework, Research Projects, Assigned Questions, Learning Centres.

Advantages of Instructional Strategies

Instructional strategies, (the techniques used by teachers to enable students become independent, strategic learners) become learning strategies when students select the appropriate techniques independently and use them effectively to accomplish their target. Instructional strategies can help students in many a way. They make the students stimulated and engaged in the classroom and inspire them to be intent on their learning content. Instructional strategies help the students to organize and systematise the content for better understanding and remembering. They are helpful to track and assess learning. They can integrate a diverse set of instructional approaches and learning materials. Suitable support encompassing modelling, guided practice and independent practice can be provided. Provision of opportunities to transfer skills and ideas from context to context is a great advantage of instructional strategies. They draw meaningful connections between skills and ideas as well as real-life situations. They provide opportunities for learners to be independent and show what they know, and act as tools for reflecting on and assessing own learning.

Multimedia-Based Instruction

Multimedia is a combination of more than one media type, usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan 2018). Multimedia technology is the hardware and software used for creating and running multimedia applications. It enables people to communicate information or ideas with digital and print elements with its special characteristics like integration, diversity, and interaction. Multimedia is applied in a wide range of areas, including advertisements, education, educational technology, entertainment and fine arts, engineering, medicine, language communication, mathematics, business, scientific research, virtual reality, augmented reality and spatial temporal applications.

Coinage of the term multimedia was initially done by Bob Goldstein, an American showman and song-writer, in order to promote opening of his show, "Lightworks at L'Oursin" in Southampton, New York, in July 1966. In the later years, different meanings are applied to this term, for example, it referred to presentations comprising multi-projector slide shows timed to an audio track during the late 1970s. The current meaning was taken on by the 1990s.

Incorporation of multimedia for teaching purposes indicates the process of building mental representation from different media types such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations in different contexts. Multimedia tools can help learners to process information both in verbal and pictorial forms when they are used in presentations, classroom or laboratory learning, simulations, e-learning, computer games, and virtual reality. In order to attain better expression and comprehension, this instructional strategy supports verbal instruction with the use of static and dynamic images in the form of visualisation technology (Alemdag & Cagiltay, 2018; Chen & Liu, 2008). To

combine the different elements of the cognitive processes, the design quality and sophistication of multimedia application must be high enough when it is used as instructional strategy.

Mayer's Cognitive Theory of Multimedia Learning, Sweller's Cognitive Load Theory, Gagne's Conditions of Learning, Keller's ARCS Model, Vygotsky's Social Constructivist Theory, Bandura's Social Learning Theory and Bruner's Constructivist Theory provide a theoretical framework for designing effective multimedia-based instruction. Cognitive Theory of Multimedia Learning, proposed by Richard Mayer, pointed out that visual and auditory information are processed through separate but interacting channels by the learners. Multimedia-based instruction resonates with this theory, when it is designed without overloading the cognitive system of the learner to promote active processing. Cognitive Load Theory proposed by John Sweller highlights the fact that learners have a limited capacity for processing information. As the working memory is capable of holding a small amount of information at any time, multimedia instruction avoids cognitive overloading of the learners, so that their learning can be maximised. Hence the multimedia-based instruction fits also with Cognitive Load Theory.

According to Gagne, (1985) there are five categories of learning (verbal information, intellectual skills, cognitive strategies, motor skills and attitudes) and different external as well as internal conditions are required for each type of learning. His Conditions of Learning points out that certain conditions must be met by the learners for effective learning. Multimedia -based instruction has its roots in this theory with its provisions for setting clear goals, making relevant context, and ensuring opportunities for practice and feedback. John Keller's ARCS Model of motivational design theories recommends four steps to promote and sustain motivation in the learning process. They are Attention, Relevance, Confidence and

Satisfaction. As per this theory learners must be motivated to learn. Multimedia-based instruction use this factor by incorporating appropriate visuals, audio and interactive elements.

Lev-Vygotsky (1978), through his Social Constructivist Theory put forward the idea that learners construct knowledge through their social interactions. For effective leaning, multimedia-based instruction keeps provisions for promoting collaboration, discussion and reflection. Albert Bandura's Social Learning Theory posits the importance of observation, imitation and modelling in learning. Multimedia-based instruction aligns with this theory by the provisions made for learners to observe and imitate others through models, video demonstrations or animations or simulations. Bruner's Constructivist Theory (1957)pointed out that learners construct knowledge and meaning through active experience with the world around them and discovery. By providing ample opportunities for the learner to explore and discover new information, to engage in hand-on activities and to construct knowledge, through interactive elements, simulations and real -world applications, Multimedia-based instruction gets aligned with this theory too.

Advantages of Multimedia Application in Education

Multimedia-based instruction refers to learning environments that uses a combination of different media types, to present information and to support effective learning. Multimedia based instructional strategy provides a lot of advantages to the teaching-learning process when compared to the traditional classroom context. It helps to:

- switch over the learning environment from teacher-centred to learner-centred.
- enhance the ability to turn abstract concepts into concrete contents.
- break up text-heavy content and enhance memorability.

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- boost retention
- present large volumes of information within a limited time with less effort.
- make productive, interesting, motivating, interactive and quality delivery of classroom instruction
- address diverse needs of learners.
- stimulate interest in learning.
- shift the role of the teacher from knowledge transmitter to that of a facilitator, knowledge navigator and a co-learner.
- bridge the gap between text and context.
- enhance the quality of input, authenticity of communication and relevant feedback.
- promote multisensory learning.
- enhance overall learning experience of the students

The studies showed that multimedia technology could make a positive impact in the ways of imparting knowledge by the educators and the manner of comprehending subject matters by the learners. There exist several multimedia-based tools based on subject, field, age or level at various institutions of learning. It is significant that the educator should give due caution to design and compose the instructional materials based on multimedia; otherwise, it could be counterproductive. Hence adequate understanding of technology and of what types of multimedia or components needs to be adopted at a given time for a set of desired learning outcomes are required to the teacher to represent concepts or ideas properly. It is also important that the instructor should take into consideration the target groups, while preparing instructional materials and the ways they are to be delivered, as they determine the type of multimedia components employed.

Flipped Classroom Strategy

Flipping one's classroom, is one of the most popular forms of active learning among the most well-known instructional strategies. Flipped Classroom model, initially practiced by Jonathan Bergmann and Aaron Sams in their high school level chemistry classes during 2007, was first proposed by Militsa Nechkina, a Soviet Historian and a member of the USSR Academy of Pedagogical Sciences, in 1984. Alison King, in her book, "From Sage on the Stage to Guide on the Side," published in 1993 focused on the importance of the use of in-class time of the learners, for the construction of meaning and application of higher-order thinking skills instead of mere information transmission. "The calls for accountability have encouraged faculty to move from being a "sage on the stage" to more of a "guide on the side" in their teaching approaches A 'sage on the stage' is an instructor who imparts knowledge on the student through lecture alone, whereas 'a guide on the side' provides students with assistance and correction to explore the content independently or within a group" (Gilboy, et al., 2015). As a result, what is traditionally done in the classroom and as homework are switched or flipped in the flipped classroom. Through the development of Peer Instruction (an evidence-based, interactive teaching method), Eric Mazur, a physicist and educator at Harvard University, played a vital role in the development of concepts that influenced flipped classroom strategy. Instead of information transfer, his approach brought in information assimilation into the classrooms.

In this innovative instructional strategy, students are equipped with preliminary knowledge prior to the class, leaving scope for teachers as well as students, to concentrate on higher-order thinking skills during classroom sessions. The success of this strategy depended upon the balance given by the teachers to the three critical components: content delivery, pedagogical expertise, and the integration of technology for instructional purposes.

Students are provided with a pre-recorded lecture/content or pre-class modules to watch prior to class, instead of spending classroom time attending lectures. The prior given resources or modules provide often concise pdf, text, audio or video prepared by the educator or those posted to sites like YouTube or other educational platforms, or presented in the form of a podcast that students can listen to. Here, activities like content presentation, traditionally conducted in the classroom are transformed to home activities, and activities normally given as homework become classroom activities (Bergmann & Sams, 2012; Sohrabi & Iraj, 2016). In the flipped classroom, class time is redesigned using active learning strategies such as think-pair-and-share activities, jigsaws, student presentations and discussions, and individual or paired quizzes, that empower students. Here students become responsible for their own learning process and able to govern their own learning pace and the classroom is restructured with student-centred goals. Consequently, students become free to complete more interactive and collaborative works in class.

Active Learning Theory, Pedagogical Differentiation Theory and Intrinsic Motivation Theory gave due contributions to the foundations of flipped classroom. Active learning theory, developed by John Dewey, an American philosopher and educator in the early 20th century, spotlights the learner's active involvement in acquiring knowledge and skills. The basis of this theory is the concept that students learn their best when they make active involvement in the class. In the traditional classroom settings, learners' involvement, to a greater extend, is limited to receiving information from the teacher. But in the flipped classroom the learner drives the learning and the theory of active learning is solely applied here by letting the learners use their true potential to liberate their intelligence and facilitate their learning, rather than being the passive receivers of information. By giving the learners responsibility for acquiring basic knowledge at home, the flipped classroom

promotes students to become active learners enhancing their in-class time for engaging in the interactive learning activities.

A classroom, is always found to be a heterogenous group of learners from different backgrounds and having diverse abilities, skills, learning styles and needs. Tomlinson (1999), through his Pedagogical Differentiation Theory, advocates the need for considering this heterogeneity of the classroom and adapting preparation of learning materials, teaching and assessment to the diverse needs and potentials of the students to encourage active learning and to maximise academic success for all. Pedagogical differentiation indicates, this taking into account of the individual diversity of each learner. The heterogenous nature of the class is considered in a flipped classroom structure. In a flipped classroom, a classroom is transformed into a place where learners exercise their abilities under the watchful eyes of the teacher, by sharing different ways of their understandings of the previously given learning materials after the individual preparation of each learner. In this way flipped classroom aligns with the Pedagogical Differentiation Theory.

Intrinsic Motivation Theory advocates autonomy, competence, and social relationships by focusing on the internal motivation or natural desire to involve in an activity for pleasure, interest, or personal satisfaction. This activity is motivated by genuine interest in that and one's personal choice and it is not out of an intention for external rewards (Deci, 1975). A flipped classroom context is learner-centred and each learner engages in the learning activity with a natural desire to enjoy their role and to achieve their personal satisfaction. The genuine interest and internal motivation of each learner can indeed lead the learning activity to reach its expected learning outcome. All the above-mentioned theories fit with the flipped classroom, as the foundation of which is anchored in active pedagogy, incorporating a collaborative teaching-learning style, nurturing creativity and productivity,

competence, self-determination and intrinsic motivation in learners. All these aspects of the flipped classroom have significant contribution towards academic excellence of learners.

Flipped Learning: Advantages

Flipped classroom is an innovative pedagogical approach and one among the accepted alternative ways to deliver curricula that meet the demands of the increasing amount of knowledge and skills learners are expected to retain. It:

- encourages direct application of learning material through active learning in the presence of an instructor.
- fosters learner-centred instruction.
- helps to construct and reconstruct knowledge to make sense of new information in terms of their prior knowledge attained through pre-class learning resources and make good use of downtime in the classroom.
- promotes active participation of students in class instead of passive listening.
- provides improved student–teacher interactions.
- creates opportunities for real-time feedback.
- offers an increase in student engagement through collaborative learning in the class time.
- enhances content delivery outside the room using digital media.
- encourages problem-based learning.
- is adaptable to learning style, methods and circumstances.
- Offers scope for teachers to personalise their version of flipped learning for their learners by exploring the wide range of strategies and exhibiting their talent and strength as a creative educator.

- provides improvement in student motivation.
- offers benefits to both academically advanced students and those with special needs.

Flipped learning as any other new strategy demands a great deal of time to its full implementation. Teachers should know new technologies and new ways of their implementation before planning to operate flipped learning strategies in their classes. Administrative level support is a must to embrace the flipped learning concept for providing professional development, resources and changing the existing method of teaching. IT support also is essential to create, post and share videos and other learning objects to learners from different contexts. Teachers who plan to embrace flipped learning should have a mindset looking for ways to improve their craft for better transaction of curriculum and be ready to modify their practice so that they can cater to the diverse needs of the learners and achieve the learning objectives. Hence it is important that teachers should customise the strategies of flipped learning for their own setting. In order to maintain a clear connection between in-class and out-of-class activities, teachers should provide clearly defined and well-structured activities with adequate time span to carry out the assigned work. Learners must be provided with facilitation and guidance from the teachers and in time feedback to be given on the assigned works. Learners are to be provided with familiar and easy to access technologies to conduct their prior-class assignments.

Following is some of the methods/techniques which can be incorporated in Flipped classroom strategy:

1. Think–pair–share. Think-Pair-Share (TPS) one of the best-known instructional strategies, first proposed by Frank Lyman (1987, University of Maryland) is an active learning technique using a cooperative learning activity that can be applicable in any subject of varied size classrooms. When a question is

posed by the teacher, students THINK to themselves for a given amount of time and then PAIR up with a partner to discuss their individual response to the question and clarify their doubts. Finally, each pair gets an opportunity to share the modified answer to the entire class and discussion continues to make a collective conclusion. In this strategy, students get a chance to work in groups for attaining a common goal, allowing an increase in their own and others' understanding of the topic in a safe environment to make mistakes and correct. This encourages the students to participate, learn from others and make connections. It provides a point of view that there are many different perspectives or solutions to support a problem /a question, other than what they think as right, and they too are worth to consider. This strategy creates an opportunity for the students to think critically and to reach standard solutions (Rowe, 1972) and also to practice their communication and problem-solving skills.

For the successful implementation of this strategy, teachers, who act as facilitators, should be careful enough to pose challenging questions and also, the questions should be aligned with the instructional objectives set for the class. Think-pair-share method provides a big opportunity for the learners to think and share their thoughts and views on the question/topic as well as to give attention to different perspectives of thinking among the peers. This process enhances their learning by filtering ideas they receive and formation, articulation and assimilation of new ideas. It brings clarity to their thoughts and enable them to communicate their thoughts and ideas effectively and confidently to their fellow students. Teacher should stay watchful to avoid building up misconceptions regarding the concept during the time of discussion.

2. Jigsaws. The jigsaw method is a research-based cooperative learning technique, fostering student cooperation. In 1971, Elliot Aronson, A social

psychologist designed and developed this strategy at the University of Texas and later at the University of California, targeting to create a social environment where learning happens through positive relationships among students. As the name indicated, here learners create their own learning through teamwork and collaboration and no attention is given to unhealthy competition. This method enhances social interaction which helps the students to like and respect each other.

In Jigsaw method, a lesson or content is split into different topics. Different small 'home groups' are formed in the class, with one member assigned to each topic of the particular lesson/content. Using the given learning materials, each student work individually and learns their assigned topic. Then new jigsaw groups are formed on the basis of topics. In the same-topic groups, each student presents the outcome of their individual work. By reconciling different point of views and synthesizing information, they specialize the assigned topic and become an 'expert group'. Finally, each member of the 'expert group' returns to their 'home groups'. The reorganized 'home group' listens to the presentation of the findings that have developed from the 'expert group' topic-specific discussion. This presentation acts as a piece of the topic puzzle, which as a whole serve to complete the jigsaw puzzle by providing better understanding to all the members of the 'home group', regarding the whole content / lesson.

The lesson/content is divided into parts and as per the number of this division, the students are also divided into groups. From these 'home groups', each student learns a part of the content/ lesson individually using the available learning material. After this first stage, forms topic -specific 'expert groups' and learns the topic well enough to equip each one to teach other members of the 'home group'. Each learner is essential to complete the final product and understand the content / lesson as whole. This method thus focuses individual accountability as well as group

achievements. This strategy is effective as it demands individual responsibility for the attainment of a collective goal. It makes every learner engaged in a task, builds curiosity, attention and interest, ensures team work, fosters sharing of knowledge and encourages skills like listening and empathy among the learners. It is found effective to increase confidence and to reduce racial or any such conflicts among students.

3. Discussion Method. Discussion is an interactive oral process which help learners explore and interpret a topic by bringing out diverse viewpoints. Discussion can be planned in different ways, such as whole group discussion, small group discussion, or one-on-one partner discussion. All these types will be effective only they can provide opportunity for critical thinking. The students participate in the discussion by sharing their opinions and defending their viewpoints, resulting in better understanding of the topic and enhanced long-term retention. Gradually, the students get their comprehension improved and understands the way of explaining a topic or concept to other learners present in the discussion. Group discussion demands due involvement from the part of the learner in the learning process and this helps them increase their attention and support maintain their focus until they reach the desired goal.

Members in the group should motivate each other to participate in the discussion and learn to subordinate their individual interests to group interest to achieve the target goal. A cordial and cooperative atmosphere should be developed to avoid confrontation between the participants. Members of the groups should have a clear objective regarding the purpose of the discussion, that it will equip the members to contribute their part to achieve the group goal. The entire process of discussion will be meaningless, if the participants fail to organize the presentation of individual views or to decide on how an exchange of viewpoints will occur, or to

understand a way to reach group consensus. Hence, logical presentation has a significant role in the success of a group discussion just as that of effective communication skills of the members.

Teacher design as well facilitate the discussion and lead students to practice thinking about the chosen topic. Teachers should articulate clear objectives for the discussion so that the appropriate discussion activities can be planned to reach the set objectives. If the learners face any difficulty in the process, like getting confused with a concept or missing a key point etc., the teacher can help them by rephrasing the concept or information or by providing more contexts to fill the gap. At the end of the process teacher winds up the discussion by summarizing the points for the learners.

4. Brainstorming (Star bursting Technique). A brainstorming session mainly aims to come up with new ideas. It is a creativity technique which allows a group of people to interact for proposing ideas in response to a prompt, spontaneously. Osborn, an advertising executive, through his classic work *Applied Imagination* (1953), popularized this term and it was established with an intention to minimise social inhibitions among group members, stimulate idea generation and increase overall creativity of the group.

Learners will think in numerous ways and innovative and holistic answers/solutions will emerge from the right part of every learner's thought. To put it simply, the collective thinking is optimized towards an array of potential solutions in a short span of time. For achieving this, each and every learner involve in this session should feel free and safe to state one's view, and hence, brainstorming sessions are to be non-judgemental. Such permissive learning atmosphere will act as idea incubators that promote creative thinking and cherish collaboration and team work.

A concise overview of different types of brainstorming techniques are given:

a. Reverse Brainstorming. In reverse brainstorming participants should ideate on problem instead of the answer which helps to concentrate on the root of the problem. This technique is most often used prior to the start of an important project so as to anticipate future obstacles if any.

b. Random Word Brainstorming. In random word brainstorming, once they get the problem or subject, the participants should shout out with the initial words they think of (whatever they may be). All these words are to be written down and made new combinations which may lead to usable solutions.

c. The “5 Whys” Method. The root causes of a problem are focused in this technique to stop the reoccurring of the same issue. The 5 whys method tries to address the problem prior to its reoccurrence by asking the question ‘why’ repeatedly until it cannot elicit a response, and it is in this stage, the participant have reached at the root cause of the problem.

d. SCAMPER Model. SCAMPER model was initially developed as a game aiming at the development of imagination in adolescents by Bob Earle, the author of kids’ creativity books, later popularized as a means of improving and promoting creativity in team members in coping with complex, defined issues. The participants in this technique examine an issue through seven filters. They are substitute, combine, adapt, modify, put to another use, eliminate, and reverse.

e. Rapid Ideation. In rapid ideation, once they get the problem or subject, the participants should write down the first words that come into their mind (whatever they may be) rather than shouting it out. This method offers a privacy to the participants with their initial thoughts and this may drive them to more creative and better solutions.

f. Starbursting. In Starburst brainstorming, priority is given to ask questions instead of coming up with solutions. It is a structured way of generating questions by the participants helping to provide a clear track to answer all the basic questions related to the topic or problem. It is a problem-solving technique that enable the participant or learner to focus on central concept of the given topic. A six-point starburst diagram is used in this technique, each point marked with a question, with a topic or problem kept in the centre. The questions marked at the six-points of the star are ‘who’, ‘what’, ‘when’, ‘where’, ‘why’ and ‘how’. The learners generate relevant questions based on the topic with these. The learners have to find out the answers to the questions generated. This technique helps the learners to brainstorm in a structured way and reach meaningful solutions.

5. Concept Mapping. A concept map or conceptual diagram is a diagram or visual representation of information to represent or organize knowledge, depicting the suggested relationships between concepts. Different forms like charts, graphic organizers, tables, flowcharts, Venn Diagrams, timelines, or T-charts can be taken by concept maps. This can benefit any learner, especially the visual learners. Starting with the higher-order concepts to the sub-concepts arranged with meaningful connections concept maps enables the learner to visualize big picture. Knowing the big picture helps the learner to make the details more substantial and less strenuous to remember.

In concept maps, ideas and concepts are represented as boxes or circles, connected by drawing lines and arrows, and relationships articulated in linking phrases such as ‘includes’, ‘causes’, ‘leads to’, ‘consists of’ etc.

Novak (2008) and his research team developed the technique named ‘concept mapping’ in an effort to represent the emerging science knowledge of

learners. Later it is used as a means of increasing meaningful learning in all subjects and representing the expert knowledge. Now it is often used to communicate complex ideas. Concept mapping helps the learners to analyse, compare and contrast information. There are five steps which can be followed during concept mapping. They are as follows:

- a. Identify the focus question and main or the most general concept
- b. Brainstorm ideas and develop sub topics or intermediate and specific concepts
- c. Draw the concept map by organizing the subtopics or related concepts to the main concept (placing the most general topic on the top and specific concepts on bottom)
- d. Connect ideas drawing lines/arrows between related concepts and using link words to add context to relationships.
- e. Revise and refine the concept map.

6. Reaction Sheets. Reaction sheets provide opportunity for the whole participants to contribute a reaction or response to all the broader questions given. For this, the learners form different groups when they get a number of broader and overarching questions based on the learning material given for their pre-class activity as part of the flipped classroom strategy. Each group get one initial question and a large paper/chart to write down their idea. All the members in each group record their responses in the given sheet within an allotted time. When this time is up, each group moves to another table leaving the response sheet with the question and their response on it behind. At their new tables each group read and review the responses recorded by the previous group and add their additional responses in it. This process is continued until they finish responding to the

questions given to all other groups. Finally, they reach their initial table and return to their initial question, review the additional responses provided by other group members, refine the answer keeping a logical connection and summarize it to the whole class. Reaction sheet technique is helpful to solidify the understanding of a special topic/ content, by giving provision for the entire class to understand the content in a holistic way.

7. Forum Theatre. Forum Theatre, an interactive theatre developed by Augusto Boal of Brazil, has a great potential of promoting and developing thinking skills of the learners on a higher level. The term ‘forum’ refers to ‘an open discussion field’ Greek and ‘theatre’ refers to a genre of art or a form of communication. Forum theatre involves four steps:

(a) Develop a Script. In this step learners are asked to develop a script based on a given topic related to the lesson, focusing on a “moral conflict,” The students will collaborate and prepare the script.

(b) Anti-model Play. In this step, the learners act out an ‘anti-model play’ before the audience, based on the developed script. The term anti-model” play indicates the idea that the “moral conflict” in the play is not the model to be selected but it is the model we need to change. It is compulsory that a character being victimized or in a dilemma fails to overcome the persecution, should be there in the anti-model play to display moral conflict or pressure situations. The play thus stimulates the audience to act or intervene in the problem they watch.

(c) Forum. In the third step, ‘forum’ there will be a facilitator of the action who is known as the Joker and it is the Joker who discusses the problems/conflicts that appear in the anti-model play with the audience. The intention of the discussion is to seek proposals from the audience for possible solutions to overcome the above

problems. The Joker then steers the audience to figure out the appropriate solution or idea that can be implemented to resolve the conflict /dilemma experienced by the oppressed characters in the anti-model play. The whole process including discussion, improvisation and audience participation are known as the “forum” in forum theatre.

(d) Intervention Play. After the third step ‘forum’, the audience get an intervention session to intervene and bring the anti-model play to an alternative or improved end with a solution to the moral conflict/dilemma. Here the audience members get an opportunity to take the place of an actor (‘spect-actors’), and demonstrate different ideas to resolve the conflict. For this, the ‘spect-actor’ takes the role of the victimized character from the anti-model play. Finally, the Joker ensures that the solutions are explored adequately and appropriately by the audience members and that to a certain extent, they are possible in real life contexts. The intervention play is intended to resolve the conflict highlighted (anti-model play), in a moral manner.

A moral conflict or dilemma or oppression or social problem that occurs in a social/familial context is dramatized by the actors with a provision of receiving audience- view points on the issue presented. Though the ending of the forum theatre will be with an unresolved solution, there is a provision for the audience (spectators) to explore and suggest solutions to that through the intervention play. Here the situation of the moral conflict stimulates the critical thinking of the learners resulting in the creation of ideas to solve the conflict/dilemma. In this stage, high-level thinking skills (application, analysing, evaluation and creation) are made use of by the learners. The forum theatre technique integrates the concept of active learning (Nadarajan, et al., 2020).

Section B: Reviewed Studies on Instructional Strategies

The investigator has gone through various studies related to Constitutional values and instructional strategies. The review of studies related to value education, constitutional values and development of instructional strategies is presented here.

Studies on Value Education

A mere goal to excel in life is not enough. Value based education must be imparted to help students emerge as leaders in their chosen fields and good citizens for the nation (Sekhar & Emmanieal, 2012). The integration of values education into the school system will conceptually contextualise values education that can necessarily enhance citizenship education (Solomons & Fataar, 2011). In his study Malik (2019) discussed the causes of deterioration of values among learners and highlighted various approaches to develop national, social and moral values among learners so that the country may develop. The study attempted to instil desirable national and social values among K-12 learners. Role of a teacher in imparting value-education is asserted in the study conducted by Barahate (2014). The study stated the importance of value education in the current education system in imparting high ideals and values among students to enable them to contribute in the development of the society. The research study by Mohan and Subashini (2016) also highlighted the important role of family, school and society in the individual development and setting life patterns of which the values become a major component. The result of the study also pointed out that as the teacher is the guardian of organizing classroom teaching and learning environment, the teacher has an immense role in value inculcation. Khathi et al. (2002) in their research study, explored teachers' experiences on how they integrate value education into South African learners in various high schools. The findings of the study revealed that role

modelling of learners by teachers and parents are inevitable to save the society from moral decadence. As there are challenges like overpopulation, single parenthood, social media, the study recommended capacitation of teachers through various professional development programmes, to integrate value education and adequate parental support as some of the strategies to promote effective integration of value education in schools.

Hawkes (2009) has portrayed the ways in which a value-based approach to education and learning furnishes an ethos on which students develop positive characteristics in their social interactions and engagement with their school work. Rekha (2007) developed a training module to transact biology curriculum for developing certain moral values in secondary school pupils. Training was given to biology teachers to transact Biology syllabus for developing certain moral values in secondary school student, of the four apparatus of Moral Values namely Moral Awareness, Moral Thinking, Moral Action and Moral Attitude. The findings of the study showed that the training module developed was successful in developing Moral Awareness to a moderate extent.

Stories of great persons and values they cherished always have salutary effect on the minds of young people. Use of appropriate method of teaching such as problem solving, discussion, reading, questioning will facilitate active learning of values like leadership, group harmony, cooperation, mutual respect etc. Values like punctuality, discipline sympathy and tolerance, democratic rights and responsibilities may be taught in applied situations (Pathania & Pathania, 2006). Studying the inculcation of values among primary school children through language teaching, Shamala (2005) reported that school atmosphere, classroom interactions and intervention of value education programme exert significant influence over value inculcation and value practice among the students of class V.

Her study also revealed that language learning integrated with art education facilitates learning of linguistic skills as well as inculcate values through joyful learning activities.

Mondal et al. (2009) conducted an investigation to study the levels of value awareness among the secondary school students residing either at rural or urban sectors by administering a self-made situation-based questionnaire to collect the data from 600 secondary school students in West Bengal. The results indicate that however no significant differences in the level of value awareness were found for boys and girls, the urban boys possess higher value awareness than that of its rural counterpart. The study conducted by Rahaman (2003) also indicates that gender was not a factor affecting value awareness among secondary school students but there is significant difference in value awareness between urban and rural students. This shows that locality background plays a very important role in value awareness among secondary school students.

A research study (Singh 2022) conducted with an intention to provide a comprehensive background of moral and value education starting from ancient age through medieval period till the modern period highlights the fact that, now a days, modifications of the earlier approach to character education are of increasing interest. Several important literature-based programmes of moral education have been developed. Even though most of these are not aimed directly at the inculcation of specific virtues, they combine features of character education with those of more cognitively oriented approaches. In recent times, the most important programme which is followed is the core value concerns approach. In order to explore the impact of value education in personal behaviour of student Shrestha and Gupta (2019) conducted a quantitative study in three districts (Dolkha, Kavre and Chitwan) of Nepal among the 600 students and teachers. The result of the study highlighted

that the value education incorporating basic qualities of life like honesty, hard work, respect for others, cooperation, compassion, and forgiveness, could bring positive change in personal behaviour of students. It also pointed out the need for improvement in teaching practices because significant difference between the importance level and practice level of value education to teach the quality of life to change in personal behaviour.

Ansary et al. (2023) in their research study tried to measure the attitude towards value-oriented education among undergraduate students using Value-oriented education scale standardized by Reddy (2004) to collect responses from 149 undergraduate college students of at different colleges affiliated with Sidho Kanho Birsha University, Purulia Purulia district, West Bengal. The findings of this study revealed that there is no significant difference existing between different demographic variables (gender, local of the students) of undergraduate college students regarding their attitude towards value-oriented education.

Studies on Constitutional Values

The reviewed studies collectively underscore the importance of inculcation of constitutional values among students and the need for incorporating content of the constitutional values in curriculum and taking special activities for awareness of constitutional values for students (Chandidas, 2019). The study by Debnath (2019) indicated that the Indian Constitution has built-in provisions related to education and each of the basic values inherent in the Constitution has tremendous educational significance for the citizens of India. As education is considered as the main vehicle for national development, the achievement of these values is helpful to establish a harmonized Indian Nation. Moreover, it is highlighted that by giving proper general orientation with regard to Constitution and its values as part of higher secondary

school academic programmes, the students will get a good provision of awareness on constitutional values and this should be implemented in every stream of higher secondary education (Ismayil, 2021). Realizing the fact that the preamble provides a key to unlock and explore the spirit of Indian Constitution which comprise values that are the universal, human and democratic of the modern age, Singaravelu study the awareness of the values enshrined in the constitution. The findings of the study showed that that there is a significant difference in the value Fraternity regarding the two types of school: Corporation and Aided schools (Singaravelu, 2013).

By examining the principal concerns of fraternity, the third forgotten element of the French Revolution, i.e., community, inclusion, equity and trust, and cooperation, in their historical and present context, Gonthier, (2000) advocates that this is integral to the proper functioning of a democracy. Mumtaz et al. (2014) reminds the fact that teaching should be aimed at investing in children's moral and mental energy to provide the ability to think independently and deal with the social forces that threaten the democratic values. Their study aimed to compare commitment to four aspects of democracy, ideological democracy, practical democracy, social democracy and economic democracy before and after the implementation of National Curriculum Framework (NCF) 2005 and the allied critical pedagogy, by measuring the commitment to democratic values among class X pass outs from three major types of schools in Kerala in March 2007 and 2013. The finding of the study pointed out a fall in commitment to democratic values among class X pass outs of 2013, compared to that of their counterparts in 2007.

Ramakrishna (2023) in a study pointed out that the low-level teaching learning practices were used in the secondary school social science class, and due to limitations in adopting the ideal level of teaching-learning practices, students could not get

exposure to the contents of social science textbooks to internalize the constitutional values in them. The study was conducted to examine the sensitivity of social science textbooks to constitutional values, to know the effectiveness of Teaching and Learning Practices for the inculcation of constitutional values among secondary school students and to understand the awareness about the constitutional values among secondary school students. The study also aimed to examine the inculcation of constitutional values among secondary school students. The study was both qualitative and quantitative in nature. The sample of the study comprised of 400 students, both boys and girls, studying in the government secondary schools of Hyderabad district of Telangana. Out of the 400 students, 200 students were taken from the English medium and 200 from the Telugu medium. By doing the content analysis of the secondary school social science text books, the investigator found that secondary school social science text books are sensitive to the constitutional values. The results of the study showed that majority of the students of secondary schools have a low level of awareness of the constitutional values, followed by moderate awareness. The findings also revealed that only nearly one fourth of the students are sufficiently aware of constitutional values such as democracy, socialism, secularism, and justice.

Gardia (2007) conducted a study of some determiners of democratic values among higher secondary students to explore the status of Democratic values among higher secondary students, to find out the relationship of Democratic values with following personal and environmental variables: Family environment and School Environment, Occupational Aspiration, Emotional Adjustment and Socio-Economic Status and to study if the above-mentioned variables are determiners of the democratic values. The results of the study revealed Higher secondary students were good in the value of Co-operation, whereas they are poor in the value of liberty and they were in moderate status with respect to the value of Equality, Dignity of

Individual, Justice and Tolerance. The findings of the study also revealed that Cohesive Family environment has been found to have positive and significant correlation with the values of liberty.

In the study ‘Values Enshrined in the Constitution of India and Methods and Technique of Value Education’, Pareek, (2021) suggested that there are methods which can be used to achieve the values, which are enshrined in the Constitution of India. He pointed out that if the objectives of value education are truly achieved, it will lead to the formation of a society and a nation that is rich in human values. Furthermore, the increasing rate of duties and responsibilities of teachers to promote national values among the future generation of the country (Rahman, 2019) is found highlighted. Pedro, (2009) provided guidelines for teacher training to promote constitutional values in South African schools. The study pointed out that values, in particular, moral values should be taught in schools because they influence attitudes, priorities, principles, norms and ethics, which in turn influence decision-making, learner performance and behaviour, which affect the future of the learners. The study put forward guidelines for the training teachers to promote the ten constitutional values as outlined in the Manifesto on values, education and democracy.

The major portion of the psychological context of teaching process is occupied by the beliefs, thoughts and decisions of the teachers on educational matters. Democratizing their pedagogy by the teacher educators help their trainees learn understandings and skills of democratic practice throughout their training experience. It is pathetic that an adequate balance between critical components skills, knowledge and dispositions, on one hand, and an open, dynamic and critically engaged curriculum, and teaching and learning conceptual framework, on the other hand has not yet been attained (Subha, 2014). Medona et al. (2022) conducted a study to find out the level of awareness on constitutional values among prospective

teacher and the findings of the study showed that a large majority of them (80.5%) have moderate level of awareness on constitutional values. The study advocates that education is a powerful tool for social change and human progress and hence it has a major role in cultivating values in an individual and all the educational institutions bear this greater responsibility. The experimental study conducted by Disale (2021) showed that most of the student teachers have below average level of awareness of educational provisions in Indian constitution. As part of the study, an Awareness Programme implemented related to educational provisions in Indian constitution to a sample comprised 49 student teachers who admitted regular B.Ed. course at College of Education, Barsh, and as per the findings of the study it was effective. Patel (2008) points out that, the teacher education needs to awaken humanistic, ethical and spiritual values in order to encourage peace, justice, freedom, equality and fraternity, especially in an economically and technologically driven age and also highlights the need for emphasizing the concepts of Constitutional Awareness education in the Curriculum for teacher preparation courses. The study by Josph et al. (2023) revealed that in-service teachers possess constitutional values awareness in a higher level than preservice teachers. The study points out the importance of including Constitutional Value education in the teacher training curriculum as special subject. The findings suggest that Constitutional Values such as Socialism, Secularism, Democracy, Republican Character, justice, Liberty, Equality, Fraternity, Dignity of Individual and the Unity and Integrity of the Nation must be upheld in Teacher Training Curriculum by encouraging value-based learning activities.

Studies on Instructional Strategies

The research studies and articles reviewed, reveals that there are a great number of instructional strategies developed in the field of education which are useful and beneficial in enhancing student achievement. Damron and Mott (2006)

explored the challenges associated with promoting student engagement in political science classes and reviewed solutions to those challenges in the instructional psychology and technology literature. They described specific tools and techniques teachers can use to promote greater student engagement in their classes. Biju (2012) demonstrated the possibility of issue-based learning strategies in developing social and democratic values in students at secondary school level. The major tool used for the study was Issue-based learning module. Based on the findings, the study brought out the conclusion that there is significant difference between boys and girls and the strategy was applicable for developing social and democratic values in students.

The instructional module developed to teach history, by adopting two scientific method - Generalization Based Teaching and Concept based teaching- - to the students of std VIII, made a significant impact on the achievement level and on the attitude of the experimental groups (Manchekar,2009). Instructional package developed based on 5E model (Engage, Explore, Explain, Elaborate and Evaluate) was also found effective in enhancing achievement in economics among higher secondary school students (Akhil, 2014). The investigator used Quasi-experimental method for the study and pre-test post-test non-equivalent group design was adopted. Both experimental group and control group consisted of sixty students. In the study based on the package of 5E model, the investigator prepared lesson transcript for direct instructional material for comparison. Standardized achievement test and rating scale were the tools used in this study. The findings of the study brought out the fact that preparation and testing of instructional package based on 5E model leads to enhancement of economics achievement of standard XII students. Instructional Strategies developed by Nishad (2018) based on Eco Psychological approach were effective both for improving geography achievement and environmental ethics among the higher secondary school students.

Varghese (2011) conducted a study to examine the effectiveness of collaborative learning method on achievement in Mathematics of secondary school students. The study also emphasized the development of instructional objectives under knowledge, understanding, application and skill. In this quasi-experimental study, the pre-test, post-test non-equivalent design was used. The sixty students selected as the sample of the study, were divided into two groups, experimental group and control group, containing thirty students. The investigator prepared lesson transcript based on both the collaborative and conventional methods. The investigator also prepared and validated an achievement test in order to analyse the enhancement of achievement. Statistical techniques like critical ratio and ANCOVA was used. The findings of the study revealed that the achievement in Mathematics of secondary school students taught through collaborative learning method is significantly higher than that of students taught through conventional method. The teaching strategies significantly enhance the performance level of scientific process skills in Physics, Chemistry and Biology among higher secondary school students (Nikam, 2013). It also revealed that the teaching strategies for enhancing scientific literacy and process skills were found effective on boys and girls.

Strategies for teaching of Mathematics through integrated approach, as recommended by Panicker (2014) was found effective in inculcating all the taken values like equality, honesty, co-operation, determination, dignity of labour, discipline, teamwork, regularity, loyalty and simplicity in terms of value practice in students. The study also pointed out that the integrated approach was found to be effective in developing value perception and value conceptual knowledge in almost all the values taken. The result of the study also indicated that the reaction of students towards the integrated approach was found to be highly affirmative and favourable. The study was Quasi-experimental in nature and followed the Pretest-

Post-test Non-Equivalent-Control Group Design. Two divisions of the class VIII students studying in Bhartiya Vidya Bhavan's V.M. Public school affiliated to CBSE in Vadodara district in Gujarat formed the population of the study. 43 students from Class VIII C formed the experimental group while class 42 students from VIII B formed the control group.

Viador and Dioso (2013) emphasises the incorporation of multimedia techniques in English topics to increase the students' involvement and active learning advises teachers, particularly at the secondary level. This fulfils the requirements of contemporary pedagogy, that further advocates an atmosphere of active learning in the classroom. The study focusing on the effect of Inductive Thinking Strategy on English Language Development and Concept Formation with respect to three teaching strategies: (a) Concept Formation, (b) Interpretation of Data and (c) Application of Principles (Dalal, 2003) showed that the experimental group was superior to the control group in terms of concept formation, language development and language concept, thinking strategies and retention on all the three thinking strategies. In this study, experimental group consisted of 293 students and the control group consisted of 294 students from class IV to VIII. The research conducted by Lekshmi (2018) reinforces the substantial impact of instructional package based on Activating Strategies for teaching English at secondary school level. The investigator compared the effectiveness of the instructional package named '4A Plan for Instruction' with that of the prevailing 'Activity Oriented Method of Instruction' at secondary schools in Kerala. The sample of the study consisted of 292 students in VIII standard of a government and an aided school in Kollam district. The study adopted quasi experimental method using non- equivalent group pretest- post-test design. The findings of the study reveal that the instructional package- 4A Plan for Instruction- is effective in teaching English at secondary

school level for all students irrespective of their learning environment as favourable, moderately favourable and less favourable. The results of the study highlighted the fact that as the instructional package facilitates active learning and focuses on the development of cognitive as well as social skills of the students, it has significant role to make the students worthy individuals and capable citizen. It also facilitates the students to activate their schema and utilise their mental models effectively for the purpose of learning and living.

Shankar (2019) in his study revealed that Experiential Instructional Strategies (EIS) for teaching concepts and content related to environment are very effective in bringing behavioural changes or attitudinal changes among the secondary school. The study aimed to evaluate and examine the effective use of Experiential Instructional Strategies in bringing the change in the day-to-day activities in the form of proactive initiatives and change in the Environmental Ethics. The researcher used Experimental Research design. The sample of the study comprised of students of Std VIII from BGS High School, Chickballapur, Karnataka and they were divided into two groups with 40 students both in the control group and experimental group. The results of study students. In value education, the instructional strategies, such as integrated concurrent strategy, social inquiry model and non-directive teaching model, proved its supremacy over the existing activity-oriented learning method (Shakkeer, 2018). The study followed experimental method and non-equivalent experimental and control group design. The sample of the study was comprised of 70 secondary school students from two divisions of VIII std students of GHSS Cheruvannur of Kozhikode district.

The in-service teacher training programme based on modules and self-learning package on behaviour management strategies was found effective for higher secondary school teachers in improving their awareness and classroom practices on

behaviour management strategies and augmenting the on-task behaviour of students per class period at Higher Secondary level (Rany, 2008). The research by Yadav (2020), indicates that innovative instructional strategies useful in the classroom as they help to improve the thinking skills of students. The investigator conducted a study through an experimental approach to generate empirical evidences of, the extent of influence of innovative instructional strategies on students thinking in the classroom with existing curriculum, & time frame. For this quasi-experimental pre-test, post-test control group design for the study, a sample comprising 90 students of class VI was selected randomly from one English medium school (CBSE affiliated) of Bolpur city. The investigator administered an intelligence test on them and were grouped in to experimental and control group of 45 students in each group, based on their intelligence level. Ten science teachers were also selected as the sample of the study. The results of the study showed that by the experimental treatment, experimental group has performed better in terms of their different thinking skills in comparison to control group and a significant effect of innovative instructional strategies was found on critical thinking of students at elementary level.

Seechaliao (2017) in the study focused on the instructional strategies that support creation of creative and innovative education. The findings of the study revealed that the instructional strategies which support the creation of creative and innovative education should focus on system approach. The study showed that instructional strategies using questions, classroom discussion, self-directed study, inductive and deductive thinking, media or social media make students engage in learning activities and create innovation in learning.

The studies discussed in this research underscore the significance of multimedia learning as an effective instructional tool in the classroom transaction, incorporating various technological elements like video, music, pictures, drawings, animations, text etc. Blended learning strategy can be considered as one of the new

initiatives of pedagogical approaches for integrating ICT and confluent approach in social science (Khanum, 2018). The blended learning strategy on civic participation, level of patriotism, awareness about the fundamental duties of the constitution and perception about symbols of national identity, among secondary school students, was effective in inculcating patriotic value among secondary school students Tirath (2017) put forward a study to emphasize the significance of innovative teaching methods like Computerized Grading; E Textbooks; Simulation Technology; Gamification; Flipped Classrooms; Active Learning Classrooms; MOOCs; Collaborative Distance Learning Environments; and the Active Learning Forum platform. The result of the study supported the effectiveness of several of these technologies in improving student learning and achievement (e.g., Active Learning Classrooms, Simulation Technology), but it also showed that most of them have not been fully evaluated and likely will need to be refined iteratively as weaknesses are identified and new challenges arise.

Teaching phonetics using multimedia is a better option for effective learning than lecture method (Rakesh, 2009). In her study Chitra (2009) advocates animated cartoons for effective teaching in English. The researcher also prepared a computer assisted instruction model of animated cartoons in a very attractive and interesting manner, for teaching English. To determine the effectiveness of animated cartoon, a comparison with that of activity method on achievement in English was made. The experimental method with parallel group pre-test post-test design was selected. The research conducted by Abhilash (2012) showed that learning strategy based on technology of animation for enhancing the cognitive level of students is more effective than the prevailing method on achievement in Physics of secondary school students. The study also revealed that the learning strategies based on technology of animation is more effective than the activity-oriented method in learning Physics at secondary students. Study by Abdulrahman et al. (2020) provides a systematic review of different multimedia tools in the teaching and learning processes with a view to

examining how multimedia technologies have proven to be a veritable strategy for bridging the gap in the provision of unrestricted access to quality education and improved learners' performance. The study examines various case study reports of multimedia tools, their success and limiting factors, application areas, evaluation methodologies, technology components, and age groups targeted by the tools. The findings of the study reveal that majority of the multimedia solutions deployed for teaching and learning target the solution to the pedagogical content of the subject of interest and the user audience of the solution while the success of the different multimedia tools that have been used on the various target groups and subjects can be attributed to the technologies and components embedded in their development.

Multimedia techniques increased the academic success of students in social studies lessons compared to the traditional classroom (Ilhan & Oruc, 2016). A case study of social studies class was done, aimed to outline the effect of multimedia on the academic success of social studies students, using experimental design, with two sections (both 4th's grade – Section I as the control group and Section II as the experimental group) as the control and experimental study groups of this study. The 67 social studies 4th grade students in Kayseri, Turkey were taken as the sample of the study.

Multimedia Instructional Material is proved effective to enhance the awareness on Biocentrism, Ecocentrism and also created non-anthropocentric attitude among higher secondary school students (Jayachandran, 2019). The investigator used an experimental method with pre-test, post-test, Single Group Design and the sample for the study comprised of selected 153 plus two students from Science, Commerce and Humanities streams of Kerala State Higher Secondary School from Govt. HSS, Venjaramoodu, Thiruvananthapuram District. The findings of the study showed that Multimedia Instructional Material is effective to foster Environmental Ethics.

Availing web based instructional strategies exploiting various multimedia is effective in enhancing the learning of Structural Words (Kousalya, 2017). In the experimental study, the investigator adopted 'Pretest-Post test Equivalent Groups Design. In order to avail the instructional materials as Open Educational Resource, the investigator invited the target population through various web platforms such as Facebook, What's App, Net forum and Discussion Groups. Rackaway (2012), using a web-based multimedia supplement, tested the student performance on a fully integrated multimedia supplement with interactive graphics, videos and vital source documents as an assessed part of student participation in an introductory American Government class among 14 sections over three years. Findings of the study revealed that multimedia supplements, when consistent with interactive media best practices improved student learning outcomes generally and specifically showed the greatest improvement in written test components.

Amutha (2014) carried out a study on the effectiveness of interactive video games for learning grammatical elements in English at secondary level. An instructional material based on interactive video games was made by the investigator. A test of the effectiveness for learning English grammar was also conducted. The findings of this purely experimental study revealed that the interactive video games found to be very effective in learning grammatical elements.

Computer assisted instruction is put forwarded as a much effective method in enhancing the achievement in social science, over traditional method (Biju, 2014). Graphic media-based learning also is highly effective for social science achievement among high school students (Binukumar, 2015). Thanuja (2013) in her study emphasizes that graphic media-based learning of folk arts is much effective in improving Malayalam achievement and awareness among secondary school students. The researcher aimed to prepare lesson transcript for Graphical Media-based Learning in Malayalam among secondary school students and to prepare an achievement test in

Malayalam for secondary school students. The purpose of study was also to find out the effect of Graphic Media-based Learning in enhancing achievement in folk arts at secondary school with respect to gender. Experimental and survey methods were used in this study. The investigator prepared Graphic Media-based learning as a tool and also prepared an achievement test for the purpose of validation. Based on the findings of the study, when the pre-test, post-test scores of the students in the single group were compared, the difference between their mean scores found to be statistically significant.

Noor (2023) carried out a study to develop a module on environmental values and evaluate how well it helps secondary school students develop environmental values. The study also made an attempt to inculcate environment-related values through experiential learning using video, text in the form of stories and individual and group activities. The investigator employed an experimental design (single group pretest-post-test experimental design to study the effect of the module based on environmental values on the inculcation of environmental values among secondary school students. The sample of the study, which consisted of 50 students of Std IX in Government Boys Senior Secondary School in Madanpur Khadar, Southeast Delhi. The findings of the study showed a broad shift in environmental attitudes among students and an increase in ecological awareness after the post-course intervention. It also indicated that students developed better eco-centric perspectives, and found signs of a shift in public attitudes towards the environmental crisis. The results of the study revealed that modular intervention is beneficial for environmental education and environmental value inculcation among school children, changing their behaviour to encourage purposeful use of environmental resources, and promoting sustainable development.

Flipped classroom strategy can help students perform significantly overall better than students in traditional classrooms and it promotes active learning which requires students to solve problems using what they had learned prior to the class

(Lo & Hew 2017). Moreover, it offers promising ways for engaging students, especially the low achievers, in effective, supportive, motivating and active learning and a large majority of the students had a positive attitude towards flipped classroom, the use of video and Moodle, and that a positive attitude towards flipped classroom was strongly correlated to perceptions of increased motivation, engagement, increased learning and effective learning (Nouri, 2016). Coming to classes with prior preparation and completing the assignments in class, are positive aspects of the FC Model which could save time for the students. (Cabi, 2018)

The inverted classrooms are suggested as more open to cooperative learning and innovative teaching methods (Strayer, 2012). In the study 'How learning in an inverted classroom influences cooperation, innovation and task orientation', using mixed method research study, the investigator compared the learning environments of an inverted introductory statistics class with a traditional introductory statistics class at the same university. To investigate the learning environments of the two classrooms the researcher used the college and University Classroom-Inventory (CUCEI), field notes, interviews and focus groups. The findings of the study were discussed in terms of how they contributed to the stability and connectedness of classroom learning communities. Mazur et al. (2015) in their action research study synthesized reflections about three learning designs and how the flipped classroom model can support teaching, learning and assessment through: (1) guided collaborative discussion, (2) table top white boarding and (3) the development of augmented reality auras. To guide the reflection on the benefits and challenges with each of the learning designs, the investigators used principles for teaching effectiveness. The findings of the study suggested that flipped classroom models that emphasize collaborative learning, group work and accessibility can enable and support inquiry-based learning.

Johnson (2013) in his study 'Student Perceptions of the Flipped Classroom' surveyed students in three high school math classrooms where instruction was

“flipped”, to examine their perceptions of the Flipped Classroom and to assess the role social media, educational technology, mastery learning and self -pacing played in flipped classroom environments. The study addressed how the flipped classroom could support student learning and what could be done to improve flipped classroom implementations. The researcher utilized both qualitative and quantitative research measures. The three major findings revealed by the study were: (1) students were doing less homework in a flipped classroom, (2) students enjoyed learning in a flipped classroom environment and (3) students benefited from watching their lectures in condensed lesson videos.

Zainuddin and Halili (2016) in their study aimed 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 study used content analysis 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. Interpretation of the results of the analysis was done using descriptive analysis, percentages, and frequencies. The findings of the study showed that various fields were practiced in the flipped classroom approach, and some technology tools were used as the online platform for its practice. It also pointed out that the flipped classroom brought positive impacts toward students’ learning activities such as achievement, motivation, engagement, and interaction. The study highlighted some challenges found in applying flipped classroom, such as suitability of the flipped classroom for poor quality of video lectures and untrained instructor, which are needed to be addressed by future researchers. The findings of the study pointed out a suggestion for policymakers to determine the flipped classroom as a contemporary model to be implemented in teaching-learning activities for higher education, even K-12 students.

In their study, Mason et al. (2013) compared the effectiveness of an inverted classroom to a traditional classroom in three areas: (1) content coverage, (2) student performance on traditional quizzes and examination problems and (3) student observations and perception of the inverted classroom format. The findings of the study revealed that (1) the inverted classroom allowed the instructor to cover more material, (2) student participating in the inverted classroom performed as well or better on comparable quiz and examination questions and open-ended design problems and (3) while students initially struggled with the new format, they adapted quickly and found the inverted classroom format to be satisfactory and effective.

Fung (2020) employed a ‘flipping-practical-discussion’ strategy in a STEM lesson among 20 senior high school students in grade XI to study the mechanism of how they could benefit STEM education and their interactions when used together. The study revealed the pre-class video of flipping classrooms could act as a medium in providing pre-requisite knowledge and skills which facilitate the practical work and discussions.

In order to improve learning outcomes and promote meaningful learning, Cohan (2016) proposed two core changes. They are: 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. The study explained essentiality of reflection, a key component in learning and group dynamics, with group dynamics in flipped learning. Giving a diverse and comprehensive view of the subject, the researcher used mixed methods to analyse data retrieved with a questionnaire, reflections and observations. The students from Lapland University constituted the sample of the study. Data was collected during their flipped learning course in which group dynamics exercises had been integrated.

In their qualitative case study Long, et al. (2017) revealed instructors' experiences and perspectives on using the flipped classroom model in instruction. As per the findings of the study, the instructors who participated in the study recommended peer assistance among instructors as valuable support to implement the flipped classroom model in instruction successfully. Focusing on the implementation of the flipped classroom (FC) model in teaching social studies in primary school. Aidinopoulou and Sampson (2017) conducted action research, over an entire school year with two different History classes - an experimental group that followed FC model & the other control group following the traditional lecture-based approach. The study aimed to compare the use of classroom time for student-centered learning activities and the resulting learning outcomes related to both the traditional learning goals of a history course and more ambitious ones like the cultivation of historical thinking skills (HTS). The findings of the study provided encouraging evidence for the potential benefits of the FC model in primary school social studies courses. The study revealed that the classroom-based sessions of the experimental group, engaged in student-centered activities resulted in better learning outcomes in terms of demonstrating critical HTS (historical thinking skills).

Conclusion

There are many number of studies available on value education. The reviewed studies on value education highlighted the need for imparting value-based education in educational institutions to whip out good citizens. The existing Indian socio-political scenario raises a question whether we have succeeded in transacting the basic values enshrined in the Constitution to the citizens of India, enabling them to contribute their best in building a successful nation and achieving the national goals. Though the studies related to Constitutional Values are found comparatively less in number, the reviewed literature asserts that the awareness of basic Constitutional

values must be kept upheld among students as well as teachers so that the Indian minds can be reoriented and reconditioned to reach the goal of a social order enshrined in our Constitution. The studies generally highlighted the fact, that the level of awareness on constitutional values among prospective teachers as well as students remain low, indicating the need for an urgent interference in the field of education, to accelerate the transaction and implementation of the basic Constitutional values.

Overall, the reviewed literature emphasizes the significant impact of various instructional strategies and their multifaceted use to enhance the achievement level of students in different subjects and also in improving their thinking skills. But the investigator's search for finding a study regarding the development of instructional strategies for enhancing the level of attainment of constitutional values was in vain.

Education is considered as the powerful tool for inculcating Constitutional values among students to develop them as responsible citizens. Education also holds a transformative role in shaping a just and humane society by combating all kinds of social evils, injustices and inequalities. Synchronizing education with Constitutional values can equip the citizens to hold the values enshrined in the Constitution of India and empower them to realize their innate potential to contribute in achieving national goals and building 'an equitable, inclusive and plural society' as envisioned in the Indian Constitution. Hence, understanding the urgent need and relevance of an academic intervention for inculcating Constitutional values among students in the light of the reviewed literature, the researcher made an attempt to develop instructional strategies for the inculcation of Constitutional values among higher secondary school students in Kerala.

CHAPTER 3

METHODOLOGY

- *Design of the Study*
- *Variables*
- *Description of Tools*
- *Development of Module of Instructional Strategies (MIS)*
- *Experimental Phase*
- *Sample used for the Study*
- *Statistical Techniques Used*

METHODOLOGY

The chapter Methodology deals with the Design of the study, Tools developed for the study, Sample selected for the study and Statistical techniques used for analysis. It presents a detailed description of the procedure of the study.

Design of the Study

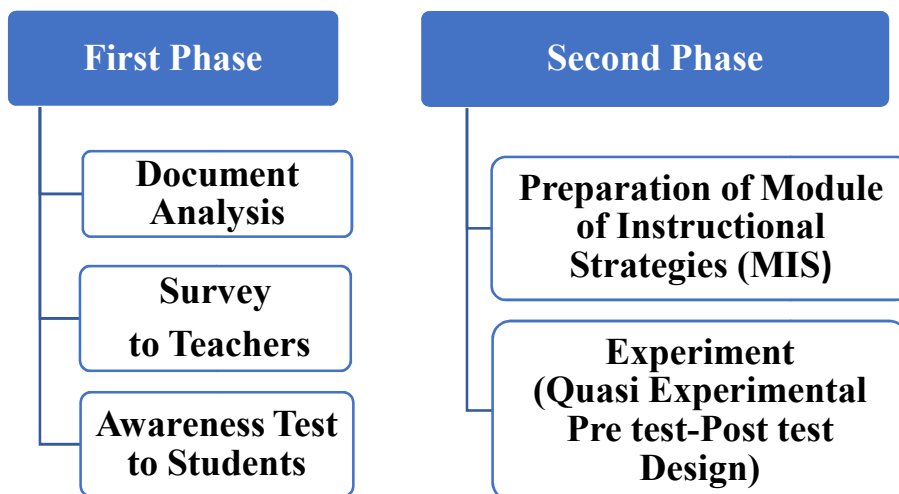
The purpose of the study is to find out the awareness of constitutional values and the development of module of instructional strategies for inculcation of selected values among higher secondary school students in Kerala. The study was conducted in Two phases. The first phase of the study was conducted by survey method and documentation analysis.

The second phase of the study was experimental in nature. A quasi-experimental, Pretest-Post test design was adopted for the stage. Module of Instructional Strategies (MIS) was prepared and subjected to experimentation for checking its effectiveness.

The present study employed both Qualitative techniques and Quantitative techniques wherever necessary.

Figure 1

Design of the Study



Variables

Variables are the characteristic, number or quantity that increases or decreases over time, or takes different values in different situations. Two basic types of variables are independent variable and dependent variable. Independent variable is that which can take different values and can cause corresponding changes in other variables. Dependent variables can take different values only in response to an independent variable. In the present study Instructional strategies are the independent variable and Constitutional Values attained by higher secondary school students in Kerala are the dependent variables.

Methodology of the study is presenting under three sections as detailed below:

Section A: Description of Tools

The first section of the methodology chapter involves the description of the Tools used for the Qualitative part of the research. Survey method was employed for collecting data from the Higher secondary school Teachers and Higher secondary school students for getting relevant information about the Instructional strategies used by the teachers in the classroom while teaching topics related to Constitutional values and to get an idea about the extent of attainment of Constitutional values by the students. Also, another tool was used to find out the extent of attainment of Constitutional values by the Higher secondary school students and it was used as the Pretest and Post test in the experimental phase of the study.

Tools used for the Study

Tools used for the qualitative part of the study are the following:

1. Awareness Test on Constitutional Values for Secondary school students (Haneefa & Naseema, 2021)
2. Questionnaire on Instructional Strategies used by higher secondary school teachers (Haneefa & Naseema, 2021)

Tool used for the quantitative part of the study was the following:

3. Test on Attainment of Constitutional Values (Haneefa & Naseema, 2022)

Detailed description of the tools is presented below.

A. Awareness Test on Constitutional Values-for Higher Secondary Students (Haneefa & Naseema, 2021)

The investigator analysed the areas in the text book of Political science related to the Constitutional values and framed test items for the Awareness Test in the form of contextual questions related to Constitutional values. Dimensions based on which the awareness test was developed are detailed below with examples of Test items.

Planning of the Awareness Test

As a part of planning the investigator studied thoroughly literature related to the awareness test procedure and its measurement. The Items of the test was based on the following dimensions:

1. Sovereignty
2. Socialism
3. Secularism
4. Democracy
5. Republican Character
6. Justice
7. Liberty
8. Equality
9. Fraternity
10. Dignity of the Individual,
11. Unity and Integrity of the nation
12. International Peace and a Just International Order
13. Fundamental Duties

The purpose of the test was to measure the awareness of the constitutional values of students who are studying in Higher Secondary Schools of Kerala. Explanations of these dimensions and examples of the items of the awareness test based on each dimension are given as follows:

1. Sovereignty

The value Sovereignty gives us the dignity of existence as a Nation in the international community. Being a sovereign democratic state, the power of constitutional authorities and organs of government is derived from the people.

Eg. Choose the right answer to fill in the blanks?



2. Socialism

Socialism implies social and economic equality.

Eg. "...the society is bound to divide into two groups, the workers or labourers and the capitalists. In such a society the capitalist exploits the labourer. The labour class does not get the fruit of their hard-work. The capitalists go on getting richer and richer. They enjoy the honour and status of the masters and hold all power and pelf. They do not allow the labour class

come up economically and socially. This situation has tended to crop up in this country despite the law of the land quite against it...”

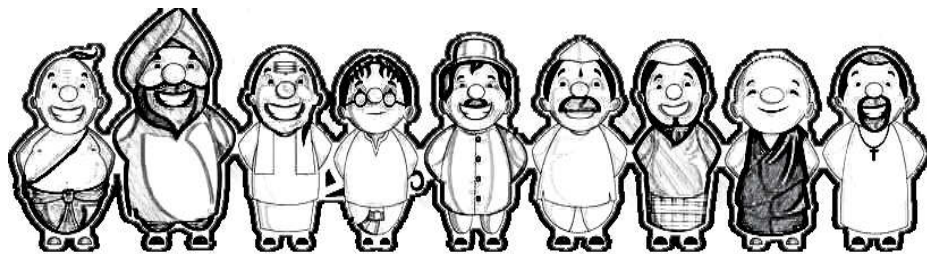
Choose the appropriate answer from the set given below:

- a) The paragraph indicates about secularism
- b) The paragraph indicates about sovereignty
- c) The paragraph indicates about integrity
- d) The paragraph indicates about socialism

3. Secularism

The value secularism indicates that as a secular state, the Indian state does not have any religion or has no bias to any particular religion in India and doesn't give any special status to any particular religion. Furthermore, all religions are given equal status and treatment before law.

Eg. Identify the idea conveyed in the picture:



- a) We should stand in a row
- b) We have unity
- c) I believe in Indian secularism
- d) There is no meaning in doing things together

4. Democracy

The basic postulates of democracy are that the sovereign power rests in the people and that all, irrespective of religion, caste, creed, colour, sex or language are equal in the eyes of law. In a democracy, the people of the country enjoy

equal political rights, elect and change their representatives, and hold them accountable.

Eg. “....Every Indian citizen, above 18 years of age, can exercise the right to vote in India. There is no discrimination based on a person’s caste, creed, religion, gender or education when it comes to providing the right to vote....”

But certain factors like illiteracy, gender discrimination, poverty, cultural disparity, political influence, casteism and communalism adversely affect this constitutional value.

- Which one of the following is referred here?
a) Sovereignty b) Democracy c) Secularism d) Social

5. Republican Character

Republicanism indicates the concept that India is a state ‘in which the people are supreme, and there is no privileged class and all public offices are open to every citizen without any discrimination. In India, there is no hereditary ruler, and people elect their representatives, and they have an elected Head of state (President of the Republic) for a fixed time, rather than a monarch.

Eg. Choose the most suitable concept that matches the given picture:

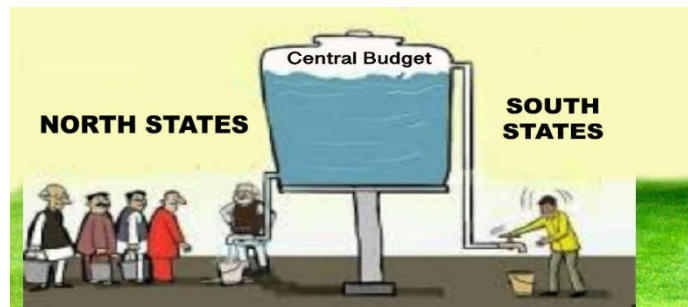


- a. Republican Character
- b. National Freedom
- c. Secularism in India
- d. National integrity

6. Justice

Justice, one of the core values of Indian Constitution, indicates that the political, economic and social justice of all the citizens of India is asserted to secure by the preamble of the Constitution of India.

Eg. Which of the following statements does not represent the picture directly?



- a) North states are better in all aspects
- b) There should be equal Justice to every state in India
- c) North states are getting more water compared to south states
- d) Central budget is like water distribution

7. Liberty

The value of liberty, implies the absence of restraints, and more than that, it implies a positive concept of the right to ‘liberty of thought, expression, belief, faith and worship’. It is the power of doing what is allowed by law, but regulated as not to endanger the security of the State, public interest etc.

Eg. Read the following:

In *Satwant Singh vs. Asstt. Passport Officer, New Delhi, AIR 1967 S.C. 1836*, the Supreme Court further extended the scope of this Article and held that “right to travel abroad”, was part of a person’s personal liberty within the meaning of Article 21 of the Constitution.

In this case the petitioner, who was a citizen of India, had to travel frequently for business purposes. The Government ordered him to surrender the passport but the petitioner challenged it on the ground that the right to travel abroad and return to India was part of his personal liberty.

The Supreme Court accepted the contention of the petitioner and held that the right to travel abroad was part of a person’s personal liberty

within the meaning of Article 21 and therefore no person can be deprived of his right to travel abroad except according to procedure established by law.

- In the light of the above verdict of Supreme Court, choose the appropriate statement:
 - a) Secular nature of the country is supreme
 - b) Right to liberty is more important
 - c) No need of travelling abroad frequently
 - d) We should obey the government in the case of travelling abroad

8. Equality

The value equality implies the freedom from exploitation and assurance to provide opportunities for individual's development, irrespective of the background, gender, cultural or socio-economic identity and status.

Eg. Choose the correct statement based on the picture?



- a) The reservation policy should be continued forever.
- b) Equality should be there in every opportunity
- c) Discrimination based on religion, gender, caste etc. should be avoided
- d) Since I belong to upper caste group, I am totally against the reservation

9. Fraternity

Fraternity means the spirit of common brotherhood, a feeling that all people are children of the same soil and the same motherland. The essence of the term

fraternity used in the Constitution of India is that all the Indians are members of a single family, no one is inferior or superior, all are equal and have same rights and duties.

Eg. The students in this picture are taking national pledge of India.



- Choose the appropriate concept closely connected to the picture?
a) Freedom of students b) Fraternity c) Socialism d) Discipline

10. Dignity of the Individual

This term implies the dignity of each and every Individual, assured by the Constitution of India, by securing equal fundamental rights for all individual and at the same time, by laying down a number of directives for the state to direct its policies towards, inter alia, securing to all citizens, men and women equally, the right to an adequate means of livelihood, just and humane conditions of work, a decent standard of life.

Eg.ensures equal participation of every individual in all the processes of democratic governance.

- a) Dignity of the Individual b) Power of the Individual
- c) Rights of the Individual d) Identity of the Individual

11. Unity and Integrity of the Nation

It indicates the focus given in the Indian Constitution, on the value of fostering unity and integrity amongst all the citizens of the country.

Eg. The picture conveys the message of:



- a) Unity and Integrity of the Nation
- b) Religious Promotion March
- c) Indian Democracy
- d) Fundamental Duties

12. International Peace and a Just International Order

To uphold and observe International Peace and a Just International Order cater to the larger global interests of India. The Indian Constitution directs the state (a) to promote international peace and security, (b) maintain just and honourable relations between nations, (c) foster respect for international law and treaty obligations, and (d) encourage settlement of international disputes.

Eg. What kind of message is conveyed by the child and parents in the cartoon?



- a) International Peace and Security
- b) Importance of Mass Media
- c) Awareness about Nuclear Weapons
- d) International Brotherhood.

13. Fundamental Duties

This implies certain basic values like patriotism, nationalism, humanism, environmentalism, harmonious living, gender equality, scientific temper and inquiry, and individual and collective excellence, which are reflected in the section on Fundamental duties in the Indian Constitution.

Eg. “To provide opportunities for education by the parent or the guardian, to his child, or a ward between the age of 6-14 years as the case may be”.

- Under which category does the right come?
 - a) Fundamental rights
 - b) Fundamental duties
 - c) Economic rights
 - d) Consumer rights

A copy of the Awareness Test on Constitutional Values is given in Appendix I.

The item-wise distribution of the test is given in Table 1.

Table 1
Distribution of Items under Different Dimensions

Sl. No.	Dimensions	Question No.	
1	Sovereignty	12	
2	Socialism	1	
3	Secularism	2	
4	Democracy	3	
5	Republican Character	4	
6	Justice	Equal Justice	6
		Social Justice	11
7	Liberty	Indicating Personal Liberty	5
		Fundamental Concept of Liberty	15
8	Equality	Protective Discrimination	8
		Against Discrimination)	9
9	Fraternity	7	
10	Dignity of the Individual	13	
11	Unity and Integrity of the Nation	14	
12	International Peace and a Just International Order	16	
13	Fundamental Duties	10	

Administration

The questionnaire was administered to 1000 Higher Secondary School students from various higher secondary schools in Kerala. The investigator decided one hour as the time of completion of the test.

Scoring

The options for each item were given as one correct answer and three false answers and the points were awarded as “1 “for correct answer and zero for wrong answers respectively.

B. Questionnaire on Instructional Strategies used by Teachers (Haneefa & Naseema, 2021)

In order to prepare the Questionnaire, the investigator analysed the topics related to Constitutional values in the higher secondary school syllabus and framed 21 questions based on the following dimensions:

- 1) Pedagogical Dimension
- 2) Cognitive Dimension
- 3) Technological Dimension
- 4) Organizational Dimension

The questionnaire was administered to get information about the Instructional strategies adopted by teachers in higher secondary schools for inculcating constitutional values, methods of teaching they are using, how they perceive the learning of students etc. Details of the four dimensions and corresponding examples are given below:

Pedagogical Dimensions

This includes instructional strategies as well as the curriculum design adopted by the Political Science teachers of Kerala.

Eg. Which strategy do you think is effective to inculcate constitutional values?

- a) Asking questions based on the previous knowledge
- b) Using quotes
- c) Listing out Rights
- d) Contextualising Rights

Cognitive Dimension

Critical thinking, creativity and innovation are implied in this dimension.

Eg. What kind of learning activities will you provide for classifying Fundamental Rights?

- a) Seminar
- b) Group Discussion
- c) Assignment
- d) Project

Technological Dimension

Technological dimension indicates the educational technology used by the teachers for the transaction of Constitutional values.

Eg. How do you differentiate between Fundamental Rights and other rights?

- a) Writing on the Blackboard,
- b) Exhibiting Slides,
- c) Giving Assignment,
- d) Conducting group discussion

Organizational Dimension

This dimension deals with the resource management to support teaching and learning.

Eg. How satisfied are you with the external resources to transact constitutional values?

- a. Not all Satisfied b. Slightly Satisfied c. Moderately Satisfied
d. Very Satisfied d. Extremely Satisfied

A copy of the questionnaire for teachers was given in Appendix II.

The item-wise distribution of the test is given in Table 2.

Table 2

Distribution of Items under Different Dimensions

Sl. No.	Dimensions	Question No.
1	Pedagogical	1, 2, 3, 4, 5, 8, 13, 15, 16, 17
2	Cognitive	19, 20, 21
3	Technological	10, 12, 14, 18
4	Organizational	6, 7, 9, 11

Administration

The questionnaire was administered to 96 Higher secondary school teachers of Kerala by using Google forms.

C. Test on Attainment of Constitutional Values (Haneefa & Naseema, 2022)

The tool was used as the Pretest and Posttest for measuring the attainment of Constitutional values by the Experimental and Control groups in the Second phase of the study.

The test on attainment of constitutional values was a modified and added version of the Awareness Test on Constitutional values . It was also prepared based on the following dimensions:

1. Sovereignty

2. Socialism
3. Secularism
4. Democracy
5. Republican Character
6. Justice
7. Liberty
8. Equality
9. Fraternity
10. Dignity of the Individual,
11. Unity and Integrity of the nation
12. International Peace and a Just International Order
13. Fundamental Duties

The test on attainment of constitutional values consists of 21 questions.

Example of a new item added to the test is given below:

1. What does the picture indicate?



- a) Secularism b) International Peace c) Fraternity d) Socialism

2. “India is internally all powerful and externally free. Nobody is there within to challenge its authority”. Which one of the following is indicated here?
- a) Sovereignty b) Democracy c) Freedom d) Internal Security

Item Analysis

The investigator scored the answer sheet of 110 students and eliminates the 10 answer sheets as they found incomplete. Finally, 100 answer sheets were considered for item analysis. The answer sheets were arranged in the descending order on the basis of total score obtained. High and low groups consisting of upper and lower 27 percent of the total groups were taken. The number of correct responses for each item of the upper and lower groups was recorded separately.

The difficulty level and discriminating power were calculated using the following formula.

$$\text{Difficulty Index (DI)} = \frac{U + L}{2N}$$

$$\text{Discriminating Power (DP)} = \frac{U - L}{N}$$

where,

U = Number of correct response in the Upper group

L = Number of correct responses in the Lower group

N = Number of score sheet in upper or Lower group

Item analysis details are presented below in Table 3

Table 3*Details of Item Analysis*

Que. No.	Difficulty Index	Discriminating Power	Remarks
1	0.61	0.51	Accepted
2	0.80	0.32	Accepted
3	0.64	0.60	Accepted
4	0.68	0.64	Accepted
5	0.72	0.57	Accepted
6	0.50	0.86	Accepted
7	0.25	0.21	Rejected
8	0.61	0.50	Accepted
9	0.96	0.07	Rejected
10	0.36	0.27	Rejected
11	0.54	0.93	Accepted
12	0.50	0.57	Accepted
13	0.73	0.49	Accepted
14	0.64	0.72	Accepted
15	0.36	0.57	Accepted
16	0.71	0.31	Accepted
17	0.33	0.31	Accepted
18	0.59	0.36	Accepted
19	0.58	0.42	Accepted
20	0.69	0.57	Accepted
21	0.48	0.49	Accepted
22	0.77	0.37	Accepted
23	0.78	0.40	Accepted
24	0.31	0.14	Rejected
25	0.78	0.33	Accepted

Preparation of Final Test

Items having difficulty index between 0.3 and 0.8 and discriminating power 0.3 and above were selected. A total number of 21 items were selected for the final test. The test on attainment of constitutional values consists of 21 questions based on the 13 selected constitutional values. A copy of the final test on attainment of constitutional values is given as Appendix III.

Reliability

Reliability refers to the consistency of the test scores that how much consistent they are from one measurement to other. Reliability coefficient can be calculated with different methods such as test-retest method, split half methods and equivalent or parallel form method and inter-score reliability method.

The investigator used test-retest method to find out the reliability of the test. The most obvious method for finding the reliability of test score is by re-administering the identical test.

The reliability coefficient in this case is simply the correlation between the scores obtained by the same person on the two administrations of the test. The two sets of scores thus obtained are tabulated and their statistical correlation determined. What is being attempted here is to establish reliability by testing whether the two results reveal stability and equivalence in pupil performance. This is considered as evidence of consistency.

Reliability of the test was estimated by test-retest methods with an interval of two weeks between the two testings. The test scores of 30 higher secondary students in Kerala were taken for the purpose. And the reliability coefficient was found out by using the formula

$$r = \frac{N \sum x'y' - \sum fx' \sum fy'}{\sqrt{[N \sum fx'^2 - (\sum fx')^2][N \sum fy'^2 - (\sum fy')^2]}}$$

Where r = coefficient of correlation

X = Scores obtained in the first test

Y = Scores obtained in the second test

N = Total number of students

Pearson's Product Moment Coefficient of Correlation correlated the scores obtained in the two administrations. The reliability of the test thus estimated was found to be 0.94, which indicate the test is reliable.

Validity

A test is said to be valid if it measures what is intended to measure. Validity of the test was established by consulting experts in the field of education and psychology. As the scale has been prepared by taking into consideration, the components of awareness on values evidenced from different studies and the content of the constitutional values, it has content Validity. Here the investigator also claims Face validity, which means the extent to which a test is subjectively viewed covering the concepts it purports to measure.

Posttest and Pretest

The investigator selected two intact classes of std XI Humanities batches consisting of 60 students each at Nochat HSS, of Kozhikode district as Control group and Experimental group respectively. At the beginning, pretest was administered to both the groups. Then both the groups received 18 periods of instruction, but only the experimental group received instructional treatment using MIS. Finally, a post test was administered to both groups.

Scoring. The options for each item were given as one correct answer and three false answers and the points were awarded as '1' (one) for correct answer and zero for wrong answer respectively.

Discussion

By analysing the responses /results of the Attainment Test conducted for students and the Questionnaire administered for teachers, the investigator found that the extent of attainment of constitutional values among students as well as the methods and strategies used by the teachers for the transaction of curriculum are not up to the expected level. Moreover, as a practicing higher secondary school teacher, the investigator observed the lack of appropriate strategies catering to the needs of the students in the context of the globalized era.

Section B

Development of Module of Instructional Strategies (MIS) for the Inculcation of Constitutional Values

As a primary step, for the development of Module of Instructional Strategies (MIS) for the inculcation of constitutional values among the Higher Secondary School students in Kerala State, the investigator made an extensive and comprehensive review of literature and Document Analysis related to the attainment of constitutional values. For the development of MIS for inculcation of selected values the investigator consulted a number of experts in the field. The procedure is presented below:

Document Analysis

The target group selected for the study was higher secondary school students. As a background of the study, document analysis of the Coursebook and Sourcebook of standard XI Political Science (NCERT) was done with an

objective to identify the broad constitutional values in them. The objectives of the Constitution as it is mentioned in the preamble- sovereignty, socialism, secularism, democracy – are the core values which is reflected throughout the Constitution. Republican character of Indian State, justice, liberty, equality, Fraternity, human dignity and the unity and integrity of the Nation are also prominent values that define the goals of Indian state. The researcher identified 13 broad constitutional values reflected in Fundamental Rights, Directive Principles of State Policy (DPSP) and Fundamental Duties which form the core topics in Chapter 2, ‘Rights in Indian Constitution’ of Plus one Political Science Coursebook (Constitution at a Work). The thirteen broad constitutional values identified by the researcher are:

1. Sovereignty,
2. Socialism,
3. Secularism,
4. Democracy,
5. Republican character,
6. Justice,
7. Liberty,
8. Equality,
9. Fraternity,
10. Human dignity,
11. Unity and integrity of the nation,
12. International peace and a just international order and
13. Fundamental duties.

These values were considered for the development of Module of Instructional Strategies (MIS) for the inculcation of constitutional values.

Platform Used for the Development of the Module

Depending upon the critical analysis and findings thereby revealed from the first phase of the study, the investigator preceded the development of Module of Instructional Strategies (MIS) for the inculcation of constitutional values, including text, activities, and evaluation using eXe 2.6 platform. The instructional materials have been developed on the basis of Chapter 2, 'Rights in Indian Constitution' of Plus one Political Science Coursebook (Constitution at a Work) and Sourcebook.

The eXe 2.6 platform used to create the MIS is a free/libre software tool under GPL-2. This e-content can be exported to various formats like 'Self Contained Folder' and 'Zip File'. For its easy access to teachers, the 'Self Contained Folders' can be hosted in public domain and it can be readily browsed online. The 'Zip File' can be used offline when it is made available as a single file for downloading. These two can be distributed even in the absence of internet connection using conventional methods like DVD/ USB Flash Drive or by hosting the files in the private network of the educational institution.

Stages of Development of MIS

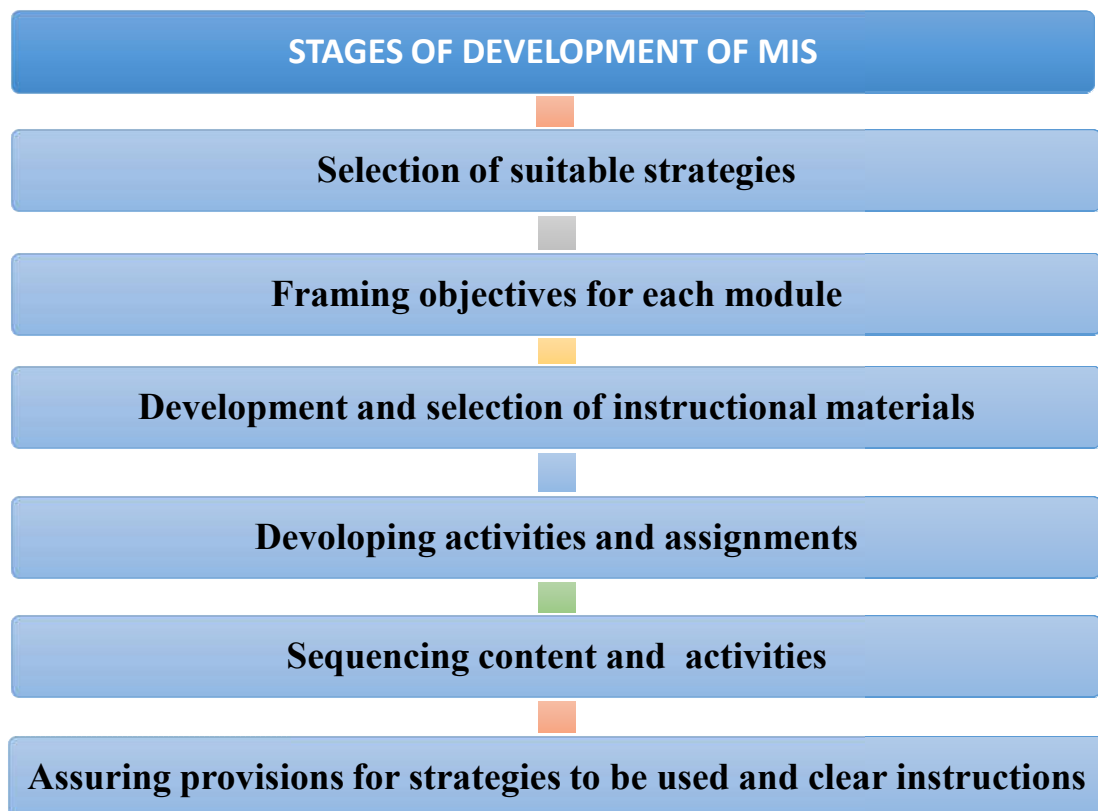
Identifying the 13 broad constitutional values set in the NCERT Political Science Coursebook of Std XI

1. Selection of suitable strategies to transact the identified values (Use of Multimedia and Flipped Classroom).
2. Framing objectives for each module ensuring the inclusion of identified constitutional values.
3. Development and selection of instructional materials based on varying constitutional values to achieve the objectives set in each module.
4. Developing activities and assignments to the content in each module.

5. Sequencing the content and activities in every module in tune with the objectives set.
6. Assuring provision for strategies to be used and clear instructions for the teachers on the details in each module.

Figure 2

Different Stages of Development of MIS



Description of the Module

The investigator developed eight modules as part of the development of Module of Instructional Strategies (MIS) for the inculcation of constitutional values. The first six modules incorporated Multimedia tools: comic strip, audio clip, video, digital poster, graphic design, collage, news headlines, photographs and images. Flipped classroom strategies were used in the last two modules: Think- Pair- Share Method, Jigsaw Method, Discussion Method, Brainstorming (Star bursting Technique), Concept Mapping, Reaction Sheets and Forum Theatre.

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Each module consists of five sessions:

1. Objectives
2. Introduction
3. Content
4. Summary
5. Assignment.

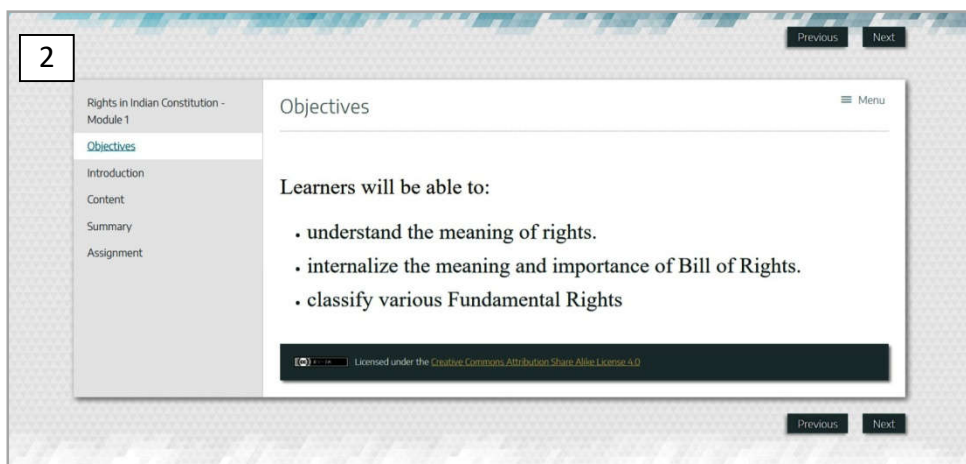
The details of the five sections of the e-module are as follows:

When we open the module, the window is displayed as in screen shot (1).

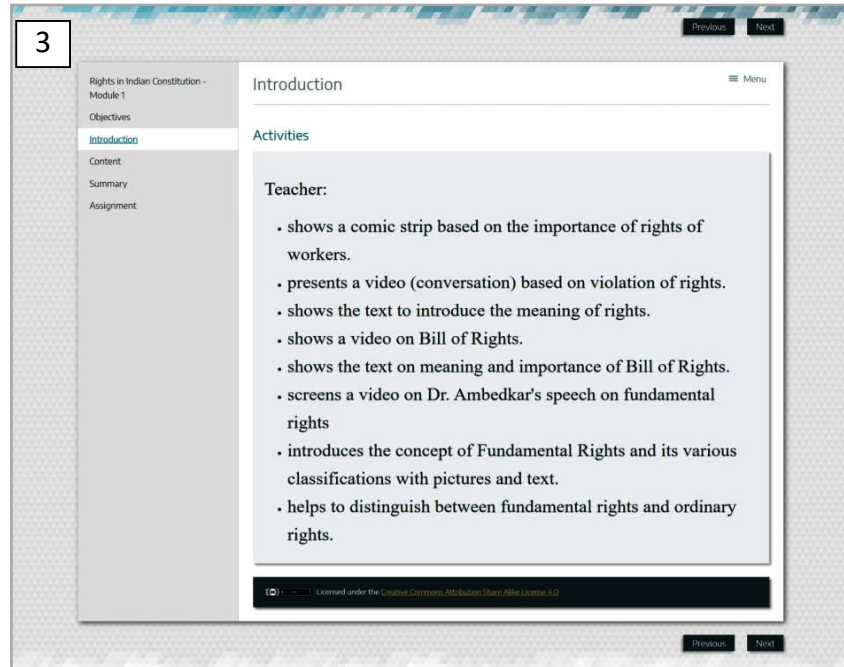
The window has two divisions: In the left side of the window, the five sections of the module are shown and in the right side, the title of the module is displayed.



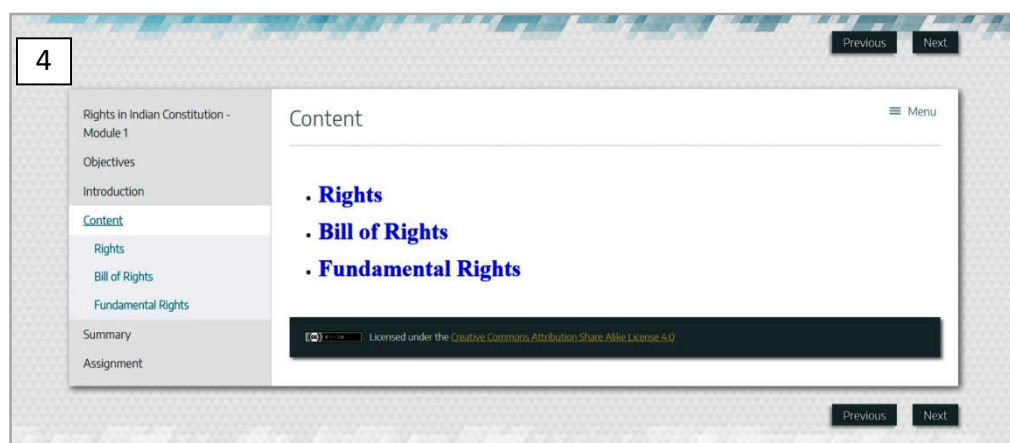
On the top right and bottom right corners of the window, buttons are provided for navigation. It helps the teacher to move back and forth of the pages of the e-content.



In screen shot (2), the first section of the module, ‘Objectives’ is selected in the left side and the set objectives of the module are displayed in the right side of the window.



Screen shot (3) is an example for the second section of the module, ‘Introduction’. When the word ‘Introduction’ is clicked in the left side, the detailed instructions to the classroom teacher regarding the learning activities to be carried out in the classroom transaction are given.



The third section of the module, ‘Content’ is displayed in screen shot (4). When the ‘Content’ is opened, the details of the contents to be given are shown in the right side of the window.

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5

Rights in Indian Constitution -
Module 5
Objectives
Introduction
Content
Right to Freedom of Religion
Article 25-28
Cultural and Educational Rights
Summary
Assignment

Article 25-28

RIGHT TO FREEDOM OF RELIGION

Article 25
Freedom of conscience and free profession, practice and propagation of religion.

- 'Conscience' is the inner freedom of a person to mold his relationship with God, human beings and other creatures in the manner he prefers.
- 'Profess' is to declare one's faith and belief freely and openly.
- 'Practice' means to perform the religious rights and observe the duties associated with one's religion and to exhibit one's religious belief.
- 'Propagate' means the right to communicate a person's beliefs to another person or to expose the tenets of that faith.

Article 26
Freedom to manage religious affairs.

Article 27
Freedom as to payment of taxes for promotion of any particular religion.

Article 28
Freedom as to attendance at religious instruction or religious worship in certain education institutions.

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As shown in screen shots (5-7), when the subheadings of the 'Content' part given in the left side of the window are opened, the details of those sections are displayed on the right side of the window. The investigator made use of text, images, videos, audio clips, tables etc. for the transaction of the content.

6

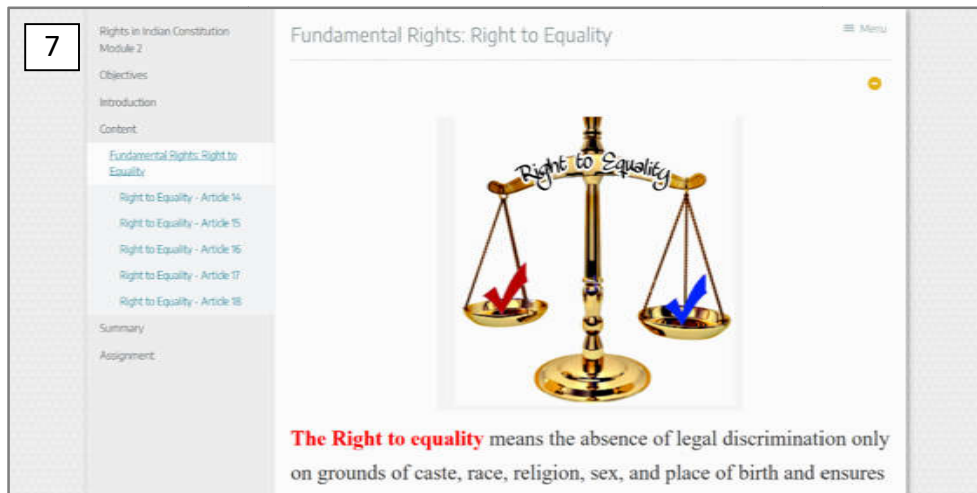
Rights in Indian Constitution -
Module 1
Objectives
Introduction
Content
Rights
Bill of Rights
Fundamental Rights
Summary
Assignment

Rights

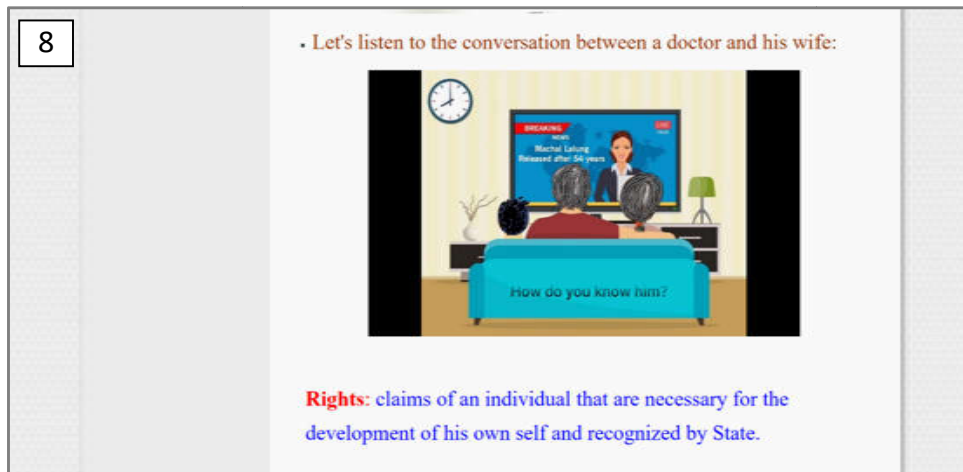
• Let's go through the comic strip given below:

• Let's listen to the conversation between a doctor and his wife:

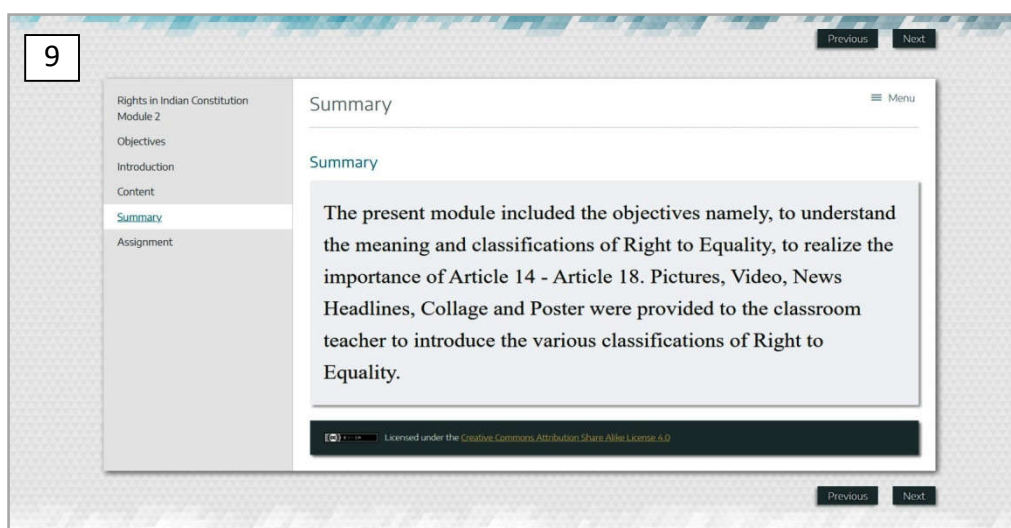
Screen shot (6) is an example for introducing a content using comic strip.



Picture screen shot (7) shows the use of text and image to transact a content.

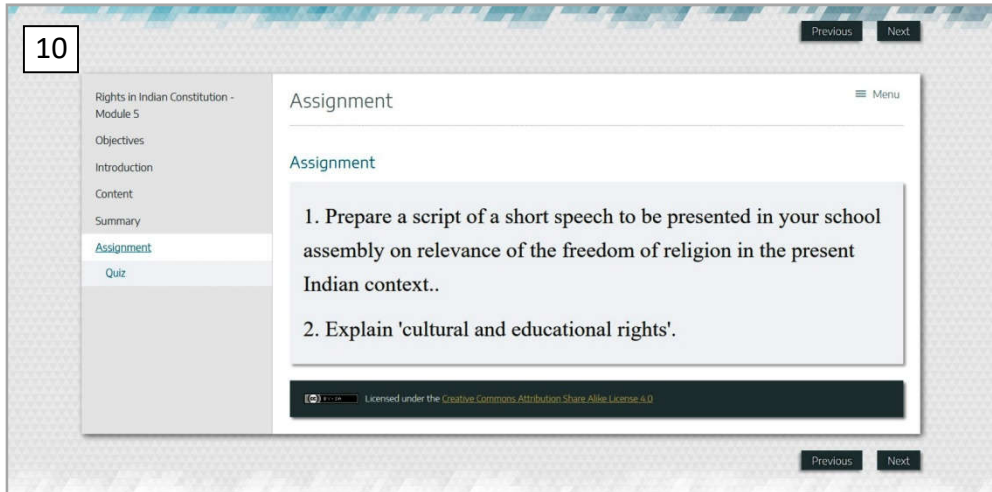


Introductory activity used in the classroom transaction of a content with the help of an animated picture and audio clip is shown in screen shot (8)

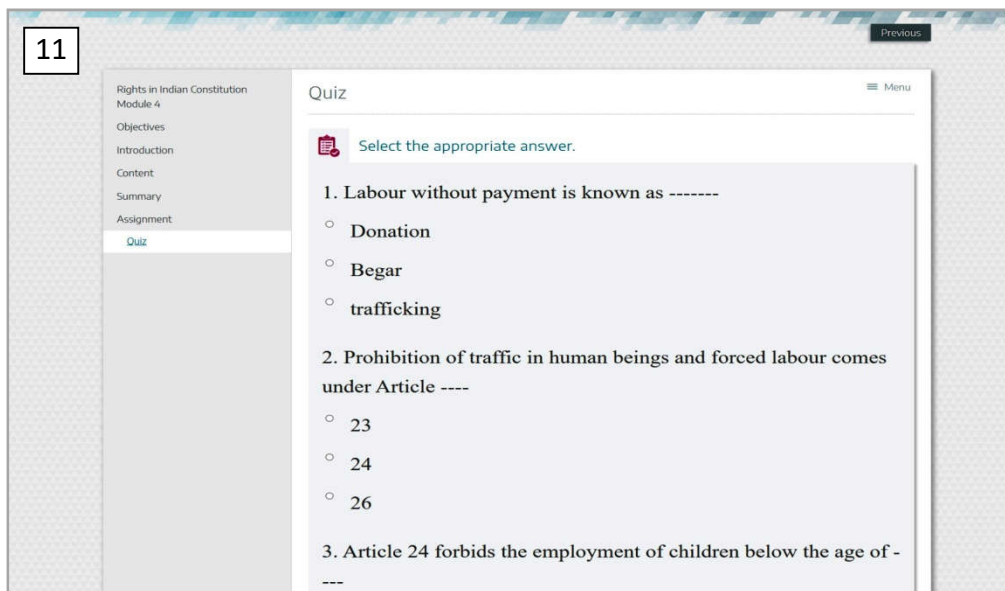


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The fourth section of the module, 'Summary', as shown in the screen shot (9), comprises of objectives set in the module and the details of learning materials provided in the module, corresponding to the set objectives.



'Assignment', the last section of the module includes questions to be given to the students as assignments and a subsection titled as 'Quiz', containing multiple choice questions. Screen shot (10) sets an example to the 'Assignment' section and screen shot (11) shows the example of the sub section 'Quiz'.



Soft copy of the Module (MIS) is given as Appendix IV.

Details of each module are given in Table 4

Table 4
Details of Modules Prepared

Module	Content	Strategy and Tools Used	
Module 1	Rights Bill of Rights Introduction to Fundamental Rights	Multimedia- Based Learning	Comic Strip Audio Clip Video
Module 2	Right to Equality (Article 14-18)	Multimedia- Based Learning	Image, News Headlines, Collage Digital Poster, Video
Module 3	Right to Freedom (Article 19-21)	Multimedia- Based Learning	Image Video
Module 4	Right against Exploitation (Article 22) Human Trafficking and Forced Labour (Article 23 & 24)	Multimedia- Based Learning	Photograph Video
Module 5	Right to Freedom of Religion(Article 25-28) Cultural and Educational Rights (Article 29-30)	Multimedia- Based Learning	Image Video
Module 6	Right to Constitutional Remedies (Article 32) Writs	Multimedia- Based Learning	Image Video Graphic Diagram
Module 7	Directive Principles of State Policy (DPSP) Directives in the Nature of Ideals of the State Directives Shaping Policy of the State Non- Justiciable Rights Socialist Principles Gandhian Principles Liberal Principles	Flipped Classroom Strategy	Think- Pair- Share Jigsaw
Module 8	Difference between DPSP and Fundamental Rights Fundamental Duties	Flipped Classroom Strategy	Discussion Method Brainstorming Concept Mapping Reaction Sheets Forum Theatre

Lesson Transcripts based on MIS

The investigator prepared lesson transcripts for all the 18 periods (45 minutes duration) to impart the eight modules developed. A model of the lesson transcript is shown in Table 5.

Table 5*Model of Lesson Transcript*

Name of Chapter	Rights in the Indian Constitution
Expected Time	18 Instructional Period of 45 minutes duration
Learning Outcome	<ul style="list-style-type: none"> • Explain meaning and importance of bill of rights • Define bill of rights • Distinguish fundamental rights and ordinary rights • Explain fundamental rights and its classification • Identify constitutional remedies of fundamental rights • Distinguish between fundamental rights and directive principles • Identify the need and importance of practicing fundamental duties
Values and Attitudes	<ul style="list-style-type: none"> • Respect the rights of others • Uphold the importance of fundamental rights • Realize the duties towards society
Lesson	1
Concept	Rights Bill of rights
Objectives	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • understand the meaning of rights. • explain the meaning and importance of Bill of Rights.
Learning Materials	<ul style="list-style-type: none"> • Comic strip based on the importance of rights of worker. • Videos based on violation of rights and Bill of Rights • Text and table on screen explaining the topic.
Learning Activities	<ul style="list-style-type: none"> • Teacher asks the students to go through a comic strip based on the importance of rights of workers. • Then projects a video on the screen (conversation) based on violation of rights. • Teacher initiates a discussion on rights based on the cases presented in the comic strip and video and elicits responses from the learners. • Teacher asks the students to write down the notes based on discussion. • Teacher shows the meaning of rights on the screen. • Teacher plays a video on Bill of Rights. • Teacher asks the students to read the text on the screen explaining the meaning and importance of Bill of Rights.
Assignment	<ol style="list-style-type: none"> 1. Summarization of the main points discussed on the chosen topic and prepare a note based on it. 2. Collect newspaper cuttings based on violation of rights and bring them in the next class.

A copy of the lesson transcript based on MIS is given in Appendix V.

Procedure for Execution of MIS

The developed MIS was implemented in the experimental group consisting of 60 students of Std. XI Humanities Batch A at NHSS Nochat in Kozhikode district. The investigator conducted classes for Experimental Group using MIS, whereas classes without using MIS were conducted for the Control Group consisting of 60 students of Std XI Humanities Batch B of the same school for the transaction of the same content area in Chapter 2, Rights in Indian Constitution. After completing the class of chapter 2 in both the groups, the investigator administered a Post Test for both of the groups to measure the attainment of constitutional values.

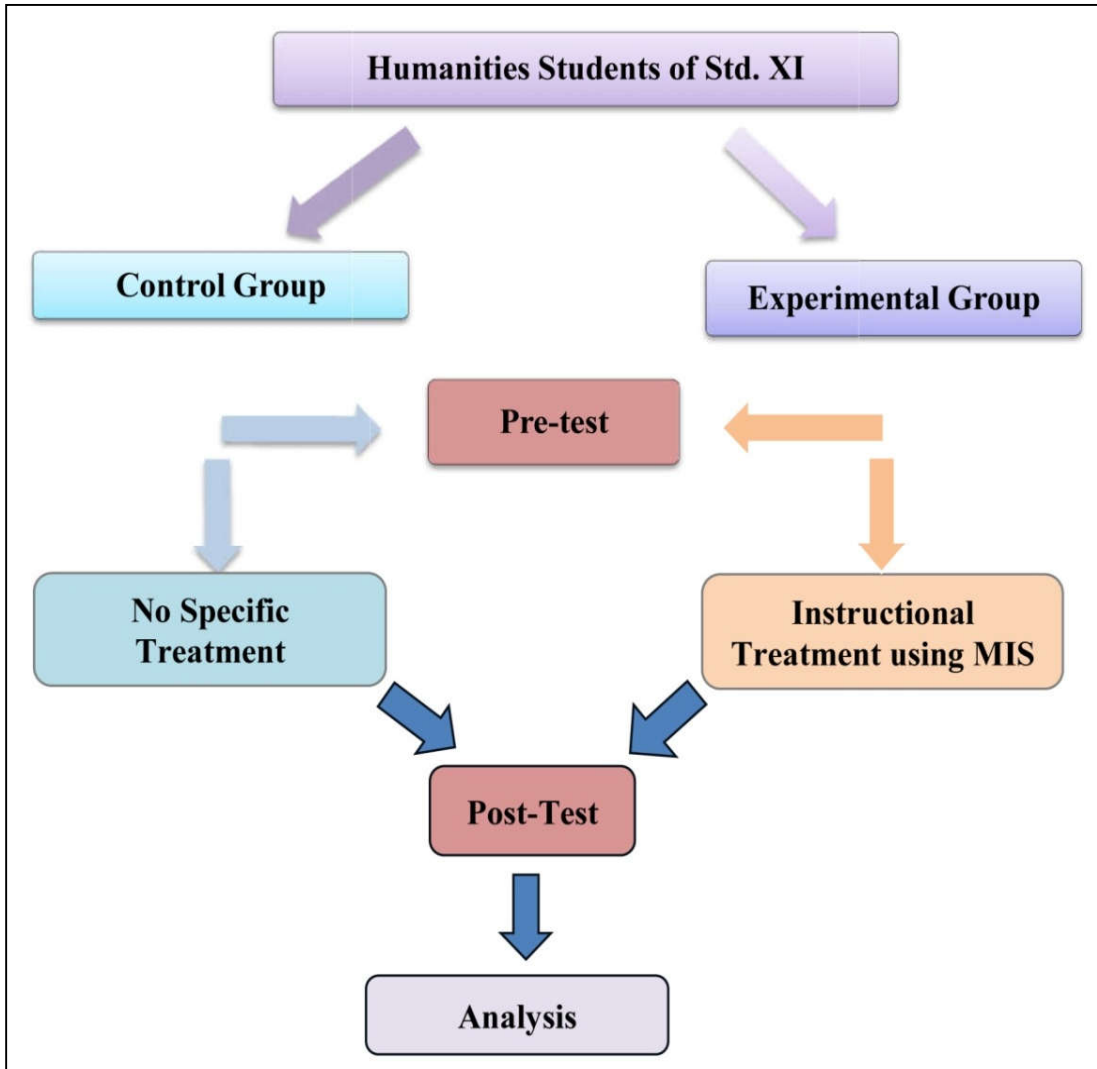
Section C: Experimental Phase

Experimental Design

The major purpose of the study was to develop, validate and test the effectiveness of the Module of Instructional Strategies (MIS) for the inculcation of constitutional values among higher secondary schools in Kerala. A quasi-experimental Pretest Posttest design was adopted for the experimental phase of the study. Module of Instructional Strategies (MIS) is prepared and subjected to experimentation for checking its effectiveness. Investigator selected two intact classes of std XI Humanities batch consisting of 60 students each at Nochat HSS, of Kozhikode district as Control group and Experimental group respectively. The investigator himself taught the same topic in both the classes. At the beginning, pretest is administered to both the groups. Then both the groups received 18 classes of instruction, but only the experimental group received instruction using MIS. Finally, a post test also is administered to both groups. A flowchart showing the stages of experimentation is presented below.

Figure 3

Pictorial Representation of Experimental Design



Sample used for the Study

A sample of 1000 students in higher secondary schools were selected for the first phase of the study. The sample were taken from 46 higher secondary schools of Kerala (comprising of 10 urban schools, 36 rural schools, 34 Govt. schools and 12 aided schools from 12 districts) using random sampling technique.

Table 6*Details of the Sample of Students Selected for the First Face of the Study*

Sl. No.	Name of School	District	No. of Students Responded	Locality	Type of Management
1	NHSS Nochat	Kozhikkode	48	Rural	Aided
2	NHSS Vattoli	Kozhikkode	18	Rural	Aided
3	VHSS Paleri	Kozhikkode	21	Rural	Aided
4	Velom HSS Cherapuram	Kozhikkode	24	Rural	Aided
5	Pavandoor HSS, Pavandoor	Kozhikkode	16	Rural	Aided
6	KunhaliMarakkar HSS, Kottakkal	Kozhikkode	21	Urban	Aided
7	GHSS Kuttiadi	Kozhikkode	18	Rural	Govt.
8	GHSS Kokkallur	Kozhikkode	16	Rural	Govt.
9	Govt. Boys HSS Parayancheri	Kozhikkode	17	Urban	Govt.
10	GHSS Beypore	Kozhikkode	21	Urban	Govt.
11	GHSS Azhiyoor	Kozhikkode	16	Rural	Govt.
12	GHSS Madappally	Kozhikkode	19	Rural	Govt.
13	GGHSS Velliyode	Kozhikkode	16	Rural	Govt.
14	AR Nagar HSS Chendapuraya	Malappuram	25	Rural	Aided
15	MIHSS Ponnani	Malappuram	22	Urban	Aided
16	DH HSS Edappal	Malappuram	51	Urban	Aided
17	SVHSS Palemad	Malappuram	103	Rural	Aided
18	GHSS Cheriyaundam	Malappuram	23	Rural	Govt.
19	GVHSS Ambalavayal	Wayanad	19	Rural	Govt.
20	GVHSS Meenangadi	Wayanad	18	Rural	Govt.
21	GHSS Vythiri	Wayanad	21	Rural	Govt.
22	GHSS Kaniyambetta	Wayanad	17	Rural	Govt.
23	GHSS Thottada	Kannur	18	Rural	Govt.
24	GHSS Sreekandapuram	Kannur	22	Rural	Govt.
25	GHSS Pattuvam	Kannur	17	Rural	Govt.
26	St. Sebastian's HSS Velimanam	Kannur	17	Rural	Aided

120 Instructional Strategies for the Inculcation of Selected Values

Sl. No.	Name of School	District	No. of Students Responded	Locality	Type of Management
27	GHSS MalothKasaba	Kasaragod	16	Rural	Govt.
28	GHSS Kumbala	Kasaragod	24	Rural	Govt.
29	GhssPeriya	Kasaragod	17	Rural	Govt.
30	GHSS Kalamasseri	Eranakulam	21	Urban	Govt.
31	GVHSS Kalamasseri	Eranakulam	19	Urban	Govt.
32	GHSS Chengamanad	Eranakulam	17	Rural	Govt.
33	GHSS Ooramana	Eranakulam	18	Rural	Govt.
34	GHSS North Paravur	Eranakulam	15	Urban	Govt.
35	GHSS South Ezhippuram	Eranakulam	16	Urban	Govt.
36	GVHSS Mulakkuzha	Alappuzha	18	Rural	Govt.
37	GHSS Chithara	Kollam	18	Rural	Govt.
38	GVHSS Kadakkal	Kollam	20	Rural	Govt.
39	GHSS Munnurkode	Palakkad	19	Rural	Govt.
40	GVHSS Karakkurissi	Palakkad	16	Rural	Govt.
41	PMGM HSS,Tharekkad	Palakkad	22	Urban	Aided
42	MNKM HSS, Chittilancheri	Palakkad	17	Rural	Aided
43	GGHSS Neyyattinkara	Thiruvananthapuram	16	Urban	Govt.
44	GHSS Anavoor	Thiruvananthapuram	18	Rural	Govt.
45	GHSS Mithrimala	Thiruvananthapuram	18	Rural	Govt.
46	GHSS Varavoor	Thrissur	16	Rural	Govt.

A sample of 96 teachers from 88 higher secondary schools (including 54 Govt. schools and 34 Aided schools from 12 districts) of Kerala was also used for the first phase of the study. The researcher used random sampling technique for collecting the data.

Table 7*Details of Sample of Teachers Selected for the First Phase of the Study*

Sl. No.	Name of the School	Management Category	District	No. of Teachers
1	GGHSS Mattanchery	Government	Ernakulam	1
2	GHSS South Ezhippuram	Government	Ernakulam	1
3	Govt.HSSMuvattupuzha	Government	Ernakulam	1
4	GhssVellathooval	Government	Idukki	1
5	NSPHSS Puttady	Government	Idukki	1
6	GHSS Aralam	Government	Kannur	1
7	GHSS Irikkur	Government	Kannur	1
8	GHSS Kottila	Government	Kannur	1
9	GHSS Kozhichal	Government	Kannur	1
10	GHSS Pattuvam	Government	Kannur	1
11	Govt. City HSS Kannur	Government	Kannur	1
12	GWHSS Cherukunnu	Government	Kannur	1
13	NSS HSS Aalakode	Aided	Kannur	1
14	Sir Syed HSS Talipparamba	Aided	Kannur	1
15	GHSS Maloth Kasba	Government	Kasaragod	1
16	GHSS Pallikkara	Government	Kasaragod	1
17	AEPMHSS Irumpanangadu	Aided	Kollam	1
18	GHSS Chithara	Government	Kollam	1
19	C.M.S H.S.SMelukavu	Aided	Kottayam	1
20	A J John Memorial HSS Chathangottunada	Aided	Kozhikode	1
21	AKKR HSS Chelannur	Aided	Kozhikode	1
22	BEMGirls' HSS Kozhikode	Aided	Kozhikode	1
23	Calicut Girls' HSSKundungal	Aided	Kozhikode	1
24	FMHSS Koombara	Aided	Kozhikode	1
25	GFHSS Puthiyappa	Government	Kozhikode	1
26	GGHSS Balusseri	Government	Kozhikode	1
27	GGHSS Madapplly	Government	Kozhikode	1
28	GHSSAvalaKuttoth	Government	Kozhikode	1
29	GHSS Azhiyoor	Government	Kozhikode	1
30	GHSS Beypore	Government	Kozhikode	2
31	GHSS Iringallur, Palazhi	Government	Kozhikode	1
32	GHSS Karapparamba	Government	Kozhikode	1

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Sl. No.	Name of the School	Management Category	District	No. of Teachers
33	GHSS Kolathur	Government	Kozhikode	1
34	GHSS Kunduparamba, Kozhikode	Government	Kozhikode	1
35	GHSS Kuttiadi	Government	Kozhikode	1
36	GHSS Mavoor	Government	Kozhikode	2
37	GHSS Neduvannur	Government	Kozhikode	1
38	GHSS Parambil. Kozhikode	Government	Kozhikode	1
39	GHSS Parayancheri	Government	Kozhikode	1
40	GHSS Peringolam	Government	Kozhikode	1
41	GHSS Poonoor	Government	Kozhikode	1
42	GHSS Puthupadi	Government	Kozhikode	2
43	GHSS Valayam	Government	Kozhikode	1
44	GHSS Velliyode	Government	Kozhikode	1
45	Govt Model HSS Kozhikode	Government	Kozhikode	1
46	GVHSS Madappally	Government	Kozhikode	1
47	JDT Islam Hss Kozhikode	Aided	Kozhikode	1
48	KKMGHSS Orkkatteri	Government	Kozhikode	1
49	Koodaranji Higher Secondary	Aided	Kozhikode	1
50	KPMSM HSS, Arikkulam	Aided	Kozhikode	1
51	Markaz Girls HSS Karanthoor	Aided	Kozhikode	2
52	N H S SVattoli	Aided	Kozhikode	1
53	NHSS Nochad	Aided	Kozhikode	1
54	Pavandoor HSS	Aided	Kozhikode	1
55	Rahmania H S S for Handicapped	Aided	Kozhikode	1
56	REC HSS Mukkam	Government	Kozhikode	1
57	RK Mission HSS,Calicut	Aided	Kozhikode	1
58	S N Trust's HSS Chelannur	Aided	Kozhikode	1
59	Savio HSS Devagiri	Aided	Kozhikode	2
60	St. Josephs Boys HSS Kozhikode	Aided	Kozhikode	1
61	St. Joseph's HSS Kodanchery	Aided	Kozhikode	1
62	St. Mary's HSS Maruthomkara	Aided	Kozhikode	1
63	T I M Girls' H S S Nadapuram	Aided	Kozhikode	1
64	Vadakkumpad HSS Paleri	Aided	Kozhikode	1
65	Velom HSS, Cherapuram	Aided	Kozhikode	1
66	AR Nagar HSS Chendappuraya	Aided	Malappuram	1
67	DH HSS Edappal	Aided	Malappuram	1

Sl. No.	Name of the School	Management Category	District	No. of Teachers
68	DU HSS Panakkad	Aided	Malappuram	1
69	EMEA HSS Kondotty	Aided	Malappuram	1
70	GHSS Cheriyaundam Malappuram	Government	Malappuram	1
71	GHSS Makkaraparamba	Government	Malappuram	1
72	GHSS Niramathur	Government	Malappuram	1
73	GHSS Othukkungal	Government	Malappuram	1
74	GMHSS Nilambur, Malappuram	Government	Malappuram	1
75	Govt Regional Fisheries Technical HSS. Tanur	Government	Malappuram	1
76	GVHSS Kondotty	Government	Malappuram	1
77	GVHSSOmanoor	Government	Malappuram	1
78	PCNGHSS Mookkuthala	Government	Malappuram	1
79	PMSA HSS, Manjeri	Aided	Malappuram	1
80	SV HSS Palemad	Aided	Malappuram	2
81	HSS Chalavara	Aided	Palakkad	1
82	GHSS Anavoor	Government	Thiruvananthapuram	1
83	Appunni Memorial HSSChemmanur	Aided	Thrissur	1
84	St Joseph's and St Cyril's HSSWest Mangad	Aided	Thrissur	1
85	GHSS Kattikulam	Government	Wayanad	1
86	GHSS Arattuthara	Government	Wayanad	1
87	GHSSVaduvanchal	Government	Wayanad	2
88	GHSS Valat	Government	Wayanad	1
89	GMHSS Vellamunda	Government	Wayanad	1

Statistical Techniques Used

Statistical techniques play a pivotal role in analysing and interpreting data.

Description of the selected statistical techniques used are given below:

A) Descriptive Statistics

Descriptive statistics summarize and organize data to provide an overview of the dataset's characteristics. These statistics are foundational for understanding the data before conducting inferential analysis.

1. Pie Diagram

A graphical representation of categorical data, where proportions of categories are shown as slices of a circle. Each slice's size is proportional to its frequency or percentage. Pie diagrams are particularly effective for visualizing the distribution of data across different categories.

2. Percentage Analysis

A method to express proportions or frequencies as percentages of the total. This technique is valuable for comparing relative frequencies across groups or categories, allowing investigators to highlight key patterns or trends in the dataset.

3. Mean, Median, and Mode

Mean. The arithmetic average, providing a measure of central tendency.

Median. The middle value when data is ordered, offering a robust measure unaffected by extreme values.

Mode. The most frequently occurring value in a dataset, useful for understanding the most common outcome.

4. Variance and Standard Deviation

Variance. A measure of data dispersion, indicating the degree to which individual data points deviate from the mean.

Standard Deviation. The square root of variance, representing the average distance of data points from the mean. It is widely used to assess the spread of data and its consistency.

5. *Skewness and Kurtosis*

Skewness. Describes the asymmetry of the data distribution. Positive skewness indicates a tail extending to the right, while negative skewness indicates a tail to the left.

Kurtosis. Indicates the "tailedness" of the distribution. High kurtosis signifies heavier tails and a sharper peak, while low kurtosis suggests lighter tails and a flatter distribution.

B) Inferential Statistics

Inferential statistics enable investigators to draw conclusions or make predictions about a population based on sample data. These techniques involve hypothesis testing and estimating population parameters.

1. *t-test*

A statistical test used to compare the means of two groups to determine whether the difference is statistically significant. Common variations include:

Independent t-test. Compares means of two independent groups.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

The numerator of the test statistic is the same. It is the difference between the averages of the two groups. The denominator is an estimate of the overall standard error of the difference between means. It is based on the separate standard error for each group.

Where,

$$\bar{X}_1 = \text{Mean for the first group}$$

\bar{X}_2 = Mean for the second group

SD₁ = Standard deviation for the first group

SD₂ = Standard deviation for the second group

N₁ = Size of the sample for the first group

N₂ = Size of the sample for the second group. (Best & Kahn, 2011)

Paired t-test. Compares means of the same group at two different times (e.g., pretest and post-test).

Assumes normality of data and homogeneity of variances.

2. Gain Score Analysis

Gain scores refer to the difference between post-test and pretest scores, reflecting the improvement or impact of an intervention. Gain scores provide insights into the impact of instructional strategies or treatments, offering a direct comparison of the change over time.

3. Cohen's d

A measure of effect size that quantifies the magnitude of difference between two group means in terms of standard deviation units. Cohen's *d* is particularly useful in interpreting the practical significance of findings.

Values are interpreted as small (0.2), medium (0.5), or large (0.8) effects, offering insights into the practical significance of research findings.

The numerical results obtained were discussed and interpreted to arrive at conclusions in succeeding chapters.

CHAPTER 4

ANALYSIS & INTERPRETATIONS

- *Section A: Qualitative Analysis*
- *Section B: Experimentation*

ANALYSIS AND INTERPRETATIONS

The present study is a critical analysis of the awareness of constitutional values and the development and validation of Module of Instructional Strategies (MIS) for the inculcation of selected values among higher secondary school students in Kerala. The study was carried out in two phases: Qualitative Analysis and Experimentation.

Section A: Qualitative Analysis

For the first phase of the study, analysis of the syllabus of Political Science subject of Higher Secondary Schools in Kerala was carried out through document analysis. The investigator also collected data from various higher secondary school students and teachers in Kerala through questionnaires. Awareness test on Constitutional values was administered by the investigator to analyze the level of attainment of Constitutional values in Higher secondary school students. Questionnaire on instructional strategies employed was administered to the higher secondary school teachers to get information about the process of teaching and learning.

I. Document Analysis

The investigator conducted a document analysis of the Coursebook and Sourcebook of standard XI Political Science (NCERT) to identify the broad constitutional values in them. It showed that the objectives of the Constitution as it is mentioned in the preamble- sovereignty, socialism, secularism, democracy – were the core values which was reflected throughout the Constitution. Republican character of Indian State, justice, liberty, equality, Fraternity, human dignity and the unity and integrity of the Nation were also prominent values that define the goals of Indian state. Based on the document analysis the researcher identified 13

broad constitutional values - sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity, unity and integrity of the nation, international peace and a just international order and fundamental duties - reflected in Fundamental Rights, Directive Principles of State Policy (DPSP) and Fundamental Duties which form the core topics in Chapter 2, 'Rights in Indian Constitution' of Plus one Political Science Coursebook (Constitution at a Work) of Kerala State Syllabus.

II. Percentage Analysis

Here the investigator tried to identify the extent of attainment of students regarding the constitutional values. For this purpose, item-wise percentage analysis was done for the data obtained from students.

A. Question-wise Percentage Analysis based on Awareness Test on Values for Students

The details are given below.

Question No. 1

“.....the society is bound to divide into two groups, the workers or labourers and the capitalists. In such a society the capitalist exploits the labourer. The labour class does not get the fruit of their hard-work. The capitalists go on getting richer and richer. They enjoy the honour and status of the masters and hold all power and pelf. They do not allow the labour class to come up economically and socially. This situation has tended to crop up in this country despite the law of the land quite against it...”

Choose the appropriate answer from the set given.

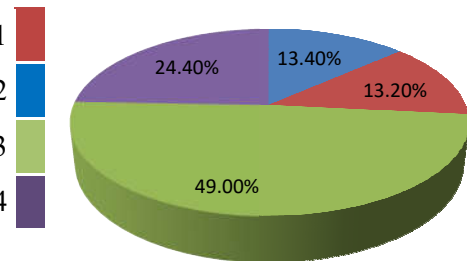
Table 8

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 1'

Options	N	%
1. Integrity	134	13.4
2. Secularism	132	13.2
3. Socialism	490	49.0
4. Sovereignty	244	24.4
Total	1000	100

Figure 4

Percentage of the Response of Students for 'Question No. 1'



Out of 1000 students, 490 of them (49 percent) have chosen their answer as 'Socialism'. 24.4 percent have considered 'Sovereignty' as their answer, 13.4 percent as 'Integrity' and the remaining 13.2 percent selected 'Secularism'. The correct answer of the item was 'Socialism'. It can be seen that almost half of the students failed to recognize the constitutional value presented by the item.

Question No. 2

Identify the idea conveyed in the picture.



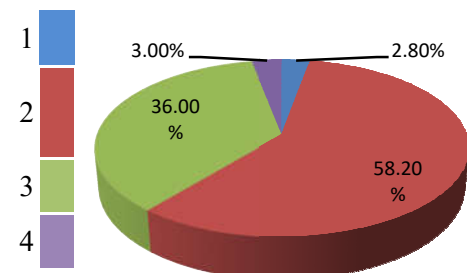
Table 9

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 2'

Options	N	%
1. I believe in Indian secularism	28	2.8
2. There is no meaning in doing things together	582	58.2
3. We have unity	360	36
4. We should stand in a row	30	3
Total	1000	100

Figure 5

Percentage of the Response of Students for 'Question No. 2'



The picture represents the concept of Indian Secularism. Only 2.8 percent of 1000 higher secondary school students recognized the correct concept of constitutional values represented by the given picture. But the remaining 97.2 percent students failed to identify the concept related to the constitutional value hidden in the picture. A good percent (58.2) of them reported their answer as ‘There is no meaning in doing things together’, 36 percent of them have the answer ‘We have unity’ and the remaining 3 percent of them ‘we should stand in a row’. This pattern of answering revealed that there is a low level of awareness regarding the constitutional value ‘Indian secularism’.

Question No. 3

“.....Every Indian citizen, above 18 years of age, can exercise the right to vote in India. There is no discrimination based on a person’s caste, creed, religion, gender or education when it comes to providing the right to vote....” But certain factors like illiteracy, gender discrimination, poverty, cultural disparity, political influence, casteism and communalism adversely affect this constitutional value. Which one of the following is referred here?

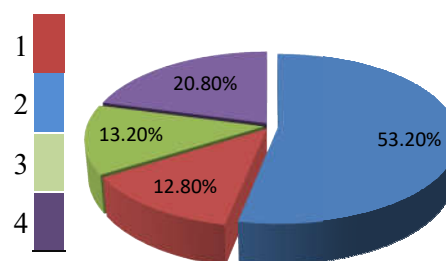
Table 10

Result of Percentage Analysis Regarding the Response of Students for ‘Question No. 3’

Options	N	%
1. Democracy	532	53.2
2. Secularism	128	12.8
3. Socialism	132	13.2
4. Sovereignty	208	20.8
Total	1000	100

Figure 6

Percentage of the Response of Students for ‘Question No. 3’



For the item, around half of the students (53.2 percent) identified the correct constitutional value ‘democracy’ as answer to the question. But the remaining 46.8

percent of the higher secondary school students have never recognized the correct answer. The wrong identification of constitutional values regarding the item expressed in percentage are Sovereignty - 20.8 percent, Socialism-13.2 percent and Secularism -12.8 percent respectively. It indicates that the higher secondary students need to increase their level of awareness of constitutional values.

Question No.4

While observing the picture below, which of the following idea comes into your mind



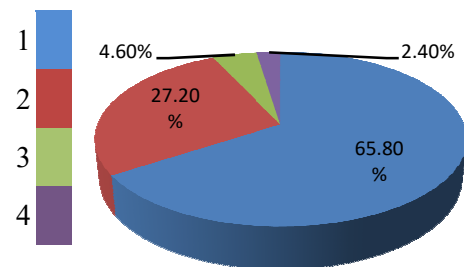
Table 11

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 4'

Options	N	%
1. Republican Character	658	65.8
2. National Freedom	272	27.2
3. National Integrity	46	4.6
4. Secularism in India	24	2.4
Total	1000	100

Figure 7

Percentage of the Response of Students for 'Question No. 4'



From the table, it can be seen that 65.8 percent of higher secondary school students selected 'Republican Character' as their answer after observing the picture. The results also revealed that, 27.2 percent answered it as 'National Freedom', 4.6 percent as 'National Integrity' and remaining 2.4 percentage, 'Secularism in India'. It revealed

that, 34.2 percent of the students have a wrong observation regarding the picture and students should be more aware of constitutional value 'Republican Character'.

Question No. 5

In *Satwant Singh vs. Asst. Passport Officer, New Delhi, AIR 1967 S.C. 1836*, the Supreme Court further extended the scope of the Article 21 and held that "right to travel abroad", was part of a person's personal liberty within the meaning of Article 21 of the Constitution. In this case, the petitioner, who was a citizen of India, had to travel frequently for business purposes. The Government ordered him to surrender the passport but the petitioner challenged it on the ground that the right to travel abroad and return to India was part of his personal liberty. The Supreme Court accepted the contention of the petitioner and held that the right to travel abroad was part of a person's personal liberty within the meaning of Article 21 and therefore no person can be deprived of his right to travel abroad except according to procedure established by law. In the light of the above verdict of Supreme Court, choose the appropriate statement.

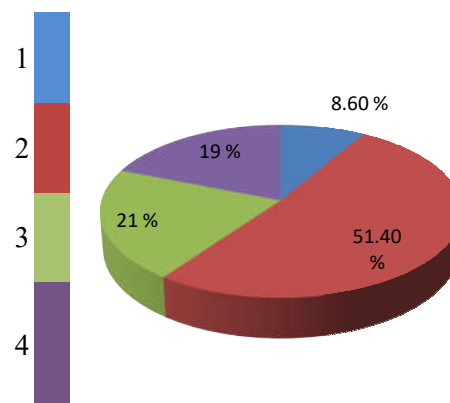
Table 12

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 5'

Options	N	%
1. No need of travelling abroad frequently	86	8.6
2. Right to liberty is more important	514	51.4
3. Secular nature of the country is supreme	210	21
4. We should obey the government in the case of travelling abroad	190	19
Total	1000	100

Figure 8

Percentage of the Response of Students for 'Question No. 5'



It was noticed that, 51.4 percent students opined that there is a violation regarding the constitutional value ‘Right to liberty’. But the remaining half of the students has never identified the violated values. Hence there is a need for increasing the awareness of constitutional value ‘right of the individual’ among higher secondary school students.

Question No. 6

Which of the following statements does not represent the picture directly?

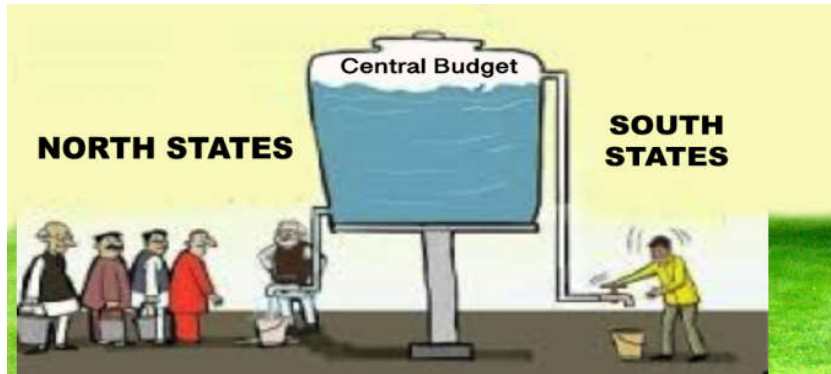


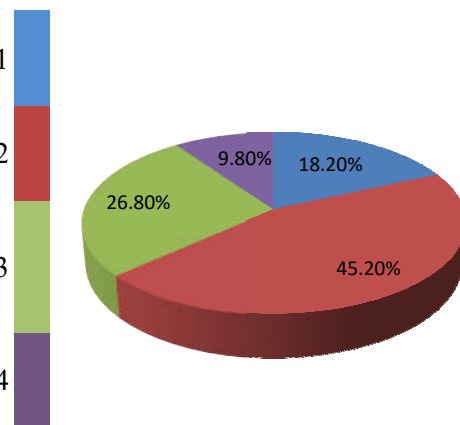
Table13

Result of Percentage Analysis Regarding the Response of Students for ‘Question No. 6’

Options	N	%
1. Central budget is like water distribution	182	18.2
2. There should be equal Justice to every state in India	452	45.2
3. North states are getting more water compared to south states	268	26.8
4. North states are better in all aspects	98	9.8
Total	1000	100

Figure 9

Percentage of the Response of Students for ‘Question No. 6’



It can be noticed that, out of 1000 students only 45.2 percent of the higher secondary school students observed the picture and identified the correct constitutional value

‘equal justice’ that is the main aspect of this image through reporting ‘There should be equal justice to every state in India’. 26.8 percent have selected ‘North states are getting more water compared to south states’, 18.2 percent selected ‘Central budget is like water distribution’ and 9.8 percent believed that ‘North states are better in all aspects’. This variation between the percentage of students correct and wrong response also strengthen the need for increasing the level of attainment of constitutional values among higher secondary school students.

Question No. 7

The students in this picture are taking national pledge of India. Choose the appropriate concept closely connected to the picture?



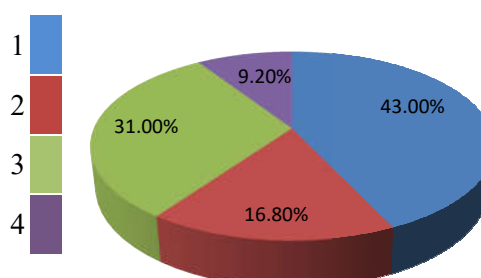
Table 14

Result of Percentage Analysis Regarding the Response of Students for ‘Question No. 7’

Options	N	%
1. Discipline	430	43
2. Freedom of Students	168	16.8
3. Fraternity	310	31
4. Socialism	92	9.2
Total	1000	100

Figure 10

Percentage of the Response of Students for ‘Question No. 7’



From the table, it is clear that only 31 percent of the students have conveyed the message in the given picture regarding constitutional value ‘Fraternity’. The

remaining 69 percent of them have wrongly perceived the matter regarding the constitutional value depicted in the image and it is 43 percent for ‘Discipline’, 16.8 percent for ‘Freedom of Students’ and 9.2 percent for ‘Socialism’ respectively. It needs an intervention to overcome the difficulties of students for attaining the constitutional values.

Question No. 8

Choose the correct statement based on the picture.



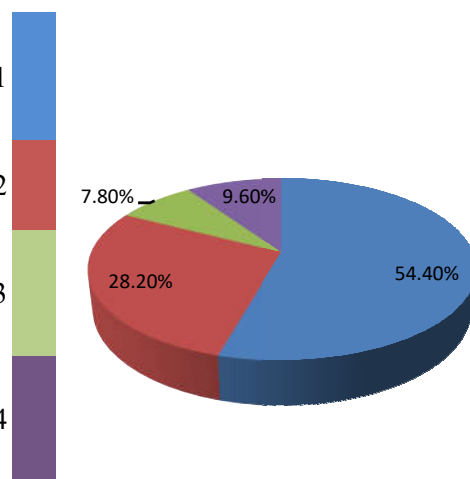
Table 15

Result of Percentage Analysis Regarding the Response of Students for ‘Question No. 8’

Options	N	%
1. Discrimination based on religion, gender, caste etc. should be avoided	544	54.4
2. Equality should be there in every opportunity	282	28.2
3. Since I belong to upper caste group, I am totally against the reservation	78	7.8
4. The reservation policy should be continued forever.	96	9.6
Total	1000	100

Figure 11

Percentage of the Response of Students for ‘Question No. 8’



From the analysis, it is understood that 28.2 percent of the higher secondary school students correctly expressed their feeling based on the values (equality) represented in the given picture. But 70.8 percent of the students perceived the picture in a

wrong manner. This reveals that there is a need to give awareness to the students about the constitutional value 'equality'.

Question No. 9

..... can be realized by abolishing untouchability among different sectors of the community, and abolishing all communal or sectarian discriminatory feelings which stand in the way of unity of India. Choose the right answer.

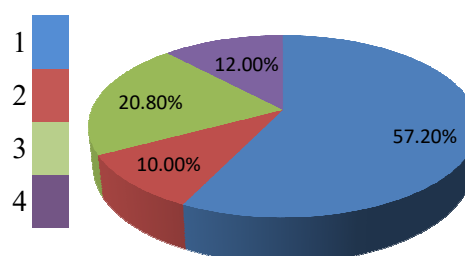
Table 16

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 9'

1.Options	N	%
2.Freedom	572	57.2
3.Fraternity	100	10
4.Equality	208	20.8
5.Secularism	120	12
Total	1000	100

Figure 12

Percentage of the Response of Students for 'Question No. 9'



Out of 1000 higher secondary students, only 20.8 percent have realized that 'equality' can be realized by abolishing untouchability among different sectors of the community, and abolishing all communal or sectarian discriminatory feelings which stand in the way of unity of India. Here 57 percent of the students reported that freedom is realized through this, while 10 and 12 percent of them said that it is fraternity and secularism respectively. These figures also reveal the students' need to attain more awareness about the constitutional value, equality.

Question No. 10

"To provide opportunities for education by the parent the guardian, to his child, or a ward between the age of 6-14 years as the case may be". Under which category does this belong to?

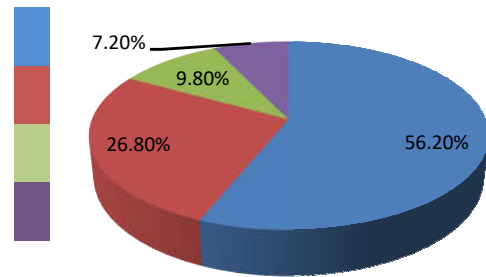
Table 17

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 10'

Options	N	%
1. Fundamental duties	562	56.2
2. Fundamental rights	268	26.8
3. Economic rights	98	9.8
4. Consumer rights	72	7.2
Total	1000	100

Figure 13

Percentage of the Response of Students for 'Question No. 10'



Here we can see that, 56.2 percent of the students could identify the correct category, 'Fundamental Duties'. A few of them have a confusion to select the correct category and 26.8 percent of them mistakenly answered it as 'fundamental rights' they selected economic rights (9.8 percent) and consumer rights (7.2 percent) as their answer. 56.2 percent of them of the right and they select Fundamental Duties as their answer. This reveals that there is a need to make awareness among the higher secondary school students about different categories of rights and duties.

Question No. 11

'..... demands the regulation of selfish actions of people for securing a fair distribution, equal treatment of equals, and proportionate and just rewards for all. It stands for harmony between individual interests and the interests of society'.

Fill in the blanks choosing appropriate answer.

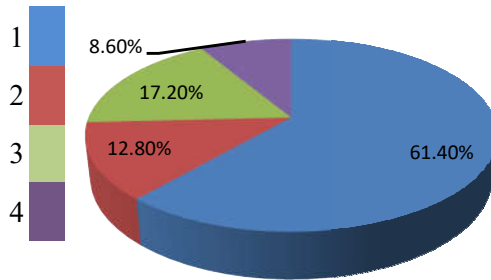
Table 18

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 11'

Options	N	%
1. Freedom	614	61.4
2. Secularism	128	12.8
3. Justice	172	17.2
4. Discipline	86	8.6
Total	1000	100

Figure 14

Percentage of the Response of Students for 'Question No. 11'



17.2 percent of the higher secondary school students reported that 'justice' demands the regulation of selfish actions of people for securing a fair distribution, equal treatment of equals, and proportionate and just rewards for all. It stands for harmony between individual interests and the interests of society. But 61.4 percent of them have selected 'freedom' as the answer, 12.8 percent selected 'secularism' and 8.6 of them, 'Discipline' as their answers. It is clear that higher secondary school students need more awareness about different rights and constitutional values.

Question No. 12

Choose the appropriate answer to fill in the answer for the girl in the picture:



Table 19

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 12'

Options	N	%
1. Indian Democracy	386	38.6
2. Sovereignty in India	338	33.8
3. Military Power in India	132	13.2
4. Minority Rights in India	144	14.4
Total	1000	100

Figure 15

Percentage of the Response of Students for 'Question No. 12'

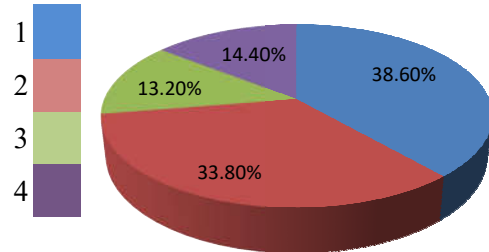


Table reveals that, out of 1000 higher secondary school students, only 38.8 percent of them have an idea about 'Sovereignty in India' based on the given picture. It can be understood that 38.6 percent of students do not have much understanding about India's sovereignty of Indian democracy. Similarly, 13.2 percent of them do not have a clear understanding of 'Sovereignty India' and 'military power in India'. The remaining 14.4 percent have not idea about Indian sovereignty or minority rights in India. Therefore, it can be understood that necessary things need to be implemented to achieve Indian constitutional values among the higher secondary school students.

Question No. 13

.....ensures equal participation of every individual in all the processes of democratic governance.

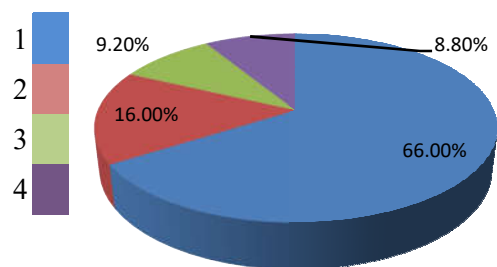
Table 20

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 13'

Options	N	%
1. Rights of the individual	660	66
2. Power of the individual	160	16
3. Identity of the individual	92	9.2
4. Dignity of the Individual	88	8.8
Total	1000	100

Figure 16

Percentage of the Response of Students for 'Question No. 13'



From the table, we can see that, a few of the higher secondary students (8.8 percent) have an understanding about ‘dignity of the individual’. But majority of them (91.2 percent) have not aware about dignity of an individual. Among this, 66 percent have wrongly stated that ‘right of the individual ensures equal participation of every individual in all the processes of democratic governance. 16 percent of them have wrongly stated that it is the power of the individual and the remaining 9.2 percent that it is the identity of the individual. Hence the above figures shed light on the fact that, the students have not been achieved any idea about the dignity of the individual.

Question No.14

The picture conveys the message of.....



Table 21

Result of Percentage Analysis Regarding the Response of Students for ‘Question No. 14’

Options	N	%
1.Unity and Integrity of the nation	628	62.8
2.Religious promotion march	232	23.2
3.Indian democracy	108	10.8
4.Fundamental duties	32	3.2
Total	1000	100

Figure 17

Percentage of the Response of Students for ‘Question No. 14’

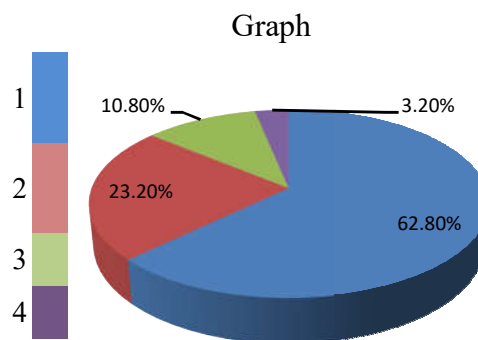


Table reveals that, majority of the students (62.8) has conveyed the correct message related to constitutional value i.e., ‘Unity and integrity of the nation’ in the given picture. But the remaining 37.2 of them failed to convey the correct message regarding the picture. 23.2 percent of them marked it as a religious promotion march, 10 percent of them as ‘Indian Democracy’, and the remaining 3.2 percent as ‘Fundamental Duties’. Hence the result proves that, there is a need of awareness for the higher secondary school students more about unity and integrity of the nation.

Question No.15

Thought, expression, belief, faith and worship are one of the core values of.....

Table 22

Result of Percentage Analysis Regarding the Response of Students for ‘Question No. 15’

Options	N	%
1. Rights	386	38.6
2. Liberty	282	28.2
3. Equality	234	23.4
4. Fraternity	98	9.8
Total	1000	100

Figure 18

Percentage of the Response of Students for ‘Question No. 15’

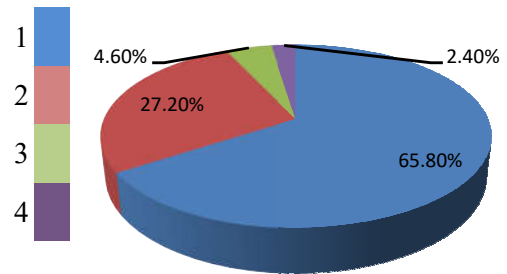


Table reveals that, out of 1000 higher secondary school students, only 28.2 percent of them have the correct idea about the core values of liberty. The core values of liberty are thought, expression, belief, faith and worship. But 38.6 percent of the students reported that it is the core value of ‘Rights’. 23.4 percent of them reported ‘equality’ and remaining 9.8 percent as ‘fraternity’. Hence the result strongly proves that teaching and learning need to be re organized in such a way that children become deeply aware of values like Rights, Liberty, Equality and Fraternity.

Question No.16

What message is conveyed by the child and parent in the cartoon below?



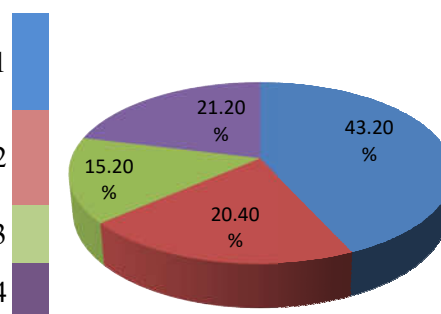
Table 23

Result of Percentage Analysis Regarding the Response of Students for 'Question No. 16'

Options	N	%
1. Awareness about nuclear weapons	432	43.2
2. International Peace and Security	204	20.4
3. Importance of mass media	152	15.2
4. International brotherhood	212	21.2
Total	1000	100

Figure 19

Percentage of the Response of Students for 'Question No. 16'



Here the table illustrates that only 20.4 percent of the higher secondary school students have knowledge about 'International Peace and Security' because they got the correct message. The remaining 79.6 percent of them have failed to understand the correct message in the given picture and they have some confusion to get the idea. The above information shows that the higher secondary school students need more awareness about constitutional values.

Discussion

The purpose of the test was to measure the awareness of the constitutional values of students in Higher Secondary Schools of Kerala especially regarding Sovereignty, Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Dignity of the Individual, Unity and Integrity of the nation, International Peace and a Just International Order and Fundamental Duties.

The results of the analysis showed that only 2.8 percent of 1000 higher secondary school students could recognize the concept of Indian Secularism. This, being the lowest percentage of responses made by students on constitutional values, there is a significantly low level of awareness regarding the constitutional value 'Indian secularism'. It shows that urgent intervention is required to overcome the difficulties of students for attaining the constitutional value secularism.

Only 8.8 percent of students showed awareness regarding the value 'dignity of individual'. It also shows the lower percentages of responses made by students on constitutional values justice (social justice 17.2 percentage), liberty (fundamental concept of liberty 20.2 percentage), equality (against discrimination 20.8 percentage, protective discrimination 28.2 percentage) and fraternity (31percentage). Since the concomitance of justice, liberty, equality and fraternity is the urgent requirement for establishing a truly democratic order with its ultimate goal of protecting the dignity of the individual and unity of nation, there is a dire need for increasing the awareness of these constitutional values among higher secondary school students.

50 percent of the students failed to recognize the constitutional values liberty, democracy, unity and integrity and republican character of the nation from the context-based questions regarding those values. This shows an average level of awareness of the constitutional values, liberty, democracy, unity and integrity and

republican character, which also revealed the students' need to attain more awareness in this regard.

The analysis and discussions of Section A, indicates the need to change the existing style of teaching of the Constitutional values and hence reflects the need to develop a module of instructional strategies for inculcating constitutional values (MIS) for higher secondary school students in Kerala.

B. Percentage Analysis based on Questionnaire for Teachers

The questionnaire was administered to get information about the instructional strategies adopted by teachers in higher secondary schools for inculcating Constitutional values, methods of teaching they are using and how they perceive the learning of students etc.

Item No. 1

Before Lockdown did you have accessed/used online strategies?

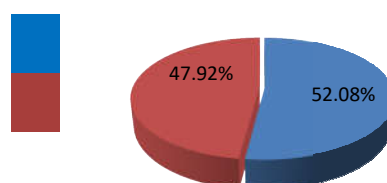
Table 24

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 1'

Options	N	%
Yes	50	52.08
No	46	47.92
Total	96	100

Figure 20

Percentage of the Response of Teachers for 'Item No. 1'



Out of 96 teachers, 50 of them (52.08 percent) applied online strategies in their teaching process before lockdown period. Almost same percent (47.92) of the teachers followed the existing teaching strategies before lockdown period.

Item No. 2

Do you feel that multimedia-based instruction is helpful for better understanding for the students?

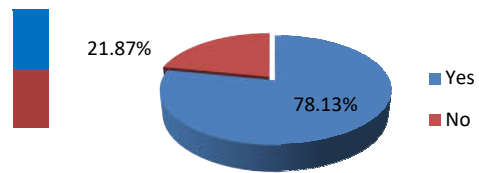
Table 25

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 2'

Options	N	%
Yes	75	78.13
No	21	21.87
Total	96	100

Figure 21

Percentage of the Response of Teachers for 'Item No. 2'



Out of 96 teachers, 75 of them (78.13 percent) felt that multimedia-based instruction is helpful for better understanding for the students. But the remaining number of teachers (21.87 percent) didn't agree with this.

Item No. 3

Which method do you prefer to transact constitutional values in your classrooms?

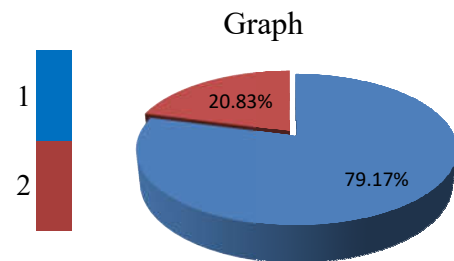
Table 26

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 3'

Options	N	%
1.Multimedia- Based Instruction	76	79.17
2.Traditional Teaching-Learning	20	20.83
Total	96	100

Figure 22

Percentage of the Response of Teachers for 'Item No. 3'



Out of 96 teachers, 79.17 percent of teachers preferred multimedia-based instruction to transact constitutional values in their classrooms and the remaining 20.83 percent of them depended traditional teaching-learning.

Item No. 4

Do you apply the principles of critical pedagogy for the transaction of constitutional values in your classroom?

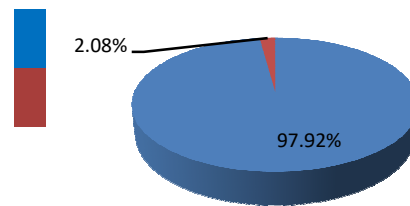
Table 27

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 4'

Options	N	%
No	94	97.92
Yes	2	2.08
Total	96	100

Figure 23

Percentage of the Response of Teachers for 'Item No. 4'



Out of 96 teachers, almost all (97.92 percent) teachers opined that they did not apply the principles of critical pedagogy for the transaction of constitutional values in their classroom. A very few of them (only 2.08 percent) applied the principles of critical pedagogy for the transaction of constitutional values in their classroom.

Item No. 5

Did you feel any difficulties in imparting constitutional values through the traditional teaching learning?

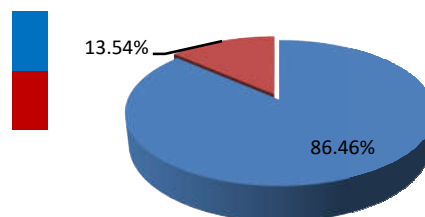
Table 28

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 5'

Options	N	%
Yes	83	86.46
No	13	13.54
Total	96	100

Figure 24

Percentage of the Response of Teachers for 'Item No. 5'



Out of 96 teachers, majority of them (86.46 percent) felt difficulties in imparting constitutional values through the traditional teaching learning. But remaining of them (13.54 percent) felt no difficulty while imparting constitutional values through this mode.

Item No. 6

How satisfied are you with the external resources to transact constitutional values?

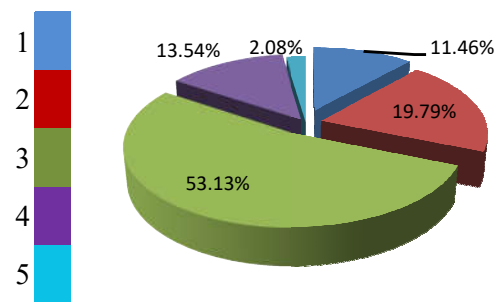
Table 29

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 6'

Options	N	%
1. Not at all Satisfied	11	11.46
2. Slightly Satisfied	19	19.79
3. Moderately Satisfied	51	53.13
4. Very Satisfied	13	13.54
5. Extremely Satisfied	2	2.08
Total	96	100

Figure 25

Percentage of the Response of Teachers for 'Item No. 6'



From the above results, it can be noticed that, majority of the teachers (51.13 percent) are moderately satisfied with the external resources to transact constitutional values. Some of them were slightly (19.79 percent) and very much (13.54%) satisfied with these resources. Only 2.08 percent of them have extremely satisfied and 11.46 percent of them have not at all satisfied with these resources. These results conclude that higher secondary school teachers are moderately satisfied with the external resources that may transact constitutional values.

Item No. 7

How satisfied are you with the availability of digital teaching learning facilities of your institution?

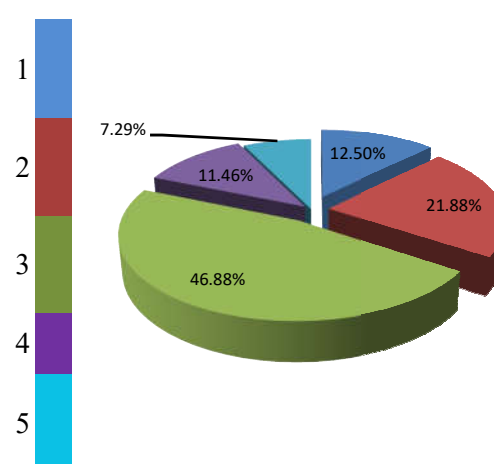
Table 30

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 7'

Options	N	%
1. Not at all Satisfied	12	12.50
2. Slightly Satisfied	21	21.88
3. Moderately Satisfied	45	46.88
4. Very Satisfied	11	11.46
5. Extremely Satisfied	7	7.29
Total	96	100

Figure 26

Percentage of the Response of Teachers for 'Item No. 7'



From the above results, it can be noticed that, majority of the teachers (46.88 percent) were moderately satisfied with the availability of digital teaching learning facilities in their institutions. Some of them were slightly (21.88 percent) and very (11.46%) satisfied with the availability of digital teaching learning facilities at their institutions. Out of 96 teachers, 7.29 percent of them were extremely satisfied with these facilities. But 12.50 percent of them were not at all satisfied with the availability of digital teaching learning facilities of their schools.

Item No. 8

How satisfied are you with the syllabus content for the transaction of constitutional values?

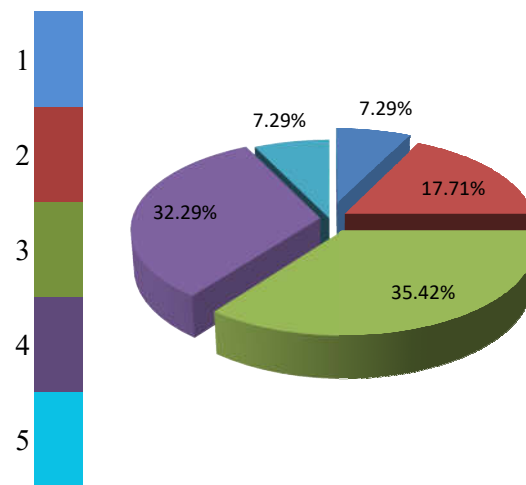
Table 31

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 8'

Options	N	%
1. Not at all Satisfied	7	7.29
2. Slightly Satisfied	17	17.71
3. Moderately Satisfied	34	35.42
4. Very Satisfied	31	32.29
5. Extremely Satisfied	7	7.29
Total	96	100

Figure 27

Percentage of the Response of Teachers for 'Item No. 8'



From the above results, majority of the higher secondary school teachers were moderately (35.42 percent) and very much satisfied (32.29 percent) with the syllabus content for the transaction of constitutional values. A small portion of them i.e., 17.71 percent have slightly satisfied with this and the percent of teachers regarding 'not at all satisfied' and 'extremely satisfied' are 7.29 percent. This result indicates that a large majority of teachers in higher secondary schools are satisfied with the syllabus content for the transaction of constitutional values.

Item No. 9

‘Co-curricular activities facilitate the transaction of constitutional values.’
Do agree?

Table 32

*Result of Percentage Analysis
Regarding the Response of Teachers
for ‘Item No. 9’*

Options	N	%
1. Strongly Disagree	2	2.08
2. Disagree	16	16.67
3. Neutral	30	31.25
4. Agree	37	38.54
5. Strongly Agree	11	11.46
Total	96	100

Figure 28

*Percentage of the Response of
Teachers for ‘Item No. 9’*

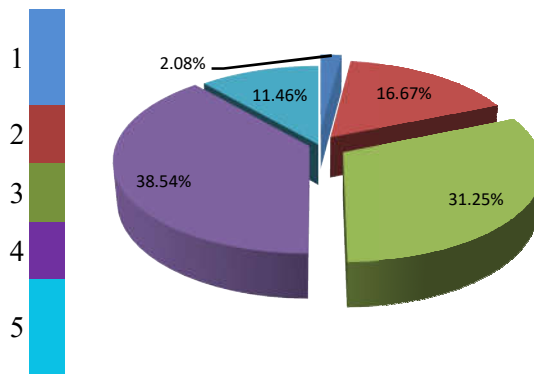


Table reveals that, majority of the higher secondary school teachers agreed that, (38.54 percent) co-curricular activities facilitates the transaction of constitutional values and 11.46 percent of them strongly agree with the same. Other important percent (31.25) of them responded neutrally. A few of the teachers (16.67 percent) expressed their disagreement in this matter and only 2.08 percent strongly opposed this statement.

Item No. 10

Which of the following teaching materials did you feel effective for teaching Constitutional values?

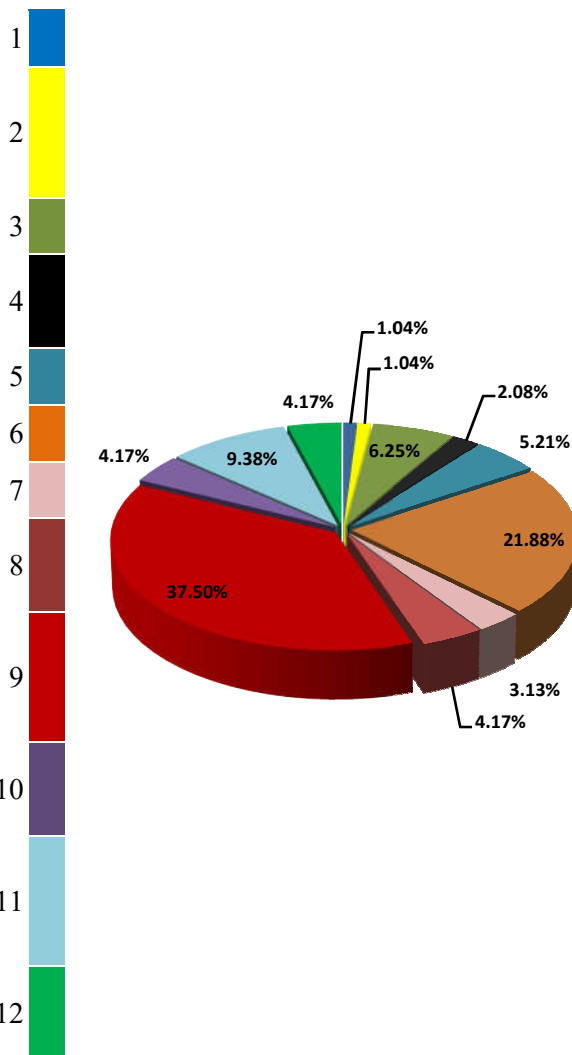
Table 33

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 10'

Options	N	%
1. Audio	1	1.04
2. Audio, Documents, Textbook	1	1.04
3. Documents	6	6.25
4. Documents, Textbook	2	2.08
5. Textbook	5	5.21
6. Video	21	21.88
7. Video, Audio	3	3.13
8. Video, Audio, Documents	4	4.17
9. Video, Audio, Documents, Textbook	36	37.50
10. Video, Documents	4	4.17
11. Video, Documents, Textbook	9	9.38
12. Video, Textbook	4	4.17
Total	96	100

Figure 29

Percentage of the Response of Teachers for 'Item No. 10'



Out of 96 teachers, majority of them (37.50 percent) reported all teaching materials (i.e., Video, Audio, Documents, Textbook) were effective for teaching constitutional

values but another major part of them (21.88 percent) considered only video as their effective teaching material for constitutional values. Some other teachers also suggested that, 'video' as the effective resource material along with the other materials like 'documents' (4.17 percent), 'textbook' (4.17 percent) and 'audio' (3.13 percent) for teaching constitutional values. Here the result shows that, 6.25 and 5.21 percent of them only agreed that Documents and Textbooks respectively as effective teaching materials to transact constitutional values, 2.08 percent of them agreed both these two materials (Document and Textbook) and 1.04 percent suggested these two materials along with Audio and 9.38 percent along with video materials as the effective materials for teaching constitutional values.

Item No. 11

Did you utilize any other external resources in the classes on constitutional values?

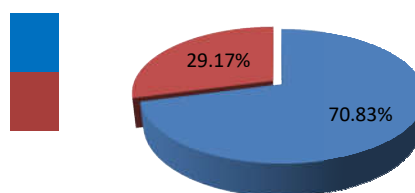
Table 34

*Result of Percentage Analysis
Regarding the Response of Teachers
for 'Item No. 11'*

Options	N	%
Yes	68	70.83
No	28	29.17
Total	96	100

Figure 30

*Percentage of the Response of
Teachers for 'Item No. 11'*



From the result, majority (70.83 percent) of the teachers utilized other external resources (except the materials viz., video, audio, documents and textbook) in the classes on constitutional values. Only 29.17 percent of them never used other external resources for teaching constitutional values.

Item No. 12

How satisfied are you with your classes to transact constitutional values?

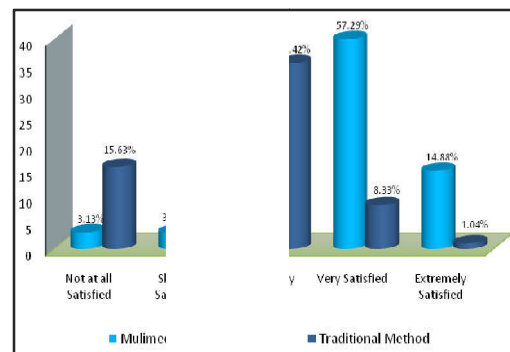
Table 35

*Result of Percentage Analysis
Regarding the Response of Teachers
for 'Item No. 12'*

Options	Multimedia-based Instruction		Traditional teaching - learning	
	N	%	N	%
Not at all Satisfied	3	3.13	15	15.63
Slightly Satisfied	3	3.13	38	39.58
Moderately Satisfied	21	21.88	34	35.42
Very Satisfied	55	57.29	8	8.33
Extremely Satisfied	14	14.58	1	1.04
Total	96	100	96	100

Figure 31

Percentage of the Response of Teachers for 'Item No. 12'



As per the result in Table 35, it is indicated that majority of the higher secondary school teachers who followed multimedia-based instruction strategy agreed that they were very satisfied (57.29 percent) with their classes to transact constitutional values. Along with this, 21.88 percent teachers were found moderately satisfied and 14.58 percent of the teachers, extremely satisfied with their classes using multimedia-based instruction, to fulfill their aim to transact constitutional values to their students. Few of them have reported under the categories not at all (3.13 percent) or slightly satisfied (3.13 percent) group. But in the case of teachers who followed traditional teaching learning methods, majority of them have slightly (39.58 percent) and moderately (35.42 percent)

satisfied with their classes to transact constitutional values. Some teachers (8.33 percent) from this category were very satisfied and a few of them (1.04 percent) were extremely satisfied with the purpose. But 15.63 percent of them were not at all satisfied with their classes using traditional teaching learning methods. These indicate that teachers who followed multimedia based instruction method were found more satisfied with their classes to transact constitutional values than those who followed traditional method.

Item No. 13

What is your opinion regarding the relevance of Lecture & Activity methods?

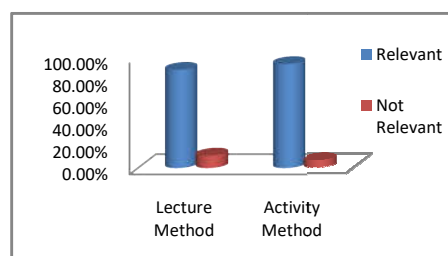
Table 36

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 13'

Options	Lecture Method		Activity Method	
	N	%	N	%
Relevant	85	88.54	90	93.75
Not-relevant	11	11.46	6	6.25
Total	96	100		

Figure 32

Percentage of the Response of Teachers for 'Item No. 13'



From the result, it can be interpreted that majority of the teachers suggested that both lecture (88.54 percent) and activity (93.75 percent) sessions are relevant. Only a few percentages of them found that the lecture method (11.46) not relevant and the remaining very few percentages of them (6.25) opined that activity method was not relevant.

Item No. 14

How satisfied are you with the digital resources available for transacting constitutional values?

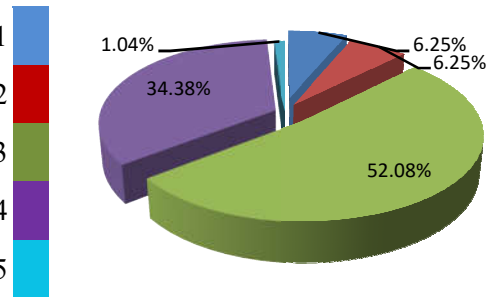
Table 37

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 14'

Options	N	%
1. Not at all Satisfied	6	6.25
2. Slightly Satisfied	6	6.25
3. Moderately Satisfied	50	52.08
4. Very Satisfied	33	34.38
5. Extremely Satisfied	1	1.04
Total	96	100

Figure 33

Percentage of the Response of Teachers for 'Item No. 14'



From the results in Table 37, majority of the higher secondary school teachers were moderately satisfied (52.08 percent) with the available digital resources for transacting constitutional values. A few teachers (34.38 percent) were very satisfied with the availability of digital resources for transacting constitutional values among students.

Item No. 15

Which strategy do you think is effective to inculcate Constitutional values?

Table 38

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 15'

Options	N	%
1. Asking questions based on the previous knowledge	59	61.46
2. Contextualizing Rights	26	27.08
3. Listing out Rights	5	5.21
4. Using quotes	6	6.25
Total	96	100

Figure 34

Percentage of the Response of Teachers for 'Item No. 15'

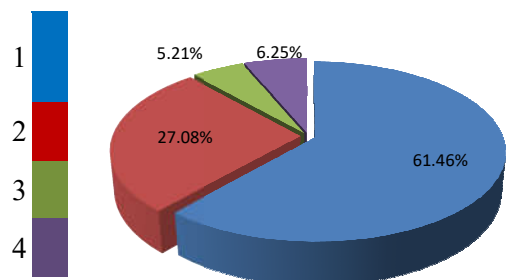


Table 38 clearly shows that, most of the teachers (61.46 percent) preferred ‘asking questions based on the previous knowledge’ to inculcate Constitutional values in their classes and only 27.08 percent of them preferred ‘contextualizing rights’ for this purpose. 5.21 and 6.25 percent of teachers preferred ‘listing out rights’ and ‘using quotes’ methods to inculcate Constitutional values among their students.

Item No. 16

Which method will you adopt for introducing a concept to the students?

Table 39

Result of Percentage Analysis Regarding the Response of Teachers for ‘Item No. 16’

Options	N	%
1. Activity oriented	18	18.75
2. Collaborative method	39	40.63
3. Learner centered	36	37.50
4. Teacher centered	3	3.13
Total	96	100

Figure 35

Percentage of the Response of Teachers for ‘Item No. 16’

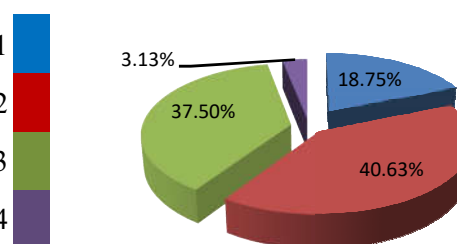


Table 39 shows that majority of the teachers adopted ‘Collaborative Method (40.63 percent) and Learner Centered method (37.50 percent)’ for introducing a concept to the students. 18.75 percent of them provided activity-oriented method and a few of them (only 3.13 percent) adopted teacher-centered method to introduce the concept.

Item No. 17

How do the students respond during a topic presentation?

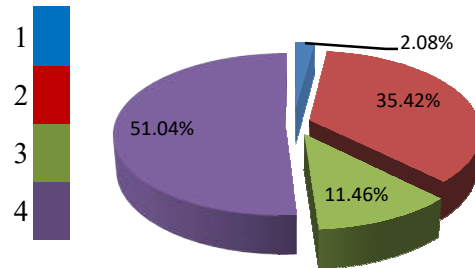
Table 40

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 17'

Options	N	%
1. Feel not interested	2	2.08
2. Involve as a co-partner	34	35.42
3. Listen passively	11	11.46
4. Participate actively	49	51.04
Total	96	100

Figure 36

Percentage of the Response of Teachers for 'Item No. 17'



As per table 40, majority of the teachers (51.04 percent) responded that the students actively participates while a topic presentation. A few of the teachers (35.42 percent) reported that the students involve as a co-partner and 11.46 percent have noticed that, the students listens passively while a topic presentation. Very less of them stated that the students are seen not interested during topic presentation.

Item No. 18

How do you differentiate between Fundamental Rights and other rights?

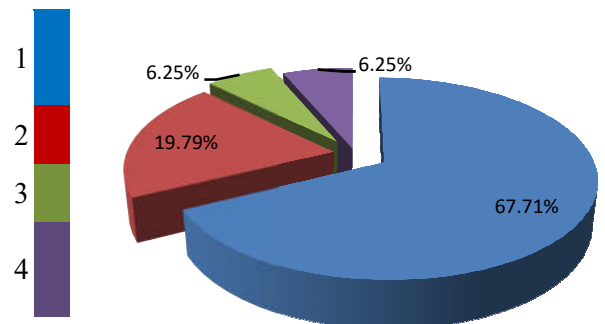
Table 41

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 18'

Options	N	%
1. Conducting group discussion	65	67.71
2. Exhibiting slides	19	19.79
3. Giving assignment	6	6.25
4. Writing on the blackboard	6	6.25
Total	96	100

Figure 37

Percentage of the Response of Teachers for 'Item No. 18'



Here the table interprets that majority of the teachers (67.71) conducted group discussions for differentiating fundamental rights and other rights. 19.79 percent of them have exhibiting slides for this purpose. But only 6.25 percent of them gave assignment and other same percent of them used writing on the blackboard to extract these rights.

Item No. 19

At which of the following levels will you plan to teach Fundamental Rights?

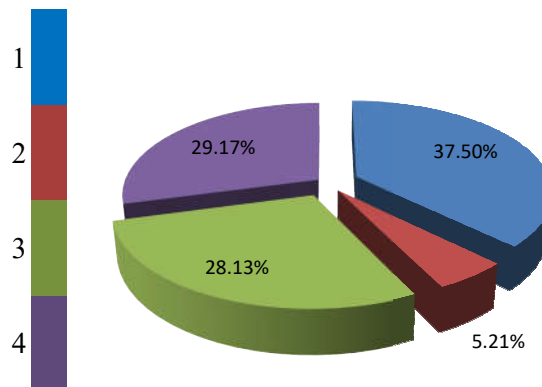
Table 42

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 19'

Options	N	%
1. Interpretation level	36	37.50
2. Knowledge level	5	5.21
3. Understanding level	27	28.13
4. Application level	28	29.17
Total	96	100

Figure 38

Percentage of the Response of Teachers for 'Item No. 19'



Above table elaborate that to teach fundamental rights, only a few of the teachers preferred to plan at interpretation level (37.5 percent). A few of the teachers preferred to plan at application (29.17 percent) and understanding (28.13 percent) levels to teach fundamental rights. A very few of them (5.21 percent) chose planning at knowledge level.

Item No. 20

What kind of activities will you provide for classifying Fundamental Rights?

Table 43

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 20'

Options	N	%
1. Assignment	10	10.42
2. Group discussion	60	62.50
3. Project	10	10.42
4. Seminar	16	16.67
Total	96	100

Figure 39

Percentage of the Response of Teachers for 'Item No. 20'

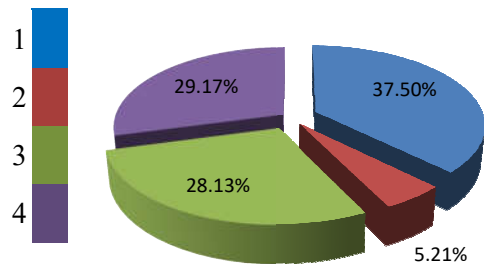


Table 43 reveals that major part of the teachers (62.50 percent) chose providing group discussions for classifying fundamental rights. Some of them provided seminar (16.67 percent), assignment (10 percent) and project (10.42) for classifying these rights.

Item No. 21

How did you incorporate contemporary affairs in the teaching of Fundamental Rights?

Table 44

Result of Percentage Analysis Regarding the Response of Teachers for 'Item No. 21'

Options	N	%
1. Through videos	18	18.75
2. Through digital media	34	35.42
3. Through newspaper cutting	27	28.13
4. Through teacher talk.	17	17.71
Total	96	100

Figure 40

Percentage of the Response of Teachers for 'Item No. 21'

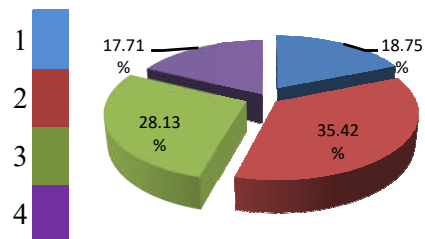


Table reveals that, majority of the higher secondary school teachers (35.42 percent) incorporated the contemporary affairs in the teaching of fundamental rights through digital media. Some part of them (28.13 percent) incorporated this process through newspaper cuttings and 18.75 percent of them through videos. The remaining 17.71 percent of the teachers incorporated this thing through teacher talk. Only 35.4% of the teachers incorporated contemporary affairs in the teaching of Fundamental Rights.

Discussion

The test was conducted to get information about the Instructional strategies adopted by teachers in higher secondary schools for inculcating constitutional values, methods of teaching they are using, how they perceive the learning of students etc. The result of the analysis based on the pedagogical dimensions revealed a large majority of the teachers (86.46 percent) felt difficulties in imparting constitutional values through the traditional teaching learning and a majority of them (78.13 percent) felt that multimedia-based instruction is helpful for better understanding of concepts for the students. 79.17 percent of teachers preferred multimedia-based instruction to transact constitutional values in their classrooms. It indicates the need for changes to be implemented in the pedagogical approaches and methods.

The results of the analysis based on the cognitive dimension showed that only a few of the teachers preferred to plan at interpretation level (37.5 percent) and only 35.4% of the teachers incorporated contemporary affairs in the teaching of fundamental rights. This highlights the need for focusing on the changes to be incorporated in the existing levels of planning and execution of classroom teaching for the transaction of constitutional values.

In the technological dimension, majority of the higher secondary school teachers were moderately satisfied (52.08 percent) with the available digital resources for transacting constitutional values. The higher secondary school teachers who followed multimedia-based instruction strategy agreed that they were very

satisfied (57.29 percent) with their classes to transact constitutional values. This indicates that teachers who followed multimedia based instruction method were found more satisfied with their classes to transact constitutional values than those who followed traditional method.

In the organizational dimension, the results of the analysis showed that teachers are managing the available resources to support teaching learning of constitutional values, but half of the percentage of the teachers (46.88 percent) were moderately satisfied with the availability of digital teaching learning facilities in their institutions. Eventhough a large majority (70.83 percent) of the teachers utilized external resources (except the materials viz., video, audio, documents and textbook) for the purpose of transaction of constitutional values, only 38.54 percent of the higher secondary school teachers agreed that, co-curricular activities facilitate the transaction of constitutional values and they are moderately satisfied with the external resources that may transact constitutional values. It was revealed that there is a need for improving the digital teaching learning facilities in the schools. It also shows that teachers are to be made aware of the possibilities of utilizing external resources in an institution for the transaction of constitutional values and such resources are to be strengthened up to the mark.

Section B: Experimentation

As a second phase of the study the investigator developed Module of Instructional Strategies (MIS) based on the selected 13 constitutional values using eXe.26 platform and conducted experiment using MIS.

The major purpose of the study was to develop, validate and test the Module of Instructional Strategies (MIS) for the inculcation of constitutional values among higher secondary schools in Kerala. A quasi-experimental Pretest Posttest design was adopted for the experimental phase of the study. Module of Instructional Strategies (MIS) was prepared and subjected to experimentation for checking its effectiveness. Investigator

selected two intact classes of std XI Humanities batches consisting of 60 students each at Nochat HSS, of Kozhikode district as control group and experimental group respectively. At the beginning, pretest was administered to both the groups. Then both the groups received 18 periods of instruction, but only the experimental group received instructional treatment using MIS. Finally, a post test was administered to both groups.

Preliminary Analysis

Here the investigator found out the important statistical properties viz., mean, median, mode, standard deviation, skewness and kurtosis of the variable ‘Attainment of Constitutional Values’ among higher secondary school students to measure the normality of the pretest and posttest scores of experimental and control groups. The quasi-experimental Pretest Posttest non-equivalent group design was adopted for the study.

Important Statistical Constants of the Pretest Scores of Attainment of Constitutional Values of Experimental and Control Group among Higher Secondary School Students

The details regarding preliminary statistics of pretest scores of Attainment of Constitutional Values among higher secondary school students are presented in the Table 45.

Table 45

Important Statistical Constants of Pretest Scores of Attainment of Constitutional Values among Higher Secondary School Students

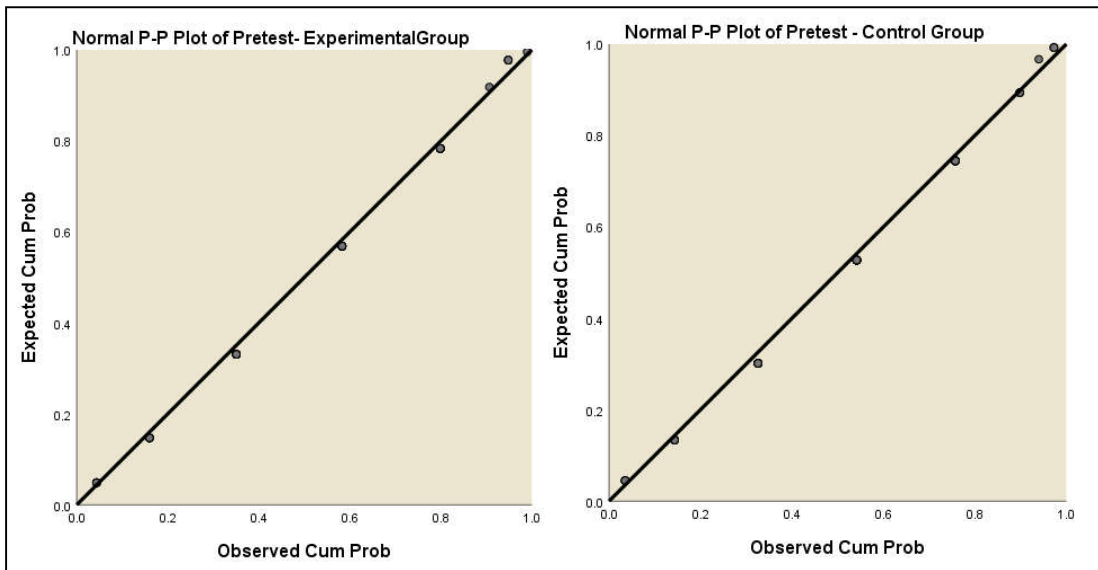
Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Experimental Group	60	3.72	4	4	1.637	0.427	0.014
Control Group	60	3.88	4	4	1.698	0.468	0.12

From Table 45, it is clear that the mean, median and mode of the pretest scores on Attainment of Constitutional Values among Higher Secondary School Students are almost same for both experimental and control groups. But a slight difference is noticed while comparing experimental and control groups.

The following figure represents the normality of the Pretest scores of the experimental and control groups.

Figure 41

Normal P-P Plot of Pretest on Attainment of Constitutional Values among Higher Secondary School Students



Important Statistical Constants of the Posttest Scores of Attainment of Constitutional Values of Experimental and Control Group among Higher Secondary School Students

The details regarding preliminary statics of posttest scores of Attainment of Constitutional Values among higher secondary school students are presented in the Table 46.

Table 46

Important Statistical Constants of Posttest Scores of Attainments of Constitutional Values among Higher Secondary School Students

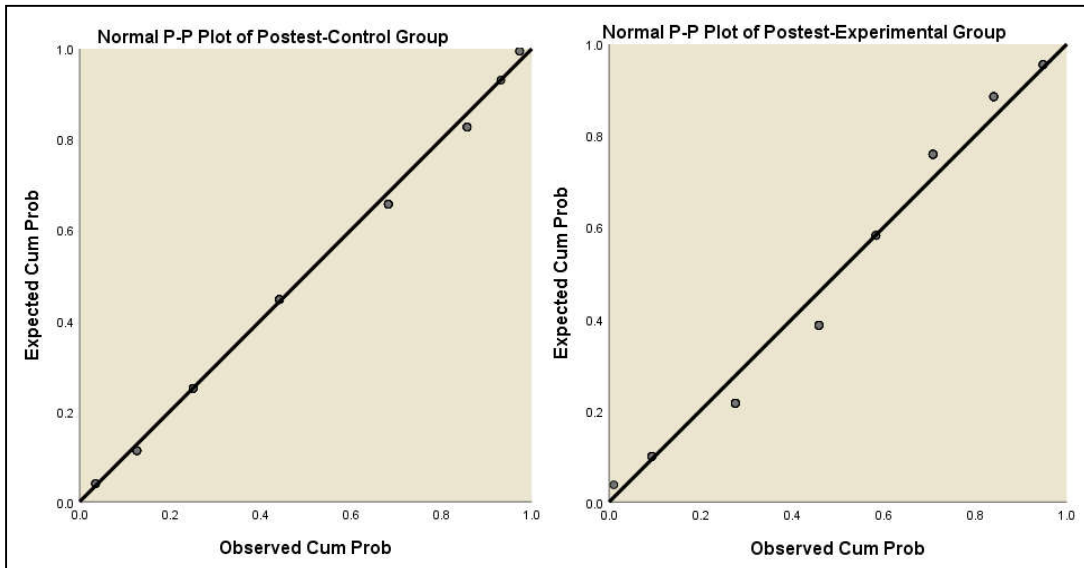
Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Experimental Group	60	17.58	17	16	2.011	0.236	-1.161
Control Group	60	4.25	4	4	1.856	0.476	0.568

From Table 46, it is clear that the mean, median and mode of the posttest scores on Attainment of Constitutional Values among Higher Secondary School Students are almost same for both experimental and control groups. But a high difference is noticed while comparing experimental and control groups.

The following figure represents the normality of the Posttest scores of the experimental and control groups.

Figure 42

Normal P-P Plot of Posttest on Attainment of Constitutional Values among Higher Secondary School Students



Important Statistical Constants of the Gain Scores of Attainment of Constitutional Values of Experimental and Control Group among Higher Secondary School Students

The details regarding preliminary statics of gain scores of Attainment of Constitutional Values of Experimental and Control Group among higher secondary school students are presented in the Table 47.

Table 47

Important Statistical Constants of Gain Scores of Attainment of Constitutional Values of Experimental and Control Group among Higher Secondary School Students

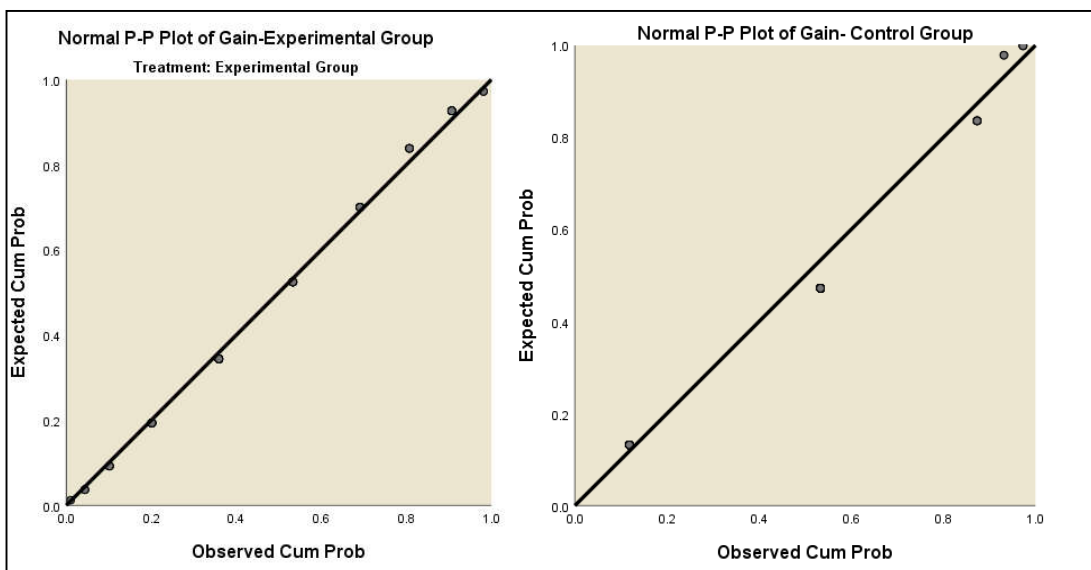
Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Experimental Group	60	13.87	14	13	2.159	-0.042	-0.582
Control Group	60	1.07	1	1	0.954	1.558	2.994

From Table 47, it is clear that the mean, median and mode of the gain scores on Attainment of Constitutional Values among Higher Secondary School Students are almost same for both experimental and control groups. But a high difference is noticed while comparing experimental and control groups.

The following figure represents the normality of the gain scores of the experimental and control groups.

Figure 43

Normal P-P Plot of Gain Scores on Attainment of Constitutional Values among Higher Secondary School Students of Experimental and Control Groups among Higher Secondary School Students



Mean Difference Analysis

Here the investigator found out the difference between mean pretest, posttest and gain scores of higher secondary school students on Attainment of Constitutional Values for the Total sample. The details are presented under the following heads.

Comparison of Mean Pretest and Posttest Scores on Attainment of Constitutional Values of Control Group among Higher Secondary School Students

Data and results of the test of significance of difference between means of pretest and posttest scores on Attainment of Constitutional Values among Higher Secondary School Students are presented in the Table 48.

Table 48

Comparison of Mean Scores of Pretest and Posttest Scores of Control Group

Groups	Groups Compared	N	Mean	SD	t-value	p-value
Control Group	Posttest	60	4.25	1.856	1.129NS	0.261
	Pretest	60	3.88	1.698		

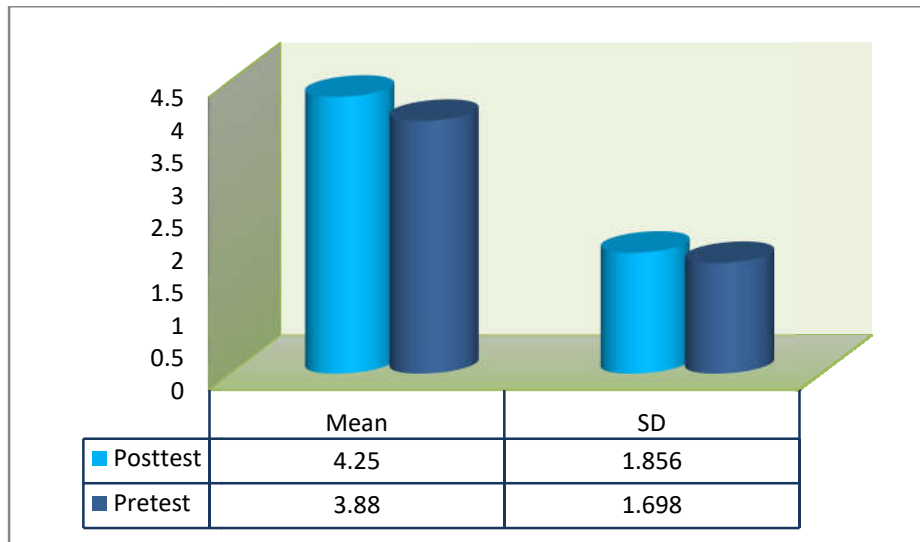
NS: $p > .05$

From Table 48, it is interpreted that the obtained t-value (1.129) is lower than the table value (1.96) set for significant at 0.05 level. Hence the result is concluded as there is no significant difference in the mean scores of posttest and pretest scores of the variable Attainment of Constitutional Values among Higher Secondary School Students in control groups. It means that there are no noticeable changes in the level of attainment of constitutional values among higher secondary school students before and after the intervention in control groups.

The result is graphically presented in the following figure 44

Figure 44

Graphical Representation of Comparison of Mean Scores of Pretest and Posttest Scores of Control Group



Comparison of Mean Pretest and Posttest Scores on Attainment of Constitutional Values of Experimental Group among Higher Secondary School Students

Data and results of the test of significance of difference between means of pretest and posttest scores on Attainment of Constitutional Values of Experimental Group among Higher Secondary School Students are presented in the Table 49.

Table 49

Comparison of Mean Pretest and Posttest Scores for Experimental Group among Higher Secondary School Students

Groups	Groups Compared	N	Mean	SD	t-value	P-value
Experimental Group	Posttest	60	17.58	2.011	41.42**	0.000
	Pretest	60	3.72	1.637		

**P<0.01

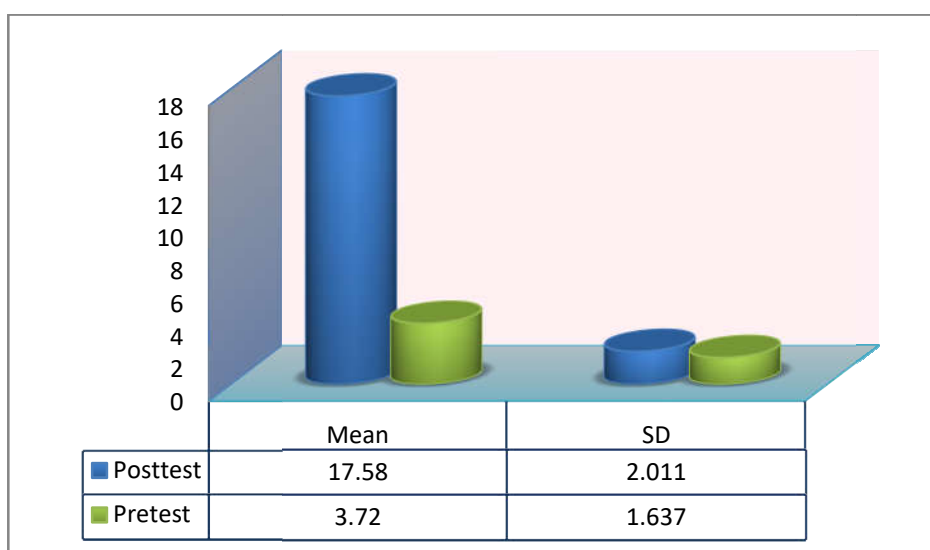
From table 49, it is clear that the obtained t-value (41.42) is higher than the table value (2.58) set for significant at 0.01 level. Hence the result is concluded that, there is significant difference in the mean scores of posttest and pretest scores of the variable Attainment of Constitutional Values among Higher Secondary School

Students in experimental group. It means that higher and noticeable progress in the level of attainment of constitutional values among higher secondary school students after the intervention in experimental groups.

The result is graphically presented in figure 45.

Figure 45

Graphical Representation of Comparison of Mean Pretest and Posttest Scores of Experimental Group



Comparison of Mean Pretest Scores between Experimental and Control Groups on Attainment of Constitutional Values among Higher Secondary School Students

Data and results of the test of significance of difference between means of the pretest scores of experimental and control groups on Attainment of Constitutional Values among higher secondary school students are presented in Table 50.

Table 50

Comparison of Mean Pretest Scores between Experimental and Control Groups

Groups Compared		N	Mean	SD	t-value	P-value
Pretest	Experimental	60	3.72	1.637	0.547NS	0.585
	Control	60	3.88	1.698		

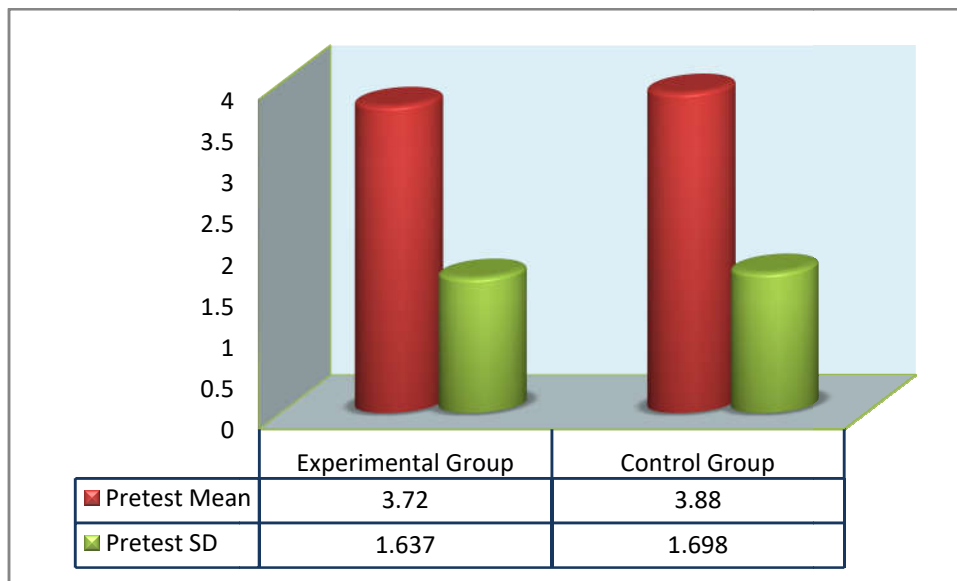
NS: $p > .05$

From table 50, it is interpreted that the obtained t-value (0.547) is lower than the table value (1.96) set for significant at 0.05 level. Hence the result can be described as there is no significant difference in mean pretest scores between experimental and control groups of the variable Attainment of Constitutional Values among Higher Secondary School Students. That means the level of attainment of constitutional values among higher secondary school students is almost similar in both groups before the implementations of strategies.

The result is graphically presented in figure 46.

Figure 46

Graphical Representation of Comparison of Mean Pretest Scores between Experimental and Control Groups



Comparison of Mean Posttest Scores between Experimental and Control Groups on Attainment of Constitutional Values among Higher Secondary School Students

Data and result of the test of significance of difference between means of the posttest scores of experimental and control groups on Attainment of Constitutional Values among higher secondary school students are presented in Table 51.

Table 51

Comparison of Mean Posttest Scores between Experimental and Control Groups

Groups Compared		N	Mean	SD	t-value	P-value
Posttest	Experimental	60	17.58	2.011	37.741**	0.000
	Control	60	4.25	1.856		

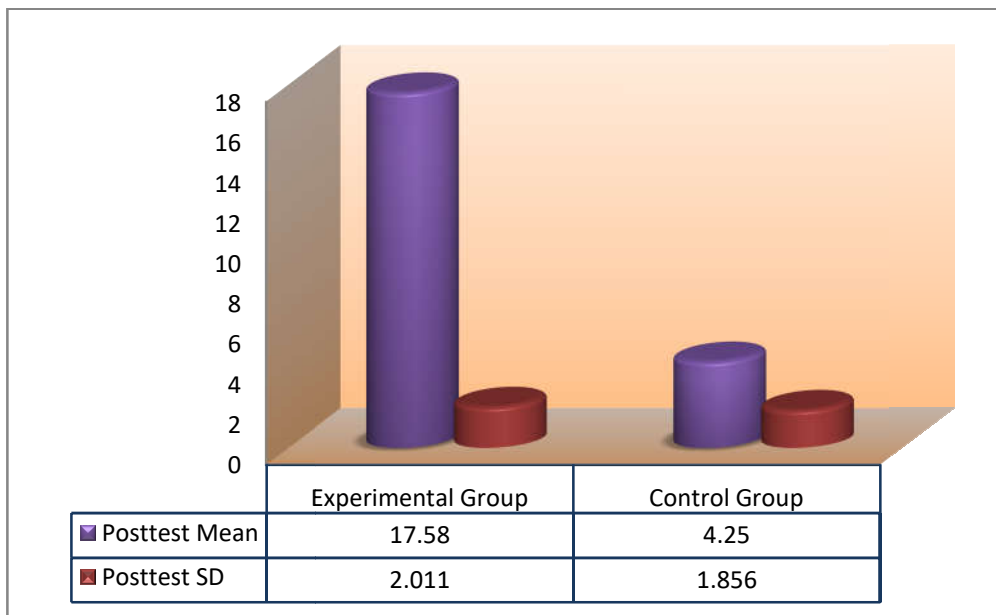
**P<0.01

From Table 51, it is clear that the obtained t-value (37.741) is higher than the table value (2.58) set for significant at 0.01 level. Hence it can be concluded that, there is significant difference in the mean posttest scores between experimental and control groups of the variable Attainment of Constitutional Values among Higher Secondary School Students. That means the level of attainment of constitutional values of students after the intervention in experimental group is much higher than the posttest scores of students in control group.

The result is graphically presented in figure 47.

Figure 47

Graphical Representation of Comparison of Mean Posttest Scores between Experimental and Control Groups



Comparison of Mean Gain Scores between Experimental and Control Groups on Attainment of Constitutional Values among Higher Secondary School Students

Data and result of the test of significance of difference between means of the gain scores of experimental and control groups on Attainment of Constitutional Values among higher secondary school students are presented in the Table 52.

Table 52

Comparison of Mean Gain Scores between Experimental and Control Groups

Groups Compared	N	Mean	SD	t-value	P-value	Effect Size	Cohen's Category	
Gain Scores	Experimental	60	13.87	2.159	42.008**	0.000	7.67	Large
	Control	60	1.07	.954				

**P<0.01

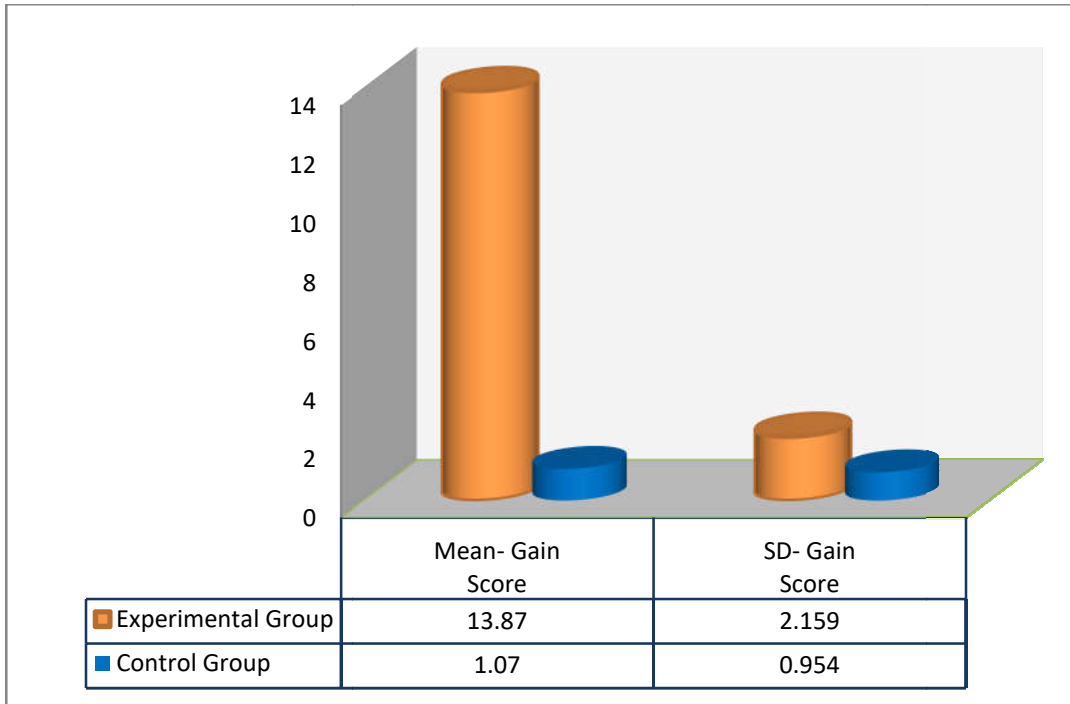
From Table 52, it is clear that the obtained t-value (42.008) is higher than the table value (2.58) set for significant at 0.01 level. Hence the result is concluded that, there is significant difference in the mean gain scores of experimental and control groups of the variable Attainment of Constitutional Values among Higher Secondary School Students. The mean gain score of experimental group is higher than the mean of gain scores in control group. It clearly fixes that the developed instructional strategy is much efficient for attaining constitutional values of higher secondary school students than constructivist method.

The effect size (Cohen's *d*) found to be 7.67, which exceeds the limit (0.8) set for large effects in Cohen's category. Hence, we conclude that the developed module is made a higher effect in attaining constitutional values among students in experimental group.

The result is graphically presented in figure 48.

Figure 48

Graphical Representation of Comparison of Mean Gain Scores between Experimental and Control Groups



Discussion

The pretest data showed that the Experimental Group had a mean score of 3.72 with a standard deviation of 1.637, while the Control Group had a slightly higher mean of 3.88 with a standard deviation of 1.698. This suggests that before the implementation of MIS, both groups had similar levels of attainment of Constitutional values. The pretest scores were relatively close, with the Control Group showing marginally higher scores, but overall, the groups had similar baseline knowledge or understanding of Constitutional values.

Given that there is no significant difference between the pretest scores of the two groups (as hypothesized in hypothesis 1), it can be concluded that both groups started with similar levels of knowledge. This suggests that any changes observed in the post test scores are likely a result of the instructional module rather than pre-

existing differences between the groups. The hypothesis that "there is no significant difference between the pretest mean scores of attainments of constitutional values by the experimental and control group students" is supported.

After the implementation of MIS, the Experimental Group exhibited a significant increase in their mean score to 17.58 (SD = 2.011), compared to the Control Group, whose mean score was 4.25 (SD = 1.856). The post test results indicate a substantial difference between the two groups, with the Experimental Group showing a much higher level of attainment in Constitutional values post-intervention.

The Experimental Group experienced a significant increase in their scores following the MIS implementation, while the Control Group showed only a minimal increase. This highlights the effectiveness of MIS in promoting the attainment of Constitutional values. The hypothesis that "there is no significant difference between the Posttest mean scores of attainments of constitutional values by the experimental and control group students" is rejected, indicating that the intervention had a significant impact on the Experimental Group's performance.

The gain scores for the Experimental Group showed a significant improvement, with a mean of 13.87 (SD = 2.159). In contrast, the Control Group had a much smaller gain, with a mean of 1.07 (SD = 0.954). The difference in gain scores between the two groups was striking, with the Experimental Group showing a substantial gain compared to the minimal gain in the Control Group.

The large difference in gain scores further underscores the effectiveness of the instructional strategies module implemented in the Experimental Group. The substantial effect size of 7.67 (Cohen's *d*) indicates a large effect, suggesting that the intervention had a highly significant and meaningful impact on the students'

understanding and attainment of Constitutional values. The Experimental Group's results demonstrate that the instructional module was highly effective in promoting an understanding of Constitutional values.

Based on the results from the pretest, Posttest, and gain score comparisons, it is clear that the MIS had a profound effect on the Experimental Group's attainment of Constitutional values. The significant differences observed between the pretest and post test scores, as well as the significant improvement in the gain scores, suggest that the MIS was effective in enhancing students' understanding of Constitutional values. The control group, which did not receive the intervention, showed minimal improvement, further validating the impact of MIS.

In conclusion, the implementation of the MIS led to a significant improvement in the Experimental Group's scores compared to the Control Group, both in terms of post test scores and gain scores. This indicates the success of the MIS in achieving its goal of improving the attainment of Constitutional values among the students.

CHAPTER 5

**SUMMARY, FINDINGS &
CONCLUSION**

- Study in Retrospect*
- Major Findings*
- Tenability of the Hypotheses*
- Conclusions and Interpretations*

SUMMARY, FINDINGS AND CONCLUSION

The present study focuses on a critical analysis of the awareness of Constitutional values and the development of instructional strategies for the inculcation of selected Constitutional values among Higher Secondary School students in Kerala. This chapter copes with an outline of significant aspects of the different stages of the study, major findings, tenability of hypotheses and conclusion and interpretations.

Study in Retrospect

A constitution serves as a set of principles, rules, and procedures which reflects the values and principles on which their consensus formed. These fundamental principles or laws include an agreement both on the type of government and on the values and ideals that the country should uphold. It is of paramount significance that students should internalize such values during their school days itself. It will be profoundly impactful if the educational interferences can plant seeds of constitutional values among students which shape their young mind and actions and sensitize them at the early ages itself, on the values for which they stand/work for, and also enlighten their conscience to develop a strong moral compass.

The present study at its core, was an attempt to develop Module of Instructional Strategies (MIS) to inculcate constitutional values effectively among higher secondary school students of Kerala in its real spirit. It could serve the purpose to pave the way for the overall development of the citizens, achievements of national goals and successful nation building.

Title of the Study

The study is entitled as “Critical Analysis of the Awareness of Constitutional Values and Development of Instructional Strategies for the Inculcation of Selected Values among Higher Secondary School Students in Kerala.”

Objectives of the Study

1. To analyze the existing syllabus of Political Science in higher secondary schools of Kerala with respect to the topics related to the Constitutional values.
2. To analyze the extent of Awareness of the selected thirteen Constitutional values by the higher secondary school students in Kerala.
3. To analyze the teaching strategies adopted by the Political Science teachers in Kerala to inculcate Constitutional values in the students.
4. To develop and validate a Module of Instructional Strategies (MIS) for the inculcation of Constitutional values among the Higher Secondary School students in Kerala.
5. To find out the attainment of Constitutional values by the higher secondary school students based on a pre-test for the experimental and control groups before the implementation of the Module of Instructional Strategies (MIS).
6. To find out the attainment of Constitutional values based on a post-test for the experimental and control groups after the implementation of the Module of Instructional Strategies (MIS).
7. To compare the gain scores of the attainment of Constitutional values between the experimental and control groups after the implementation of the Module of Instructional Strategies (MIS).

Hypotheses of the Study

1. There will be different lessons in the syllabus of Higher secondary school Political Science for the attainment of Constitutional values among higher secondary school students in Kerala.
2. There will be different levels of awareness of Constitutional values by the higher secondary school students.
3. The teaching strategies adopted by the Political Science teachers in Kerala for inculcating Constitutional values in the students will be different.
4. There will be no significant difference between the pre-test mean scores of attainment of constitutional values for the experimental and control group students.
5. There will be significant difference between the post-test mean scores of attainment of constitutional values for the experimental and control group students.
6. There will be significant difference between the means of gain scores of attainment of constitutional values for the experimental and control group students

Methodology in Brief

The present study was mainly intended to find out the process of attainment of constitutional values and to develop a Module of Instructional Strategies (MIS) for the inculcation of constitutional values among higher secondary school students in Kerala. The present study employed both Qualitative techniques and Quantitative techniques wherever necessary. The study was conducted in Two phases. The first phase of the study was conducted by survey method and documentation analysis.

The second phase of the study was experimental in nature. A quasi-experimental Pre-test Post-test design was adopted for the stage. Module of Instructional Strategies (MIS) was prepared and subjected to experimentation for checking its effectiveness.

Tools and Techniques Used for the Study

Tools and Techniques employed for collecting data relevant to the study were:

- Awareness Test on Constitutional Values for students (Haneefa & Naseema, 2021)
- Questionnaire on Instructional Strategies used by teachers (Haneefa & Naseema, 2021)
- Test on Attainment of Constitutional Values (Haneefa & Naseema, 2022).

Sample used for the Study

For the first phase of the study, a sample of 1000 students in Higher secondary school students of Kerala were selected giving due representation to the factors like gender and group of the study of the students and locality and management category of the schools. Also, a sample of 96 political science teachers of higher secondary schools was selected for collecting information regarding the instructional strategies adopted by teachers in higher secondary schools for inculcating constitutional values, methods of teaching they are using, how they perceive the learning of students etc. For the second phase, two intact groups of 60 higher secondary students each were selected as the Experimental and Control groups using random sampling technique.

Statistical Techniques Used

The data collected were subjected to analysis using the following statistical techniques:

1. Percentage analysis.
2. Test of Significance of Difference between Means
3. Cohen's *d* value

Major Findings

The major findings based on the two phases of the study are given under the following sections.

A. Qualitative Analysis

a. Document Analysis

1. The researcher identified 13 broad constitutional values - sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity, unity and integrity of the nation, international peace and a just international order and fundamental duties - reflected in Fundamental Rights, Directive Principles of State Policy (DPSP) and Fundamental Duties which form the core topics in Chapter 2, 'Rights in Indian Constitution' of Plus one Political Science Coursebook (Constitution at a Work

b. Percentage Analysis

From the Analysis based on Awareness Test on Values for Students

1. Only 2.8 percent of 1000 higher secondary school students could recognize the concept of Indian Secularism, which is the lowest percentage of responses made by students on constitutional values.

2. Only 8.8 percent of students showed awareness regarding the value 'dignity of individual'. Students showed lower percentages of responses also on constitutional values justice (social justice 17.2 percentage), liberty (fundamental concept of liberty 20.2 percentage), equality (against discrimination 20.8 percentage, protective discrimination 28.2 percentage) and fraternity (31percentage).
3. 50 percent of the students failed to recognize the constitutional values liberty, democracy, unity and integrity and republican character of the nation from the context-based questions regarding those values.

From the Analysis Based on based on Questionnaire for Teachers

1. 86.46 percent of the teachers felt difficulties in imparting constitutional values through the traditional teaching learning and a majority of them (78.13 percent) felt that multimedia-based instruction is helpful for better understanding of concepts for the students. 79.17 percent of teachers preferred multimedia-based instruction to transact constitutional values in their classrooms.
2. Only 37.5 percent of the teachers preferred to plan at interpretation level and only 35.4percent of the teachers incorporated contemporary affairs in the teaching of fundamental rights.

2.08 percent of the higher secondary school teachers were satisfied with the available digital resources for transacting constitutional values. The higher secondary school teachers who followed multimedia-based instruction strategy agreed that they were satisfied (57.29 percent) with their classes to transact constitutional values.

3. Even though the teachers are managing the available resources to support teaching learning of constitutional values, only half of the percentage of the teachers (46.88 percent) were satisfied with the availability of digital teaching learning facilities in their institutions. Even though a large majority (70.83 percent) of the teachers utilized external resources (except the materials viz., video, audio, documents and textbook) for the purpose of transaction of constitutional values. Only 38.54 percent of the higher secondary school teachers agreed that co-curricular activities facilitate the transaction of constitutional values and they are moderately satisfied with the external resources that may transact constitutional values.

B. Experimentation

1. The pretest data shows that the Experimental Group had a mean score of 3.72 with a standard deviation of 1.637, while the Control Group had a slightly higher mean of 3.88 with a standard deviation of 1.698. This suggests that before the implementation of MIS, both groups had similar levels of attainment of Constitutional values. The pretest scores were relatively close, with the Control Group showing marginally higher scores, but overall, the groups had similar baseline knowledge or understanding of Constitutional values.
2. After the implementation of MIS, the Experimental Group exhibited a significant increase in their mean score to 17.58 (SD = 2.011), compared to the Control Group, whose mean score was 4.25 (SD = 1.856). This indicates a substantial difference between the two groups, with the Experimental Group showing a much higher level of attainment in Constitutional values post-intervention. This highlights the effectiveness of MIS in promoting the attainment of Constitutional values.

3. The gain scores for the Experimental Group showed a significant improvement, with a mean of 13.87 (SD = 2.159). In contrast, the Control Group had a much smaller gain, with a mean of 1.07 (SD = 0.954). The difference in gain scores between the two groups was striking, with the Experimental Group showing a substantial gain compared to the minimal gain in the Control Group. The large difference in gain scores further underscores the effectiveness of the instructional strategies module implemented in the Experimental Group.
4. The substantial effect size of 7.67 (Cohen's d) indicates a large effect, suggesting that the intervention had a highly significant and meaningful impact on the students' understanding and attainment of Constitutional values. The Experimental Group's results demonstrate that the instructional module was highly effective in promoting an understanding of Constitutional values.

The study arrived at the following conclusion based on the objectives formulated, data analysis and interpretation:

1. A document analysis of the Coursebook and Sourcebook prescribed for standard XI Political Science (NCERT) showed that there are 13 broad constitutional values reflected in Fundamental Rights, Directive Principles of State Policy (DPSP) and Fundamental Duties which form the core topics in Chapter 2, 'Rights in Indian Constitution' of Plus one Political Science Coursebook (Constitution at a Work).
2. There is a dire need for increasing the awareness of these constitutional values among higher secondary school students. Urgent intervention is required to overcome the difficulties of students for attaining the constitutional values.

3. An urgency is felt to change the existing style of teaching adopted for the transaction of the constitutional values among higher secondary school students.
4. There is a need to develop a Module for Instructional Strategies (MIS) for inculcating constitutional values among higher secondary school students in Kerala.
5. Before the implementation of MIS both the control and experimental groups showed similar baseline knowledge or similar attainment levels of constitutional values.
6. After the implementation of MIS, the experimental group showed a much higher level of attainment of constitutional values. This indicated the effectiveness of MIS in promoting the attainment of constitutional values.
7. The intervention of MIS had a highly significant and meaningful impact on the students' understanding and attainment of Constitutional values.

Tenability of the Hypotheses

The tenability of the hypotheses set for the study was examined in the light of the analysis and interpretations presented in Analysis and Interpretations (Chapter IV).

1. The hypothesis 1, was stated as “There will be different lessons in the syllabus of Higher secondary school Political Science for the attainment of Constitutional values among higher secondary school students in Kerala.” In the light of the findings based on the document analysis, the constitutional values (sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity, unity and integrity of the

nation, international peace and a just international order and fundamental duties reflected in Fundamental Rights, Directive Principles of State Policy- DPSP and Fundamental Duties) form the core topics in ‘Chapter 2- Rights in Indian Constitution’ of Plus one Political Science Coursebook (Constitution at a Work). Also, there are different lessons in the syllabus of higher secondary school Political Science subject for the attainment of Constitutional values among HSS students in Kerala. **Hence Hypothesis 1 is accepted.**

2. The hypotheses 2, was stated as “There will be different levels of awareness of Constitutional values by the higher secondary school students”. The researcher identified 13 broad constitutional values form the core topics in Chapter 2, ‘Rights in Indian Constitution’ of Plus one Political Science Coursebook (Constitution at a Work). There were different levels of attainment of Constitutional values by HSS students. That is, the responses of students regarding the awareness of constitutional values indicated that they have an above average level of awareness regarding the 4 constitutional values (Liberty indicating personal aspects- 51.4 percent, democracy-53.2 percent, Unity and integrity of the nation-62.8 percent and Republican Character-65.8 percent) out of the 13 selected constitutional values and have low level of awareness with respect to the remaining 9 constitutional values. **So the hypothesis 2 is accepted.**
3. The hypotheses 3, was stated as “The teaching strategies adopted by the Political Science teachers in Kerala for inculcating Constitutional values in the students will be different”. The findings reveals that, 86.46 percent of the teachers felt difficulties in imparting constitutional values through the traditional teaching learning and a majority of them (78.13 percent) felt that multimedia-based instruction is helpful for better understanding of concepts

for the students. Only 2.08 percent of the higher secondary school teachers were satisfied with the available digital resources for transacting constitutional values these findings indicated the need for changes in the pedagogical approaches and methods. The teaching strategies adopted by the Political Science teachers in Kerala for inculcating Constitutional values among the students were different. An urgency is felt to change the existing style of teaching adopted for the transaction of the constitutional values among higher secondary school students. **Hence the hypothesis 3 is accepted.**

4. The hypothesis 4 was stated as “There will be no significant difference between the pre-test mean scores of attainment of constitutional values for the experimental and control group students.” The findings of the study showed that there was no significant difference between the pretest mean scores of attainments of Constitutional values of the experimental and control group students. The null hypothesis 4 was failed to reject, since $t = 0.547$, $p = 0.585$. It was not retained. **Hence the hypothesis 4 is accepted.**
5. The hypothesis 5 was stated as “There will be significant difference between the post-test mean scores of attainments of constitutional values for the experimental and control group students.” Higher secondary school students taught through the developed instructional strategies showed significant difference in the attainment of Constitutional values. The result of the present study revealed that the obtained t-value (37.741) is higher than the table value (2.58) set for significant at 0.01 level. Hence it can be concluded that, there is significant difference in the mean post-test scores between experimental and control groups of the variable, Attainment of Constitutional Values among Higher Secondary School Students. That means the level of attainment of constitutional values of students after the intervention in

experimental group (Mean value = 17.58) is much higher than the post-test scores of students in control group (Mean value = 4.25). **Hence the hypothesis 5 is accepted.**

6. The hypothesis 6 was stated as “There will be significant difference between the means of gain scores of attainments of constitutional values for the experimental and control group students”. From the results, it is clear that the obtained t-value (42.008) is higher than the table value (2.58) set for significant at 0.01 level. Hence the result is concluded that, there is significant difference in the mean gain scores of experimental (13.87) and control (1.07) groups of the variable Attainment of Constitutional Values among Higher Secondary School Students. The mean gain score of experimental group is higher than the mean of gain scores in control group. It clearly fixes that the developed instructional strategy is much efficient for attaining constitutional values of higher secondary school students than constructivist method. There was significant difference between the means of gain scores of attainments of Constitutional values of the experimental and control group students. **Hence the hypothesis 6 is accepted.**

Conclusions and Interpretations

Conclusions and interpretations based on the findings of the present study are given below.

1. There is sufficient course content included in the Coursebook and Sourcebook prescribed for standard XI Political Science (NCERT) meant for the attainment of constitutional values. The researcher could identify thirteen broad constitutional values: sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity, unity and integrity of the nation, international peace and a just international order and fundamental

- duties. In the digital era, electronic versions of existing textbooks are essential for students to use the content with added features including hyperlinks, multimedia content etc. to make the learning process more interesting, easy and meaningful. This will increase the accessibility to the learning materials from anywhere with an internet connection. In the existing coursebook and sourcebook, Constitutional values are included, but proper references helping the learners or teachers for the effective transaction of these values are not present. The e-version of textbook integrating advanced features can enhance the level of attainment of Constitutional values.
2. Only 2.8 percent of 1000 higher secondary school students could recognize the concept of Indian Secularism and only 8.8 percent of them showed awareness regarding the value 'dignity of individual'. The constitutional value, justice (social justice) was identified by 17.2 percent of students, liberty (fundamental concept of liberty) by 20.2 percent, equality (against discrimination) by 20.8 percent, protective discrimination by 28.2 percent and fraternity by 31 percent. The constitutional values liberty, democracy, unity and integrity and republican character of the nation, were not recognized by 50 percent of the students. The above data shows the low level of awareness of constitutional values which reveals the requirement of an urgent intervention to overcome the difficulties of students for attaining the constitutional value, secularism. Since the concomitance of justice, liberty, equality and fraternity is the requirement for establishing a truly democratic order with its ultimate goal of protecting the dignity of the individual and unity of nation, there is a dire need for increasing the awareness of these constitutional values among higher secondary school students. As the integration of advanced technologies like e-learning can bring remarkable opportunity for creating inclusive and impactful learning experiences for students, the Module of Instructional Strategies (MIS) could bring in a shift

for inculcating constitutional values among higher secondary school students. Such ventures at macro level may prove beneficial.

3. 86.46 percent of the teachers felt difficulties in imparting constitutional values through the traditional teaching learning and 78.13 percent of them felt that multimedia-based instruction is helpful for better understanding of concepts for the students. The data shows that the traditional teaching methods adopted by the teachers were not up to the mark for fostering Constitutional values among higher secondary school students. Moreover, 79.17 percent of teachers preferred multimedia-based instruction to transact constitutional values in their classrooms. This underlines the fact that, the application of advanced digital technologies along with their dynamic nature empowers and enables the teachers to transact the content to students from diverse backgrounds by incorporating effective and innovative strategies which align with the objective of promoting the awareness of Constitutional values.

52.08 percent of the higher secondary school teachers were satisfied with the available digital resources for transacting constitutional values and 46.88 percent of teachers who followed multimedia-based instruction strategy agreed that they were satisfied with their classes to transact constitutional values. Unfortunately, the increasing societal threats such as corruption, different kinds of crimes, communalism and casteism, discriminations based on gender, caste, socio-economic status, regional imbalances, atrocities against women etc. shows the lack of constitutional morality among the citizens. Being a powerful tool to raise the level of awareness of Constitutional values, education system leaves a ray of hope to eliminate the above-mentioned social menaces. Transmitting Constitutional values is not merely meant for attaining good scores in the examinations, but it has got a serious role in shaping future citizens of India, by

equipping the students to uphold, understand and apply the values enshrined in Indian Constitution in their actual life situations. Hence its is essential to create inclusive classrooms catering to the needs of the students from various backgrounds, addressing different discriminatory behaviours, and to foster critical thinking, fostering discussions on diverse social issues from the perspective of Constitutional values and promoting debates and respectful sharing of perspectives. Thus, it is the duty of a teacher to search out and incorporate effective and meaningful methods, strategies and resources to contribute their great part in this mission. To the dismay of Political Science teacher, who are willing to take part in this, the appropriate digital resources or modules for the effective and impactful transaction of Constitutional values are hardly available.

Only 37.5 percent of the teachers preferred to plan their classes to teach fundamental rights at interpretation level and same is the situation (only 35.4%) in the case of incorporating contemporary affairs in the teaching of fundamental rights. Even though 70.83 percent of the teachers utilized external resources, for the purpose of transaction of Constitutional values, only 38.54 percent of them agreed that co-curricular activities facilitate the transaction of Constitutional values and they were satisfied with the external resources that may transact Constitutional values. The above data highlight the need for focusing on the changes to be incorporated in the existing levels of planning and execution of classroom teaching for the transaction of constitutional values, as well as the need for changes to be implemented in the pedagogical approaches and methods. The data point out that teachers who followed multimedia based instruction method were found satisfied with their classes to transact constitutional values than those who followed traditional method and there is a need for improving the

digital teaching learning facilities in the schools. The data also show that teachers are to be made aware of the possibilities of utilizing external resources in an institution for the transaction of constitutional values and such resources are to be strengthened up to the mark.

4. Based on the critical analysis and findings revealed from the first phase of the study, the investigator felt a need to develop a module for instructional strategies for inculcating constitutional values among higher secondary school students in Kerala. Using eXe 2.6 platform, a Module of Instructional Strategies (MIS) was developed by the investigator for the inculcation of constitutional values, including text, activities, and evaluation. The instructional materials have been developed on the basis of Chapter 2, 'Rights in Indian Constitution' of Plus one Political Science Coursebook (Constitution at a Work) and Sourcebook. MIS consisted of eight modules, in which the first six modules incorporated Multimedia tools (comic strip, audio clip, video, digital poster, graphic design, collage, news headlines, photographs and images) and the last two modules used Flipped classroom strategies (Think- Pair- Share Method, Jigsaw Method, Discussion Method, Brainstorming (Star bursting Technique), Concept Mapping, Reaction Sheets and Forum Theatre). The investigator implemented the MIS in the real classroom context and validated it through the experimentation stage.
5. The pretest scores were relatively close, with the Control Group showing marginally higher scores, but overall, the groups had similar baseline knowledge or understanding of Constitutional values. This suggests that before the implementation of MIS, both groups had similar levels of attainment of Constitutional values. Here the existing pedagogical approaches and methods are not found up to the mark for the effective and meaningful transaction of constitutional values. This calls for an urgent intervention of scientific and

- innovative pedagogic strategies and methods to increase the attainment level of constitutional values among higher secondary school students.
6. After the implementation of MIS, the Experimental Group exhibited a significant increase in their mean scores compared to the Control Group which indicated a substantial difference between the two groups, with the Experimental Group showing a much higher level of attainment in Constitutional values post-intervention. This highlights the effectiveness of MIS in promoting the attainment of Constitutional values.
 7. The difference in gain scores between the two groups was striking, with the Experimental Group showing a substantial gain compared to the minimal gain in the Control Group. The large difference in gain scores further underscores the effectiveness of the instructional strategies module implemented in the Experimental Group. The intervention of MIS also had a highly significant and meaningful impact on the students' understanding and attainment of Constitutional values. The Constitution of India embodies fundamental principles such as justice, equality, liberty and fraternity, which serve as the backbone of a democratic society. These are integral to foster knowledgeable, responsible and active citizens. Hence transacting the Constitutional values in an impactful way happens to be a crucial societal need to ensure that the citizens uphold and promote these values. In today's digital world, the educators have ample options for integrating diverse and innovative technological applications like Artificial Intelligence, Augmented Reality, Virtual Reality, Learning Management Systems and Assistive Technologies to motivate and promote active involvement of students in learning process, to enhance comprehension by making the abstract contents tangible and relatable, to flourish intense connections to historical contexts, to ensure due attention to learners from

diverse backgrounds, to address specific challenges, to enhance retention etc. These innovative technological applications can contribute much in transaction, assimilation and practice of Constitutional values among learners. The implementation of MIS is one such appropriate intervention in teaching-learning, for the inculcation of constitutional values among higher secondary school students in Kerala.

CHAPTER 6

EDUCATIONAL IMPLICATIONS & SUGGESTIONS

- *Educational Implications*
- *Suggestions for Further Research*

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

This chapter deals with the educational implications, recommendations and suggestions based on the study.

Educational Implications

The present investigation basically intended to develop instructional strategies for the inculcation of constitutional values among higher secondary school students in Kerala. The researcher also investigated the existing teaching learning of constitutional values and conducted a critical analysis on this. The findings of the study have wider implications in the teaching learning of constitutional values, which are expected to help the policy makers, administrators and authority concerned with education to realize the importance of enhancing the inculcation of constitutional values among students while formulating policies and implementing programmes related to school education. The researcher is optimistic that the educators in general and researchers would also get a good deal from it. Important implications are outlined below.

One of the findings of the present study exposed the disappointing level of awareness of constitutional values among higher secondary students. A generation without the backbone of Constitutional values can easily be trapped in the venomous web of inequalities, injustices, corruption and discrimination, leading to conflicts, anarchism, insecurity and lack of social stability. Hence it is imperative that we develop a public spirit for the implementation of the basic Constitutional values among the citizens to build up a powerful nation and an integrated society with a just social order. In order to demolish all sorts of ugly practices, social slavery, injustices and inequalities inherent in the existing society, the mindset of people of India has to be undergone a process of reorientation and reconditioning, and its basic framework should be done through education. The underwhelming level of awareness of constitutional values among higher secondary school students calls

attention to the need of urgent intervention from the part of stakeholders in this regard and to ensure a solid foundation for the fostering of responsible citizens in the country. The restructuring of curricular framework, the redesigning of sourcebooks and coursebooks equipping themselves to foster constitutional morality among students at their earlier ages, providing accessibility to effective and impactful pool of teaching and learning resources to impart Constitutional values to all the learners etc. are some of the essential steps to be taken in this context.

Another finding of the study draws attention to the dearth of modules and other teaching learning materials and resources for teachers, which leaves a detrimental effect on the successful transaction of constitutional values among higher secondary students. This emphasizes the need to give due attention from the part of the authority concerned to provide a standardized supportive system such as innovative, dynamic and productive teacher training programmes, appropriate resources and technological assistance, diverse pedagogical strategies and methods etc. for the teachers to enhance the output of their efforts in the transaction of constitutional values.

The study also focused on the construction of proper teaching modules and the investigator developed a Module of Instructional Strategies (MIS) for the inculcation of constitutional values among higher secondary school students in Kerala. The major findings of the present study revealed that the developed MIS could enhance the attainment level of constitutional values among HSS students in Kerala. It sheds light on the importance of instructional strategies in improving the performance of students. The development of MIS incorporating multimedia-based learning and flipped classroom method created a conducive environment, promoting opportunities to attain constitutional values and fostering citizenship qualities. This facilitated the students to uplift their sense of commitment to the nation and to strengthen their duties and responsibilities as a citizen taking part in the efforts of building a successful nation. Hence this finding has implications for the educators, education researchers and experts in education technology who could be called upon

to redesign the instructional strategies and take requisite actions to enhance the level of attainment of constitutional values.

The present study has proved the effectiveness of the Module of Instructional Strategies(MIS) for the attainment of Constitutional values among higher secondary school students in Kerala. No doubt, it will immensely contribute for the betterment of Political Science education as the findings will be beneficial for the students, teachers, parents, school administrators and educators in general with information which will help to formulate strategies for attaining Constitutional values among higher secondary school students.

Module of Instructional Strategies (MIS) is a pivotal instrument reflecting a variety of methods tailored to the content selected (Constitutional Values) and the needs of higher secondary school learners. It is successful in improving the quality of teaching as well as learning and in enhancing the classroom involvement and subject comprehension of the learners. It is good for the learners to bring positive learning outcome and to develop their social skills. It encourages the active role of students in the learning process, helps to maximise their learning and ensures the possibilities of construction, sharing and demonstration of knowledge. All these will help them to enhance their awareness on Constitutional values and be responsible citizens, to contribute their true potential in nation building. The crucial situations existing in the present context of Indian society truly demands such a positive shift in the mindset of the student community and MIS takes a big initiative in this regard.

A teacher is not merely a tool for passing collected information, whereas a teacher holds the role of an ‘architect of national values’ by transacting the curriculum in accordance with the values reflected in the Constitution of India, by moulding their learners to become responsible citizens. But the teachers of this digital era have to deal with Gen Alpha or Alpha Generation, with all knowledge accessible just at their fingertips. As the world is undergoing rapid and continuous change as a consequence of the digital transformation, students rely more on

technology to discover the world and shape their present as well as future. They are hyperconnected, technological and diverse in their tastes, lifestyles and points of view as well as in their demographics. They hold high visual skills and they expect their individual needs and preferences to be considered in their learning environment.

As these learners are growing up in a quickly changing digital environment, where technological devices are getting smarter, everything is highly connected and where physical and digital are converging, their experiences, attitudes and expectations of the world will have greater influence of technology. Along with the positive consequences of these, the studies point out that there are some negative ones which affect their life seriously such as reduced attention span and concentration, less time for socialising, less development of creativity and imagination and reduced ability to achieve happiness. They are a generation marked by a more uncertain future with a rapid change in the social, political, economic and climatic zones and they have to lead a fight against all the uncertainties to make a transition to a better and sustainable living environment

Taken into account of these specific characteristic features of Gen Alpha, the teachers of this era also should have greater preparation to equip themselves to cater to their diverse needs and aspirations. The teachers should understand the characteristics of their students and implement appropriate strategies for effective teaching-learning process. As a first step, teachers should be trained to technology to utilize digital tools to deliver learning contents effectively and engage the tech-savvy learners. Teachers should stay updated about emerging trends and developments in educational technologies to focus on the holistic development of students and to foster collaborative learning environment. Teachers should get in time assistance with the availability of appropriate teaching materials to keep up evolving appropriate educational strategies to adapt the needs of learners. Diverse and innovative educational tools and resources should be developed scientifically by a collaborative effort of educational programmers and expert teachers, to be utilized by the educators to suit the unique educational needs of learners.

In this regard, MIS is useful for the teachers to generate true interest among the students in the subject (Constitutional Values), to engage them in collaborative work, to promote their critical thinking and creative thinking and also to support them in reaching the set learning objectives (attainment of Constitutional values). It enables the teachers to create conducive and congenial teaching-learning environment in the classroom and to promote the creation of meaningful link between the concepts and the actual life contexts. MIS offers diverse instructional strategies that help the teacher to abandon the monotonous pedagogical style and to create a rich and dynamic learning environment for their students for transacting Constitutional values. It also gives scope for the teachers to adopt different methods for monitoring and assessing the learners' performance in the classroom. In other words, this e-module can act as a good resource to be used for teachers, enabling them to have an easier and effective tool for transacting Constitutional values in an interesting and engaging manner. In this sense, MIS is a dependable and cost-effective solution for educators as well as learners for attaining Constitutional values.

MIS is a better appreciable option for the parents as it supports bringing better results in education and moreover, it helps moulding their children as better citizens with a strong back up of Constitutional values, resulting in their individual growth and excellence not only in the field of knowledge, but also in their life altogether. For the educational researchers, administrators and policy makers, MIS will be one of the effective resources to be used for the different aspects of modernization of education upholding Constitutional morality among students.

Suggestions for Further Research

It is expected that the present study would blaze a new trail for further research in the area selected for the present investigation. Some of the potential research avenues for further exploration in the field are outlined as follows.

1. A similar study can be made which attempts to develop MIS enhancing constitutional value education for other groups such as primary, secondary and special education.

2. Similar MIS can be prepared for student teachers, teachers of different levels, teacher educators and special education teachers.
3. An attempt could be made to prepare MIS considering additional values in the constitution along with the 13 broad constitutional values taken for the study.
4. Similar MIS can be developed for the inculcation of constitutional values among adult citizens.
5. Studies on effectiveness of MIS may be extended to higher education field, colleges and universities.
6. The present study could be replicated with Human Rights Education, Environment Education, Gender Studies Education etc.
7. Studies can be conducted to develop electronic versions of existing political science textbooks to use the content with added features including hyperlinks, multimedia content etc. to make the learning process more interesting, easy and meaningful.
8. Attempts should be made to develop diverse and innovative educational tools and resources to be utilized by the educators to suit the unique educational needs of students who are growing in a technological era.
9. Attempt could be made to develop teacher training module to empower and enable the teachers as well as student teachers to transact Constitutional values to students from diverse backgrounds by incorporating effective and innovative strategies.
10. Studies can be conducted on the curricular methods and strategies adopted by different nations to achieve their national goals and values.

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