EFFECTIVENESS OF LEGISLATIVE MODEL OF CIVICS INSTRUCTION ON ATTAINMENT OF DEMOCRATIC CITIZENSHIP COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS

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CERTIFICATE

This is to certify that the thesis entitled **"EFFECTIVENESS OF LEGISLATIVE MODEL OF CIVICS INSTRUCTION ON ATTAINMENT OF DEMOCRATIC CITIZENSHIP COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS"** is an authentic record of research work carried out by **MUHAMMED ASARAF P.**, for the degree of Doctor of Philosophy in Education, University of Calicut, under my supervision and guidance and that no part thereof has been presented before any other degree, Diploma or Associateship in any other University.

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DECLARATION

I, **MUHAMMED ASARAF P.,** do hereby declare that this thesis entitled as "**EFFECTIVENESS OF LEGISLATIVE MODEL OF CIVICS INSTRUCTION ON ATTAINMENT OF DEMOCRATIC CITIZENSHIP COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS**" is a genuine record of the research work done by me under the supervision of **Dr. ABDUL GAFOOR K**. Associate Professor, **Department of Education, University of Calicut**, and that no part of the thesis has been presented earlier for the award of any Degree, Diploma or Associateship in any University.

Calicut University   **MUHAMMED ASARAF P.**

12-03-2015

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Democracy goes beyond voting in periodic elections. It calls for broad and full civic involvement of an educated citizenry capable of making critical decisions on contemporary civic life.The development of human society is the result of valuable contributions made by enlightened citizenry in various periods of the history. To sustain the development in the social and political spheres, human resources have to be explored and exploited there by creating well informed and self- acting human volunteers. The societal build-up could not be realized and kept up through the mechanical training of minds alone. It requires nurturing of both minds and hearts, so as to create good citizens who constitute the steady bricks of a durable democratic country.

Democracy longs for curing hearts illuminated by education.Curbing hands of political administration are of no use beyond being a component of technical machinery. Democracysmears political leaders holding the positions of watchmen of loaded nuclear weapons and in turn to be the smart drivers of good administrative machinery. Corporate profit, instead of the social welfare turns to be the decisive factor in the process of policy making and public administration. Pretence and luxuriance have become the benchmarks of young leaders, throwing back social service and fellow feeling into ignorance. Opulence of the present politics saves for the future nothing except the frozen thoughts and deeds. The surviving humanity calls for the education of hearts and the righteous citizenship training of young generation.

Education, ideally, aims primly at fostering good citizenship qualities in the students. The current school practices yet focus on standards, testing and measurement. Schools are at risk of narrowly defining their mission as improving the test scores. This is why Berman (2004) warned that preserving and promoting a democratic society was the founding percept of the public education system. If educators are to continue to preserve democracy, this mission must

remain central to their efforts. The schools and universities turn to be centres of freedom movements and struggles for democratic order throughout the world. Youth political movements incubated in universities and secondary schools have been influential factors in political change in African countries (Quayno, 2015). To win success, mass political movements for establishing democracy and freedom are to be backed up by righteous civic education.

The complex, increasingly interdependent, and ever changing world makes it necessary to update the old conceptions of citizenship education. Increasing interdependence has complicated the citizenship process through many factors such as the growing demands of deprived persons for the redistribution of wealth, the mushrooming of subgroup loyalties, divisiveness in national communities and deterioration in the capacity of government to govern. Modern educational system should be adjusted to include the updated concepts of citizenship and citizenship education.

Free and democratic India is the result of long lasted struggles and freedom movements. Flawless systematic citizenship education is needed to maintain the country as democratic. In many historical republics, democracy disappeared only because the citizen became indifferent to their responsibility for protecting their freedom. This happened in Athens, in Rome, in the Weimar republic. This is what cautioned by Vincent, Bartlett, Tibbetts and Russel (1958) that it can happen in any democratic society whose citizens 'let George do it' or refuse 'to get mixed up in politics'.

No one is born with the skills necessary to discharge their responsibilities in a free society. Freemen should be capable of shouldering the responsibilities that the society authorizes. They should be social enough to cope up and deal with civic opportunities effectively. Training in citizenship is expected to make

them do something with wealth of information and better intellectual capabilities to improve the quality of public policies and humanize administrative and judicial setups. Training that effects active participation by citizens in all spheres is essential for the success of democracy.Democracy depends on an educated citizenry capable of making critical decisions about communal life (Dewey, 1916).

Citizenship has value beyond the domain of day to day political affairs. In a broad sense, good human beings would be good citizens also. Flourishing of citizenship education would also cherish the humanitarian qualities. Because the aim of citizenship education is to develop means whereby citizens may learn to support, strengthen and defend the principles of democracy and social welfare. Intelligent application of these principles would help to solve the problems and issues that confront society. Effective citizenship education tries to foster qualities such as civic skills, civic virtues and civically engaged behaviours. It is so wide and includes more than mere academic knowledge and skills. Better civic programmes would aim to develop the will and thrill for service to human society so that the evils of social world can be eradicated.

There is a general consensus among educators that education for citizenship is the primary concern of social studies (Roberts & Larkin, 1976; Shaver, 1977). This prime aim of social studies instruction was neglected by the educational systemfor a long periodand it caused social evils. The curricula often plan to attain the development of personal efficiency. This has promoted selfish individualism neglecting the social world. Bining and Bining (1952) observed that system of education that does not provide for the needs of society as well as for the needs of the individual can never function successfully in a democracy. Social studies aim to bring the pupil out of the selfish cover in to social world, pouring good qualities of citizenship.

Citizenship education is not limited as an objective of social studies instruction. It is the general and broad goal of school going itself. Schooling plays a vital role in preparing citizens for meaningful participation in a democratic society (Giroux, 1983; Hooks, 1994; Gutmann, 1987; McLaren, 1995). Traditionally schools are considered the ideal grounds of citizenship education, where the background setup is curiously designed to activate the civic opportunities and accelerate the growth of civic capabilities. It is assumed that learning about citizenship responsibilities can best be accomplished through citizenship education in the school curriculum, since they spend much of their time in the school (Sigauke, 2012; Crick, 1998).

Traditionally children were excluded from conventional definitions of citizenship (Cockburn, 1998). They were seen incompetent in taking the role as active agents and dependent on adults (Storrie, 1997). Later children were conceived as the citizens of future. Today they are seen as the active citizens of present time itself. This broad view of citizenship extends beyond legal conceptions of citizenship covering broad concepts of belonging, equality, inclusion and active participation (Hall, Williamson & Coffey, 1998). However if citizenship education is to be effective, in addition to traditional civic activities, it must focus on issues of identity, encouraging children's sense of belonging to a community of children who enjoy particular rights and statuses in their relationship with adults (Devine, 2002). Lack of civic opportunities in the childhood, lead the young generation into anti-political attitudes and behaviours. Buchanan-Barrow, Barrett and Clausse (2005)commented that decreasing numbers of 18-24 years old in the UK are voting in national elections or participating in civil society and there is evidence that this apathy has its roots in adolescence.

Research suggests that those exhibiting civic orientation in adolescence are more likely to display civic engagement in adulthood (Larson, 1994). Young people relatively apathetic towards civic and political issues and activities are likely to remain disengaged in adulthood (Crystal &DeBell, 2002). School experiences are the real source of civic engagement for the young generation and if given ample opportunities, no doubt, they will cherish good civic qualities even in adulthood and old age.

The concerns of the democratic societies and educationists about the realization of civic mission of educational institutions have to be taken into account very seriously. Cogan and Morris (2001) reported on analyses of civics education in seventeen secondary schools in six countries. Overall these studies suggested that schools are increasingly expected by governments to provide better civics education. Too often citizenship education in schools is sterile and removed from real-life issues. It is designed to teach *about* democracy, not to practice it. Researches show that current classroom practices are less important than school culture and classroom climate in effecting desired civic outcomes. Students have to experience democracy in their schools. Teacher education programmes, educational systems and widely administered tests should recognize this fact (Sears &Perry 2000). To overcome this adverse condition, the state should have a well-organized and curiously planned system of education that can build citizens self-realized and open-minded to others. Education has been viewed as a linchpin of the democratic process. One of its functions, naturally, being the production of citizens who are concerned about and aware of their social and political environs (Rich, 1980).

Education in democratic behaviours is indispensable to live in modern complex and pluralistic society. In a country like India, which is the real ground of diversities and differences, civic sense and civic qualities are a must, to do the

best for oneself and society. India stands as the exemplar of democracy uniting the vast diversities into its national identity, tolerating the vivid differences in the spheres of religion, language, culture, race, caste etc. for the consensus of being an Indian, and bringing together the contrasting political ideologies for the common purpose of the nation. The country is a magical garden of varieties and diversities as compared to others where the single dominant cultural or religious element itself breaks down day by day into mutually destroying rival groups.

India is traditionally the synthesis of diverse social and cultural elements. The unity in diversity is the outcome of synthesis taken place in the past. Indian culture is modified continuously throughout the past by outside contacts. This historical blending of diversities in the culture has made its inhabitants capable of developing a strong democratic base for the nation. The beauty of Indian democracy is clearly shown in the preamble of its constitution itself. "WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVERGIEN 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 of opportunity; and to promote among them allFRATERNITY assuring the dignity of the individual and the unity and integrity of the   nation.

Indian democracy is visualized as the realization of the values, enshrined in Indian constitution. The values have to be internalized by the people and be fused into the day to day life experiences. Naturally citizenship education is considered as a prime part of formal curriculum itself. It has been given due importance in various educational documents, policies and frame works. National Curriculum Framework (National Council of Educational Research &Training-NCERT, 2005) recommended that citizenshippreparation has been an

important aspect of formal education and today, it needs to be boldly conceptualized in terms of the discourse of universal human rights and the approaches associated with critical pedagogy.

Need and Significance of the Study

Citizenship education involves learning and instruction directed to the development of citizenship competencies. It is mentioned in many other terms such as political education, citizenship training, civics, character education, training in democracy and political socialization. Whatever may be the term, the process involves the activities designed with an aim to equip the pupils with needed cognitive, affective and psychomotor capabilities connected with civic life. Dawson (1979) defined citizenship education as the training of people in the knowledge, skills and attitudes which are prerequisite for active and effective participation in civic life. The goal of this process should be good citizens who can both advocate and carry out appropriate political actions to advance their perceived self-interest.

Development of civic qualities occurs in the school as well as non-school settings. The modern complex life patterns of the society have levied upon the educational institutions with the lion's share of the responsibility for civic training and thereby nurturing the qualities of a good citizen in the pupils. In this sense, citizenship education is a continuing challenge for the generations. As the society changes, the dimension of citizenship education will also change. However, the basic goal of preparing the students to behave competently in a civil society remains forever. At beginning good leaders in a new state produce great institutions. Later these institutions produce good leaders. Are the schools and colleges producing the leaders for tomorrow (Palkhivala, 1982). Democratic

education is itself a living experiment which is not only exacting, but also challenging (Mohanty, 1986).

Citizenship education is provided vital importance in the educational curricula of almost all of the modern democratic countries including old ndnew entrants into democratic stream alike.It is included as part of the formal school curriculum and given due importance in the national documents of democratic countries on the policy of planning and administration of educational system. Veugelers (2007) pointed out that Dutch society and its educational system see citizenship education as being an important task of education. The teaching of democratic citizenship education in public schools is a newcomer to South Africa where, Schoeman(2006)wrote, the notion that public schools have a distinctively civic mission is recognized in all national education policy documents published since the first democratic election in 1994..

Taylor (2007) remarked that politically, the volatility and rootlessness of social and political identity in the most western societies have been of considerable importance in the last twenty or thirty years. Citizenship education can therefore be seen as a crucial element in the development of lifelong learning perspective of education. It is crucial not only for the creation of a fully rounded educational provision, but also central to the maintenance and development of a vibrant democratic structure. Citizenship education should thus become a high priority for policy makers and for learners of all age levels acrosssocieties. Remy (1980) noted that after a considerable lapse of interest in citizenship education during the 1960s, extending into 70s, concern for revitalizing citizenship education has grown among curriculum specialists, social scientists, foundation officials, state and federal policy makers, and the general public.

Buchanan-Barrow, Barrett andClausse(2005)remarked thata report by the citizenship advisory group, Crick Report in1998 addressed major concerns of civics education in England. Partly as a consequence of its findings, citizenship became a subject in the U.K school curriculum from September 2000, with the aim of providing education that will help pupils to develop a full understanding of their roles and responsibilities as citizens in a modern democracy.The need for education for citizenship programmes was felt quite early in America American educational system has done much and it continues for the fostering of citizenship training in the schools and outside. There, the immigrants from various countries settled and the problem of socializing the new generations and successive arrivals has been acute. The educational system has been long employed for this purpose. (Varshney, 1983).

Though civic programmes and projects are implemented,the results show little advance in the students' gain in knowledge, competence and values even in the developed countries. Developed countries are frequently assessing and evaluating the effectiveness of their formal citizenship educational practices in the school, from early on. Often the results are not so favourable. The report, The Civic mission of Schools prepare by CIRCLE, Centre for Information and Research on Civic learning and engagement and Carnegie Corporation (2003), bluntly stated that American school based civic education is in decline. Children, for good reason, often find the social studies a crashing bore because schools empty the subject of its natural vitality before making it available (Patterson, 1965). A national survey in America by the national science foundation found that ninety per cent of Social Studies teachers rely on textbooks as the central instrument of instruction. Over 50 per cent of the teachers surveyed prefer to continue using books they are familiar with (Weiss, 1977; Superka, Hawke &Morrissett, 1980). Few teachers studied were aware of newer, alternative

instructional material although about one-quarter reported that out-of-date teaching materials were a major problem (Shaver, Davis&Helbun, 1979).

Proposal for a Citizenship Project: Basic Agreement (Wayne University, 1945) ascertained that democratic government requires alert, informed, interested, honest citizens. These citizens must care sufficiently about the national way of life to spend time and energy in making the democratic process effective. Unfortunately, neither in U.S. nor in any other country has such an informed participating citizenry ever been adequately developed. There is great need for raising the level of civic life. In view of these shortcomings-non-voting, civic lethargy, non-informed voters- it is evident that citizenship training has fallen short of the ideal. It is evident that there is need for intensive experimentation, research, and demonstration of results looking toward the improvement of citizenship education.

Researches show little interest in exploring the current status of Social Studies instruction and in experimenting the effect of modern instructional practices, techniques and strategies in modifying social studies instruction. Obviously, most our common concerns about how various social science subjects should be taught have not been tested experimentally. In the early elementary grades the National Science Foundation conducted a national survey in America and found teachers typically spend only twenty two minutes a day on social studies instruction (Weiss, 1977).Researches so far conducted have yielded little useful knowledge for classroom social science teachers to improve upon their practices (Raina, 1997).

Fogelman (1991) states that it is no longer acceptable for citizenship in schools to be dependent on the enthusiasm of particular civics or social studies teachers for providing some of their pupils with the experience of community

service. Rather it is part of the entitlement of all young people in our schools. Schools are faced with challenge of deciding what they should be doing under the heading of citizenship; identifying what they are already doing and where the gaps are; planning the experiences and activities which will meet these gaps; and ensuring continuity and progression in students' experiences throughout their years in school. Gyteand Hill (1990) observed that tomorrow's citizens will need a range of transferable skills to respond creatively to tomorrow's fast changing scene. Responsibilities and rights are not learned in a discrete slot once a week but stem from a range of learning experiences. Classrooms which empower pupils to take responsibility for their learning and work collaboratively play a key role in this apprenticeship.

Citizenship education involves preparing students for adult roles and responsibilities. Schools should supplyto students plentiful opportunities to rehearse their adult roles, exercising some responsibility, engaging in democratic debate and making decisions, coping with the outcome, good or bad (Lynch &Smalley, 1991). Srivastava (1985) commented that Citizenship cannot be developed by speeches and appeals, not by making laws, amending statutes and issuing instructions. Neither lip service nor paper service is of much use. It requires a well thought out programme of action, concerted and planned effort, an all-out drive and large scale investment. For building up the edifice of a democratic citizenship, two main pillars are needed, education and action. But translation of education into practice is now weak. Education in citizenship is to be strengthened. The syllabi have to be amplified so as to bring home to the students the fact that participative, cooperative and alert citizenship is needed. They may be given some form of practical training also.

Coming to Indian context, we see that citizenship education has been the part of formal school curriculum from the time of independence onwards.

Educational thinkers, policy documents, national and local curriculum frameworks, all have given the first and foremost priority to citizenship education in the aims of education. Citizenship in democracy in the words of the Secondary Education Commission (Ministry of Education, 1953) is very exacting and challenging responsibility for which every citizen has to be carefully trained. It involves many intellectual social and moral qualities which cannot be expected to grow of their own accord.The new Right to Education Act (Ministry of Law and Justice, 2009) strictly stipulates the academic authority to consider conformity with values enshrined in the constitution while laying down the curriculum. Citizenship education puts forward great goals and objectives, as it is connected with development of nation and the future progress of social and cultural spheres of its citizen. It aims to create a vigorous and industrious society of individual citizens able to meet the individual and social needs through the socially accepted ways. National educational thinkers of past and present, curriculum developers, policy makers all have done much to make the educational system work to realize the great goals of citizenship education. Now it is the true for the educationists to think deeply about the success of Indian educational system in the attainment of the citizenship goals and objectives.

Does present day civics curriculum serve the purpose of developing an active citizenry well? Whether the schools are imparting the right type of citizenship education? Are the teaching and learning of civics in the educational institutions effective enough to change the goals into realities? Whether the goals set in the curriculum become accomplished fruitfully? NCERT (2006) vividly pointed out thatyou may have heard 'civics is boring' from your students themselves. Syllabi of Civics in the country tend to focus on formal institutions of government. The textbooks are full of constitutional, legal and procedural details, presented in a dry and abstract manner. No wonder children experience

disconnect between the theory they read in the textbook and what they see in real life around them. This is perhaps what makes Civics 'boring' for young adults in a country otherwise full of passion for politics. NCERT (2008) remarks that it is unfortunate that social science has increasingly come to be viewed by students a box full of general knowledge facts to be learnt by rote. This exciting understanding is completely opposed to what social science is meant to do, i.e. to provide a lens through which to analyse the world around us. This ability to analyse social issues is increasingly being viewed as a necessary and desirable skill to possess.

Though it has been emphasized in report of various education commissions in India that citizenship, and character-building are the primary aims of education, no concrete measures have been adopted to achieve these fundamental objectives of education (Srivastava, 1985). Though the schools serve as the chief political socializing agents, the prescribed school textbooks fail to contribute to the increase of political awareness of the students (EhsanulHaq, 1981). The above mentioned comments point to the failure of Indian educational system to realize the civic goals of education. A comprehensive evaluation of the status of Indian education in imparting citizenship education is not yet carried out, but it is an urgent need of the time for both the researchers and educational thinkers.

What accounts for the non-fulfilment of desired outcomes in citizenship education? Conventional approaches we adopt in the teaching of social studies and citizenship have caused much for the development of a sterile attitude among teachers and students towards the subjects. It is to be recognized that there are structures of knowledge realistically pertinent to the idea of citizenship and methods of transferring civic competencies at every level of individual learning.

Really, the learning and teaching process of Social Studies in Indian schools is of pathetic condition, as the research findings show. The teaching of Social Studies has not been managed by any empirical support or research evidence, but by the 'consensual lore' of the experts. The questions 'Why should we teach social studies?' and 'how we teach social studies?' seem to have largely remained unanswered. In addition, such questions became critical: what has been the research base to the social science education? There are no researches conducted in this area to help the curriculum framers, textbook writers and classroom practitioners in their respective areas of work and activities (Raina, 1997). Metcalf (1963) observed that research in the field of social science reflects little sustained concern with building and clarifying a theory for teaching social studies. The empirical studies have also not been the kind likely to contribute to theoretical knowledge. Reeta (1990) remarked that quite a few studies of political socialization have been done from different angles, abroad as well as in India. Varshney (1978) recommended that civics curriculum needs to be supplemented by prescribing some activity programmes which should be laid down with a view to providing opportunities to students for the exercise of civic sense in actual social behaviour. Practice to supplement theory is as important for the art of citizenship as for any other art.

There is no periodical evaluation of the progress in Civic sense of students resulting through formal education. It is of urgent need for a complex society such as India to conduct such evaluations and take remedial steps to alleviate the shortages. Painful conditions of Social Studies and Civics' teaching learning processes point to the need of conducting researches in these fields in order to delineate the present situation correctly and to suggest valuable further steps to be followed in the future planning and administration.

Citizenship Education is currently floating on the surface of educational field, neglecting the real life-world realities. Teachers and students are destined to swallow the contents of Civics courses without being digested with the help of real experiences and practices. Citizenship calls for more than mere knowledge or information. Civic instruction is to be supported by judicious selection of appropriate practices in terms of student capacity, existing content and over all objectives of the course. Balanced programmes that provide real experiences as well as the vicarious experiences would help to make Citizenship Education alive and effective. The necessity for adequate changes in instructional techniques of Social Studies particularly the Citizenship is very clear. In the modern world, having the products of scientific inventiveness left behind the social and political common sense and attained power even for a global massive destruction, a varied and intelligent programme of Citizenship Education must be adopted and carried out. As Ehaman (1980) asserts systematic and carefully aimed curricula can result in considerable political information transmission at both the elementary and secondary levels.

Failure of citizenship education always will be mostly the result of neglecting the dimension of fostering the citizenship competencies. Any civic programme would be a failure, if it became so satisfied with providing civic information laying the civic competencies far beyond the reach of participants. This fact is clearly shown by Vincent, Bartlett, Tibbetts and Russel (1958) as they have observed that Development of citizenship skills has always been the neglected area of citizenship education. These, like skills of any kind, require practice. Conventional classroom instructions of Civics seem not to bother about the deep practical applications of civic knowledge into real world experiences. Entwistle (1971) stressed that although preparation for citizenship is an item in most statements of educational aims, political education has been neglected in

schools in democratic societies. There is no consideration of democratic education as initiation into the skills and concepts required for active participation in political affairs.

Civics instruction should be made alive with more adequate instructional techniques and strategies. Application of teacher-made strategies as well as of the available teaching models and methods would significantly contribute to the practical solution of instructional problems. Buch (1991) very clearly demarcates this fact stating that there is great need for more studies in the disciplines of social science education, music education, civics education and home science education. This observation remains true after two decades sine then. There is a conspicuous lack of interest and initiative on the part of university departments for research in teaching of subjects like commerce, population, music and social science. Pointing to the dimensions of teaching methodology and Models of Teaching he remarks that the studies under this head are as many as 21 (33 per cent) out of 69 studies reviewed in first four surveys of the research in India. Among these, social studies education tops the list with nine studies, followed by Geography education with six studies. In other disciplines there were only one study in each subject except history with two, Civics and home science had none.

Raina (1997) pointed out that the number of researches carried out in social sciences Education included in the five surveys of NCERT in different periods from prior to 1972 to 1992 is not encouraging. Predominantly the Ph.D researches have formed the greater chunk of the researches in comparison to research projects and research papers. Further, out of the nine papers, it is significant to note that seven papers have been contributed by scholars from overseas who have studied problems in their own settings. Only two papers have been contributed by Indian researchers. Varshney (1983) pointed out that in

India, few investigations have been made in the area, education for citizenship i.e., political socialization. No evaluation of Civics curriculum from this point of view was taken up. Before 1947 perhaps the political situation may not had supported it due to displeasure from the part of foreign government. There was little agreement between the ruled and ruler in deciding good qualities of a citizen.

A trend report prepared for the Indian Council of Social Science Research (as in Gupta, 1975), reviewing researches on the 'process of politics in India' observed no important work has been done by Indian scholars in the field of political socialization. In his 'Foreword' to a book on the subject,Dube (cited in Gupta, 1975) wrote about the uncharted territory of political researches in the field of citizenship. Lack of interesting researches in the field of citizenship has added to the deplorable condition of Civics teaching and learning in India. Civics teaching is to be strengthened by strong backbone of field researches in citizenship and be made rich enough in experience and work orientation. Through the researches in this field, the sufferings of students and teachers from lack of needed theoretical back-up can be redressed.

In the researches concerning the instructional procedures, those which focus on Models of teaching gain more attraction of the scholars. Fifth Survey of Educational Research, trend Report (NCERT, 1997) remarked that research studies on the Models of Teaching are found to be gaining increasing popularity. The models mostly adopted were those identified by Joyce and Weil. Among these the model most experimented upon was the Concept Attainment Model; either as a single Model or in comparison with other models. In all, the information-processing models caught the attention of the researchers much more than the other families. Sixth Survey of Educational Research (NCERT,

2006) points out that Models of teaching with 18 studies is a popular area among researchers.

Citizenship Education as the Models of teaching is taken into account, seeks the support of Social Family models. But, unfortunately researches in the Social Family model is very rare in India as the trend reports and surveys point out. Therefore, the present researcher feels sufficient importance in conducting a research aiming to develop and validate a Model of Teaching in Civics fostering the citizenship competencies among secondary school students. Such a research would help not only to promote citizenship education but also to attract the attention of scholars into the world of studies on social family models of teaching, which are the real playground of social studies especially the Citizenship Education.

Special Significance of the Study

The main power of teaching Civics is to equip students as they grow with necessary Civic skills so that they may participate effectively in the affairs of the community around them. It is through the teaching of Civics that the students are introduced to the basic values enshrined in our Constitution. Unfortunately, the educational practices strip the students of the citizenship qualities while loading them with selfish individual sense, through the popular cut-throat competitions leading to emotional imbalance and spiritual starvation. This imbalance is to be rectified through suitable transactional strategies and humane touch of innovative teachers (Lehri&Nagpal, 2004).

Some commonly suggested participatory Methods and Techniques in Civics are celebration of National Festivals, Anniversaries of National leaders and Great Indians, Observance of Religious Festivals with solemnity, Field

Trips, Group Discussion, Project Work, Community Survey, Mock Parliament, Class Exhibition, Wall or Class magazines, Class Debates, Panel Discussions, Quiz, Drama, Role Playing and Simulation. These methods are applied in classrooms very occasionally. If conducted they occur in a formal setup, set aside from the normal classroom instructional procedures and the prescribed course contents. The educators and teachers are in need of strategies and teaching models designed to suit the transaction of democratic values and citizenship training using the prescribed civics contents and general classroom settings.

The present study proposes anew method of Civics instructionwhichis based on the spirit of legislative procedures carried out in the people's representative houses including parliament. Parliament is the exemplary institution of democracy where the representatives of people act as the true citizens. Socially important issues are brought by the members to the notice of parliament, discussed by all, finally resolved in a way to reflect the multiple dimensions and opinions. Legislative functions of the parliament get performed going through various steps and procedures of parliamentary business. Parliamentarians are conceived to be the ideal functionaries of democracy, full-fledged with the citizenship competencies required to capitalize the ideal values and virtues enshrined in the Constitution. The parliamentary procedures are set up in a way to realize the glory and dignity of the citizenship. All are free to speak, but only based on evidence. All enjoy the privilege to question, but responsible to answer as well. Freedom of speech and action is granted to all but have to follow certain rules and regulations. Can these practices be applied in a class room set up and designed in a way to adapt the normal curriculum transactions?

The present study attempts to build up such an instructional design for civics, based on the spirits of legislative practices carried out in a parliamentary

set up, applying the multiple phases of parliamentary procedures to the instruction of civics. The study proposesto develop Legislative Model of Civics Instruction and to test its effectiveness on advancing the democratic citizenship competencies among Secondary school students.

Statement of the Problem

The study is entitled as "Effectiveness of Legislative Model of Civics Instruction on attainment of Democratic Citizenship Competencies among Secondary School Students".This study is to develop a teaching model for Civics instruction and verify its effectiveness in fostering Democratic Citizenship Competencies, viz., Democratic Citizenship Knowledge, Cognitive Citizenship Skills, Participatory Citizenship Skills and Commitment to Democratic Citizenship Values.

Definition of the Key Terms

The key terms used in the title of the study are conceptually and operationally defined in this section.

1. Effectiveness

Effectiveness is the power or ability to bring about or produce the result that is wanted or intended. In this study it refers to the ability of teaching method in bringing out desired instructional outcomes in terms of scholastic achievement, cognitive and participatory skills and attitudinal values.

2. Legislative Model of Civics Instruction

Legislative Model of civics instruction is the model of teaching developed in this study based on the idea of absorbing the spirit of legislative procedures carried out in the people's representative assemblies such as

parliament into the class room practices. This model is designed with the intention to support the curriculum transaction of civics at the secondary level of schooling.

This model of teaching follows certain phases.

Phase I: Orientation to Legislative Procedure

Teacher provides an overview of major Legislative procedures. Choosing and briefing about the rules of conduct the teacher in discussion with the students chooses an appropriate procedure. Teacher describes about the rules of the procedure

Phase II. Listing the roles

The procedure is further deduced into several roles. Each roles is defined in terms of activities, materials of presentation etc.

Phase III. Choosing the roles

Students are assigned different roles. Students for prime roles can be selected

Phase IV: Rehearsal

Trial performance is conduced

Needed changes are incorporated

Phase V: Playing the procedure

The Legislative procedure is executed in the classroom

Phase VI: Analysing the procedure

Students are asked to express their opinions. Procedures is analysed and evaluated in terms of strength and weakness

3. Democratic Citizenship Competencies

In its most general sense, democracy denotes a way of life in a society in which each individual is believed to be entitled to equality of concern as regards the chances of participating freely in the values of that society (Gould & Kolb, 1964). Citizenship is simply the involvement in public affairs by those who had the rights of citizens (Barbalet, 1988). Citizenship entails the knowledge, skills, and dispositions needed to function socially within the parameters of a nation's political and legal boundaries (McCulloch & Crook, 2008). Citizenship is the legal status in a country, but democratic citizenship involves much more. It demands becoming informed about issues that affect them and participating with others in determining how society will resolve those issues (Portelli& Solomon, 2001).Competencies are concepts, skills, and attitudes which are highly specialized (Good, 1973).

Democratic Citizenship Competencies refer to proficiencies required for a citizen in a democratic society to perform the civic roles successfully. It can be divided into four dimensions. i) Knowledge about the structure, functions, and ideals of democratic institutions such as constitution and parliamentii) Cognitive skills such as analysing the events of civic life, critical approach to information, policies and views and argue, defend and reason on one's own point of view c) Participatory skills such as building mutual relationship, team work and communication and d) values such as equality, justice, liberty, fraternity.

Knowledge level citizenship competency is measured by the Tests of Achievement in Civics prepared for the present study. Cognitive skills are

measured by the Scale of Cognitive Citizenship skills developed and standardized for the present study. Participatory skills are measured through the class room observation by the expert teachers. Students were provided group tasks for discussion or debate which would create ample situations of expressing participatory skills and the teachers observed and rated the performance of the classroom groups using the tool, Rubric of Citizenship Participatory Skills, developed for the present study.

4.Secondary School Students

Secondary School Students are those studying in the standards VIII, IX and X of schools of Kerala. While for test standardisation and survey of extent of civic knowledge and skills students both from standard VIII and standard IX were used, for the experimental treatment, students from IXth standardonly are considered.

Variables Selected for the Study

Variables included in the present study are detailed below.

Independent Variable

Independent variable in this study is the Instructional methodemployed in the civics classroom. Two instructional methods of teaching civics are compared in the present study. One method is the newly developed Legislative Model of Civics Instruction and the otheris Instructional Method practiced in the current school classrooms of Kerala State. The lesson plans following this method are based on the guidelines and learning activities prescribed in the Social Science Teachers' Handbook (SCERT, 2010).This method is hence forth described as Extant Method of Civics Instruction.

Dependent Variable

Dependent variable selected for the study is the attainment of Democratic Citizenship Competencies. The competencies are classified into four dimensions- knowledge, cognitive skills, participatory skills and Values pertinent to democratic citizenship.

1. Democratic Citizenship Knowledge

This dimension represents the basic the instructional objectives generally considered in the normal classroom teaching-learning activities in Civics. Therefore the knowledge level citizenship competency was measured using two achievement tests, viz., 1. Test of Previous Knowledge in Civics (Pre-test) and 2.Achievement Test in Civics (Post-test).

2. Cognitive Citizenship Skills

This dimension includes the intellectual proficiencies required for a citizen to successfully perform the civic roles in the relationship with groups, government and fellows. They include the skills such as identifying and describing phenomena or events of political and civic life, analyzing and explaining phenomena or events of political and civic life, evaluating, taking and defending positions on public events and issues, making decisions on public issues, thinking critically about conditions of political and civic life and thinking constructively about how to improve political and civic life. Eleven basic citizenship competencies are identified from the literature review and selected to constitute the Cognitive Democratic Citizenship Competency. They are 1. Collecting and absorbing information, 2. Analyzing events of civic life, 3. Critical approach to information, policies, views , 4. Evaluate validity and quality of information, 5. Make choices, take a position , 6. Argue, defend, reason one's own point of view, 7. Interpret arguments of others, 8. Reflect

one's own actions and arguments, 9.Civic imagination and creativity, 10. Civic judgment, 11.Civic assessment. These eleven skills tended in factor analysis to be reduced to two component factors. Considering the underlying features of the clustered skills two components of cognitive skills were identified, viz.,

1. Cognitive Skills in dealing with Civic Information (1-4 skills) and

2. Cognitive Skills in dealing with Civic engagement issues (5-11 skills).

3. Participatory Citizenship Skills

This refers to the activity oriented capacities required for a citizen to indulge effectively in the democratic processes. From the reviewed literature eight such participatory skills were selected for this study. 1. Communication 2. Civic Problem Solving,3. Team Work 4.Leadership 5. Building Relationship 6. Role Performance 7. Public Discussion and 8.Organization.

These skills are measured using two methods, self rating of students by responding to self rating version of Rubric of Citizenship Participatory Skills and observation of classrooms by expert teachers while conducting group learning activities such as debate, discussion etc. The observer version of Rubric of participatory democratic citizenship skills was prepared to be used by the teachers to rate the skill performance of observed group in terms of observable behaviours. The rubric divides each of eight participatory skills into four criteria/components. Against each criteria/component four levels of expression in terms measurable classroom conducts are provided and the observer was directed to select one of the four levels suitable to the concerned group.

4. Democratic Citizenship Values

This refers to values pertinent to the democratic beliefs and attitudes. For the present study Democratic Citizenship Values refer to the scores obtained by

respondents in the measure, Scale of Commitment to Democratic values (Gafoor & Thushara, 2007). It is five point rating scale providing 57 self-assessing statements regarding beliefs, opinions, or viewpoints in various civic life situations and directing to select one of five options rating the strength of self-assertion. The scale theoretically classifies the Democratic values into nine components. 1. Nationalism, 2. Liberty, 3.Equality, 4.Gender Equality, 5.Secularism , 6. Social Justice, 7. Fraternity, 8.Faith in Democracy, and 9.Tolerance. The scale was revalidated by the authors in 2015 and four components of democratic values were identified through factor analysis, viz.,1. Ideological Democracy, 2.Practical Democracy, 3. Socio-economic Democracy, and 4. Ethical Democracy.

Control Variables

Two types of control are used in this study. They are 1. Holding factors constant and 2.Matching the groups. The factors which are held constant are, 1. Teacher, 2.Time or duration of instruction 3.Type of Institution. The control and experimental groups were matched with respect to the important variables that may have a hold on the results of the study. Two groups of this study were matched on 1. Previous Knowledge in Civics 2.Cognitive Citizenship Skills 3. Participatory Citizenship Skills 4.Commitment to Democratic Values.

Objectives of the Study

The major objective of the study is to develop a new model of Civics instruction by incorporating democratic procedures adopted in legislative bodies and to test its effectiveness in promoting the democratic citizenship competencies among secondary school students. This objective encompasses the following minor objectives.

1. To develop Legislative Model of Civics Instruction sourcing from democratic procedures of legislative bodies to improve the process of school civics instruction.

2. To assess the a) democratic citizenship knowledge b) cognitive citizenship skills c) participatory citizenship skills of secondary school students.

3. To test the effectiveness of legislative model of civics instruction on the democratic citizenship knowledge of secondary school students

4. To test the effectiveness of legislative model of civics instruction on the cognitive citizenship skills of secondary school students.

5. To test the effectiveness of legislative model of civics instruction on the participatory citizenship skills of secondary school students.

6. To test the effectiveness of legislative model of civics instruction on the commitment to democratic values of secondary school students.

Research Questions

Can the Legislative Model of Civics Instruction developed by absorbing the spirit of legislative procedures of people's representative assemblies such as parliament into the class room practices increase democratic citizenship competencies in terms each of i) Civic Knowledge ii) Cognitive citizenship skills c) Participatory citizenship skills d) Commitment to democratic Values among a representative sample of secondary school students of Kerala? If so, is the increase in those competencies significantly higher in comparison to what could be achieved with Extant Method of Civics Instruction advocated in teachers Handbooks for schools in Kerala? Can the enhancement in Civics Knowledge be achieved both for Lower Order Objectives and Higher Order Objectives of Civics Instruction? Is the enhancement in Cognitive citizenship skills after Legislative Model of Instruction observed in dealing with both Civic Information

and Civic engagement issues? How does the enhancement in Commitment to democratic Values after Legislative Model of Instruction apply to Ideological, Practical, Socio-Economic and Ethical dimensions of Democracy?

Hypotheses of the Study

1. Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

2. Higher Order Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

3. Lower Order Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

4. Cognitive Citizenship Skills among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

5. Cognitive Skills in dealing with civic information among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

6. Cognitive Skills in dealing with civic engagement issues among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

7. Participatory Democratic Citizenship Skills among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

8. Commitment to Democratic Values among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

9. Commitment to Ideological Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

10. Commitment to Practical Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

11. Commitment to Socio-Economic Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

12. Commitment to Ethical Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

Methodology

This section is to give a brief introduction to the methodology adopted in the study, before a detailed review of related literature in order to put the related literature in proper perspective. A more detailed account of the methodology is provided in chapter 3.

The initial stage of the study is to conduct a survey among secondary schools to examine the extent of Civics Knowledge and Cognitive Citizenship Competencies. The second phase is the experimental treatment to validate the Legislative Model of Civics. This study probes the effectiveness of the newly constructed instructional Model of Civics instruction in bringing out democratic

citizenship competencies among secondary school students. The study employs a mixed - methodapproach of research.

Design of Experimentation

As the school students where this experimental study has to be applied are already fixed intact classroom groups the present study employs the quasi experimental designofpre-test, post-test non-equivalent control group. The design of the study consists of an experimental group and a control group both taking pre-test and post-test measures. The two groups which assumed to be same in the qualities were checked to be match in the democratic citizenship competencies through pre-test. From the two matched groups, the experimental as well as the control groups isassigned using simple random procedure. The experimental group is taught by the new model of civics instruction and the control group by the existent instructional method. The experimental design used in this study is presented below.

$$G_1: \qquad O_1 \qquad X_{LMI} \qquad O_2$$

$$G_2: \qquad O_3 \qquad X_E \qquad O_4$$

O_1, O_3 : Pre-tests in Democratic Citizenship Competencies

X_E :Application of Control treatment - Existent instructional method

X_{LMI}:Application of experimental treatment-Legslative model of instruction

O_2, O_4 : Post-tests in Democratic Citizenship Competencies

Sample used in the Study

Survey phase of the study used 424 students of standard eight and 421 students of standard nine in MalappuramDistrict of Kerala, drawn by stratified random sampling. The experimental sample consists of two intact sections of

standard nine with 33 students in each, comparable on sex, age, previous achievement in civics and the democratic citizenship competencies from a high school of the same district as the survey sample. The comparability of experimental sample with the larger population on the relevant variables of the study is ensured.

Tools Used for the Study

The following tools are used for the study

1. Lesson plans based on the newly developed teaching model of Civics instruction.

Twenty lesson plans were prepared based on the newly developed teaching model of Civics instruction. The lesson plans covered two Civics specific Units of Social Studies textbook , prescribed for the ninth standard of schools following Kerala state syllabus. The selected units are 1. People and Constitution and 2.Central Government.

2. Lesson Plans based on the Conventional method of Civics Instruction

Twenty lesson plans based on the conventional teaching method of Civics were prepared to be followed in the treatment of control group. The same units which were selected in the lesson plans based on the newly developed teaching model of Civics are selected for the conventional lesson plans also viz. 1. People and Constitution and 2.Central Government.

3. Test of Previous Knowledge in Civics

An achievement test of previous knowledge in Civics was prepared and standardized for this study.This test was prepared by incorporating items on civics specific content till VIII [th] standard of Kerala school syllabus. This

measure was used to assess one of the four components of the Democratic Citizenship Competency, viz., Democratic Citizenship Knowledge. This test was administered to both control and experimental groups in pre-test procedureto match both groups in case of Knowledge level Democratic Citizenship Competency.

4. Test of Achievement in Civics

An achievement test of Knowledge in Civics was prepared and standardized for the present study. This test was prepared by incorporating items on civics specific content in IXth standard of Kerala school syllabus. This test was used to measure one of the four components of the Democratic Citizenship Competency, viz., Democratic Citizenship Knowledge. This test was employed in the post-test procedure to test whether the control and experimental groups differ significantly in the knowledge level democratic citizenship competency.

5. Scale of Cognitive Citizenship Skills

Scale of Cognitive Citizenship Skills was prepared and standardized for the present study. The scale is intended to measure one of the four components of Democratic Citizenship Competency, viz., Cognitive Democratic Citizenship Skills. The scale measures 11 basic intellectual citizenship skills. They are 1. Collecting and absorbing information 2. Analysing events of civic life 3.Critical approach to information, policies and views 4. Evaluate validity and quality of information. 5. Make choices, take a position 6. Argue, defend, and reason one's own point of view 7. Interpret arguments of others 8. Reflect one's own actions and arguments 9. Civic imagination and creativity 10.Civic judgment 11 Civic assessment.From these eleven skills two component factors were identified through factor analysis which are termed as 1. Cognitive Skills in dealing with

Civic Information (1-4 skills) and 2.Cognitive Skills in dealing with Civic engagement issues (5-11 skills).

6. Rubric of Participatory Citizenship skills

Two versions of Rubric of Participatory Citizenship Skills were prepared, teacher version and self rating version. Observation technique was used to measure the Democratic Citizenship Participatory Skills which is a component of Democratic Citizenship Competency. In order to make the observation orderly and systematic a rubric was prepared to be used by the observers to analyze the participatory skills in terms of observable and measurable behaviours. The rubric includes eight participatory skills. Each skill was further expanded to four criteria. Each criterion was followed by four levels of expression in terms of observable behaviours. The levels show the gradation of the concerned participatory skill and help the observer to keenly rate the group.

7. Scale of Commitment to Democratic Values

A revalidated version (2015) ofScale of Commitment to Democratic Values (Gafoor & Thushara, 2007) was adopted in this study for measuring Democratic Citizenship Values which is a dimension of the democratic citizenship competency.

Statistical Techniques Used in the Study

Along with the usualdescriptive statistical procedures, the study utilize the following techniques.

1. Mean Difference Analysis

Mean scores of the control and experimental groups were compared in the pre and post treatment levels of the experiment utilizing Mean Difference

Analysis. T-test was employed to test the significance of difference between the mean scores.

2. Cohen's Effect Size Calculation

Furthering Mean Difference analysis Cohen's Effect Size was calculated to measure the extent of influence that the newly developed Teaching Model of Civics Instruction exerted upon the attainment of Democratic Citizenship Competencies.

3. Factor Analysis

Factory Analysis used is to check the clustering tendency of the eleven skills measured through Scale of Cognitive Citizenship skills thereby identifying the constituent factors and bringing out the underlying components of the Democratic Cognitive Citizenship Competency and examining the validity of the scale to measure this competency.

4. Percentage Analysis

Percentage analysis is to process the data collected as part of the preliminary survey with a purpose to assess the extent of Civics Knowledge among secondary school students.

5. Chi-Square Test

Chi-square Test is to analyse data of rating students' citizenship participatory skills through classroom observations by expert teachers. It is done to find out the effect of Legislative Model of Civics Instruction on the Citizenship Participatory Skills of secondary school teachers by using data based on observations by few teachers.

Scope and Delimitation

Civics learning-teaching currently show stains of weakness in bringing the desired qualities of a good citizen. This stems mainly from the problem that school teachers are not provided with sufficient experiences of employing divergent strategies and teaching models in civics classes. The present study is prima facie an attempt to recognize this deficiency. Through the present study, an instructional modelhas been developed to support the realization of instructional objectives in Civics particularly to advance the democratic citizenship competencies of secondary school students. The teaching model is validated through the educational interventionfollowing the quasi experimental pre-test, post-test design. As part of preparing ground for measuring the effectiveness of the new treatment two measures are also developed and validated, viz., 1. Scale of Cognitive Citizenship Skills and 2.Rubric of Participatory Citizenship Skills.The survey phase before the experimental phase of the study helped to gauge status of civics achievement and other relevant variables in the population and to demonstrate the representativeness of the experimental sample with wider school population with respect to important variables of the study.

The traditional Civics classes often fail to bring democratic values and attitudes into the purview of expected outcomes of instruction and evaluation. The newly developed instructional model facilitates the application of legislative procedures as easily interwoven with normal textbook contents and regular class times. Simulating Parliament is seen as a good way of imparting civic qualities in the schools. But the time consumption, separation of discussed issues from those in the prescribed textbook and over-emphasis upon the facilities make this a rare practice item in the schools. The new teaching model blends the textbook

contents into the legislative procedures in a simple way to suit normal classroom applications.

The curricula of CBSE and state run schools envision realizing Continuous and Comprehensive Evaluation covering all aspects of child including critical thinking, creative thinking, interpersonal relations and effective communication. How these are to be evaluated? Advocating teachers to use checklists, observation, anecdotal records and portfolios for this purpose without providing them with specific devices will not be sufficient. This indicates the inevitability of developing reliable and valid measures of higher level instructional objectives.The measures of citizenship competency would help to boost innovations in the field of evaluating methods and techniques of Social Studies, particularly of Civics. Normal conventional classroom tests in Civics do not cover student's cognitive or participatory skills in citizenship.The new measure would help to alleviate this deficiency. The effectiveness of new innovative instructional methods and new civic projects can be evaluated satisfactorily using these measures. These would also assist the project planners in the field of Civics for analyzing the effects of implementation.

To realize the objectives of this study, typical designs of experimentation were postulated. But for practical conveniences the study was confined in terms of sample and time. Some of such delimitations are noted here.

1. The study limited the sample to ninth standard students representing the secondary schools. The eighth and tenth standard students are not represented in the validation experiment. As the standard of selected sample stands in the middle position of the secondary standards it is expected to represent other two levels more than otherwise.

2. The present study is confined to a school selected from government sector. The effect of the various school climates prevail in different types of management could not be considered here to be controlled. As the government schools hold real representation of society absorbing diverse social, religious, economic and political elements the study can be seen considered more viable to generalization and applicability to other situations.

3. The contents of civics selected for the study are very much important ones, though there are other areas of subject matter which are not considered in the lessons of treatment for validating the newly developed teaching model. Textbook units on Constitution and Central government are the areas covered in this study. As they are the chunk parts of Civics it may be concluded that the practical applicability of the new model of instruction to the contents of Civics is large enough.

4. The participatory skills of the students in the classroom activities are measured in the study through the observation technique using rubric of democratic participatory citizenship skills. Other techniques such as peer evaluation, individual assessment through recorded videos are not employed here. But the results of observation were compared to the self-rated evaluations of students on their level of performance in the same skills.

5. The sample for the treatment is selected from Malappuram Dt. As this district show no large or explicit variation with other districts in socioeconomic qualities the sample expected to represent Kerala secondary school students naturally.

REVIEW OF RELATED LITERATURE

Reviewed literature concerned with citizenship education and the class room applications of the civic programmes are detailed in this chapter. Attempts were made to collect related theories and studies focussed on the school level instructional adaptations of citizenship training, supportive devices of educational systems nurturing civic attitudes, skills and values. Major sources utilized in the review constitute Journals published from India and abroad which are available online through e-library facilities in the University. Indian studies were reviewed by visiting many of the Indian Universities and Research Institutes. Shodhganga, an online repository of Indian theses and dissertations was also utilized.

The review of literature pertains to two broad categories, Theoretical overview of Citizenship Education and Studies in Citizenship Education.

Theoretical Overview of Citizenship Education

The literature obtained on theoretical overview of citizenship education is presented below three broad headings namely, 1) Defining the Nature, Characteristics and Components of Democratic Citizenship, 2) Citizenship Education: Meaning, Objectives and Competencies and 3) Citizenship Education in Practice: Approaches, Methods and Models.

Defining the Nature, Characteristics and Components of Democratic Citizenship

Responsible citizenship is an absolute prerequisite for the success of democracy. Citizenship in a democracy does not merely mean a legal status, which a person enjoys by virtue of his membership of a community and the constitutional provisions. It implies devotion to basic values, and fulfillment of duties towards the society. In order to make a detailed dogmatic understanding of

Citizenship and related concepts review of several sources was done and the details considered essentially relevant to this study are provided here. This section is further arranged under subheadings, viz., Democratic Citizenship, Citizenship Education, Democratic Citizenship Competencies, and Methods of Citizenship Education and Conclusion.

Democratic Citizenship

Democratic citizenship is primarily the status of a state member in the democratic community to which he/she belongs. Political rights and duties are the essential components of this concept. Democratic citizenship is explained here in detail under the sub headings, viz., Defining Democratic citizenship, Modern concept of democratic citizenship, Characteristics of democratic citizenship, and the components of democratic citizenship.

Defining democratic citizenship

In a totalitarian state 'good' citizen is one who merely does what he is told. It tempts each one to follow the 'party line'. In this sense it is a simple matter to teach people 'good citizenship'. It is satisfied with assuring that they follow the leader and do what they are told. But in a democratic society whose leaders are accountable to the people, and where affairs are decided on the basis of law rather than the fancies of rulers, citizenship education is a much more functionary process. Active participation by citizens in public affairs is essential to democracy. The educational systems have to equip the citizens with background skills of active democratic participation. Teachers can, if consciously plan, bring many citizenship outcomes. All knowledge has its usefulness for civic purpose if the learner also learns how to apply it to the resolution of civic issues.

Marshall (1950) defines citizenship as a status bestowed on those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which that status is endowed. The Citizenship Education Study of the Detroit Public Schools (Wayne University, 1945) viewed that Citizenship should overcome the narrow sense of citizenship as only a legal status in a country which requires from the holder certain actions such as voting and some legal rights and responsibilities. Citizenship is synonymous with those desirable personal qualities which are displayed in human associations, in the relations to the government and other members and groups in a democratic society.

Taylor (2007) noted that citizenship as a concept has been highly contested. Like most key ideological concepts, there is no clear cut and universally accepted definition of citizenship. Broadly speaking definitions of citizenship have been dependent upon dominant ideologies of the concerned period. The ambiguity in the meaning of the term citizenship is clearly outlined by Brubaker (1967) in the words "No word with the possible exception of 'sin' has been talked about more, but precisely defined 'less'".

The concepts of citizenship claim rich historical background yet stand ambiguous for both educators and policy makers. Some has to view citizenship in terms of the individual's relation to formal institutions and processes of government at local, state and national levels. This concept tries to convince that a good citizen is a good dealer with government offices. Certainly this notion limits the scope of citizenship. Traditionally citizenship has been explained in terms of the relationship between the individual and the state. The focus is upon public concerns that affect the people as a whole.

Classical Greek is seen as the source of democratic citizenship and allied concepts. Then citizenship was based on personal factor and not on the territorial factor. Citizenship was a privilege limited to higher level sections of the population as majority of toiling people were out of citizenship purview. Only those who had enough leisure and capacity to indulge in state affairs were considered citizens. Therefore active and direct participation of the citizens was realized.

Middle ages also limited citizenship to the privileged people who occupied places of honour and power, political leadership and public offices. The liberal view of democratic citizenship developed in 17th and 18th centuries. Freedom thoughts were given more importance and so the rights rather than duties gained preference. Holding government into check from interference in the private matters of the citizen was more important than active participation in public affairs.

The industrial revolution, pushing back social structure of middle age, paved a new way for democratic citizenship. Today, the conception of citizenship is based on territory. All those who are born and reside in a well-defined territory are ordinarily the citizens of the state. The citizenship means the membership in a political community or a state. Being member of a state, the person receives advantages, but at the same time he has to fulfil certain duties to the state, of which he is member.

Over time the scope of liberal democratic citizenship was extended widely. Attempts were made to increase proportion of members of the society eligible to vote and claim civic rights and, to broaden legitimate activities of government, and to use legitimate power to assure social welfare alleviating deficiencies of the imbalanced groups. Political citizenship became a great

institution through which groups and classes could use their right to vote to enhance their social and economic well-being.

All who possess the status of citizen are equal with respect to the rights and duties. But principles that determine what those rights and duties differ among societies. Ideal citizenship requires a direct sense of community membership based on loyalty and belongingness to a civilization as a shared possession. It is a loyalty of free men endowed with rights and protected by a common law (Marshall, 1973). Citizenship is not just a status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community (Kymlicka and Norman, 1995)

Definitions of citizenship explain the multi-dimensional models and applications. Citizenship is the practice of a normal code, a code that has concern for the interests of others grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of the state intervention (Hayek, 1967). Citizenship is the involvement in public affairs by those who had the rights of citizens (Barbalet, 1988). Citizenship is a juridical and political status as it is a set of rights, liberties, and duties that the state decides. It is a social role as it gives a social identity to the individual and contextual sense of the roles.

Moreover citizenship involves social justice and equality of rights. Citizenship concerns the legalities of entitlements and their political expression in democratic politics (Turner, 1993). Citizenship concerns the political relations between individual and the state (Janowitz, 1994). Citizenship is the peaceful struggle through a public sphere which is dialogical (Habermas, 1994). Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights

and obligations, a sense of identity, and social bonds (Ichilov, 1998). As these definitions show citizenship is at the same time a social status and a social role which seeks from the holder diverse capacities and engagements.

Modern concept of democratic citizenship

The two important elements that colour the modern concept of citizenship are the membership of the state and liberty. Good citizen is a free citizen who obeys the laws which he himself has shared framing. He is both the ruler and ruled.Citizenship is not information or intellectual interest though these are part of it; it is conduct not theory, action not knowledge and a man may be familiar with the contents of every book on social sciences without being a good citizen (Livingstone, 1943 as stated in Jagannath, 1986).

Citizenship has been defined by Laski (as cited in Satyendranath, 1967) as the contribution of one's instructed judgment to the common good. Every citizen should aim at contributing the best to the common good of people, and the humanity. The spirit of true citizen is clear in the words of Gandhiji (as state by SCERT, 2014) "I will work for an India in which the poorest may feel that it is their country, in whose making they have an effective voice; an India in which there shall be no high class and low class of people; an India in which all communities shall live in perfect harmony".

The philosophy of Democracy makes citizenship more popular and receptive. One of the simple but working definitions of democracy is that of Abraham Lincoln (as cited in Srivastava, 1985) who called democracy a government of the people, by the people, for the people. Democracy has been elevated to a level of sacred concept. It is based on public opinion, run by the representatives of the people who are responsible to the electorate. Its strength

depends upon the well informed and righteously equipped citizenry who stand vigilant protectors of the democratic ideals.

A good sign of the success of democracy is the level and beauty of civic sense amongst its people. Srivastava (1985) defined good citizenship as the commitment to basic democratic values like duty, discipline, honesty, truth, justice, compassion, social service, democratic behavior and fulfillment of obligations consequent thereto. Butts (1989) explained that a democratic citizen has a reasoned commitment to the fundamental values of democratic governance and employs those values in interaction with all other individuals and groups in society.

Characteristics of democratic citizenship

Remy and Turner (1980) has identified six characteristics of democratic citizenship.

1. It is exercised in relation to governing a group.

2. It is exercised in relation to many types of groups including but not limited to cities, states and nations,

3. It is exercised by young and old alike and involves a wide range of decisions, judgments and actions which includes more than adult activities like voting, paying taxes and obeying laws.

4. It involves participation in group life

5. Citizenship behaviour in a large group like a nation is linked to issues of group governance through aggregative processes.

6. Citizenship is increasingly exercised in an international or global context.

Components of democratic citizenship

Marshall (1950) has identified three components of democratic citizenship.

a. Civil component. It composes of the rights necessary for individual freedom (freedom of speech, thought and faith, equality under the law, etc.) Rule of law and court system are two institutions associated with civic rights.

b. Political Component. It consists of the right to participate in the exercise of political power, as a member of a body invested with political authority. Political rights are associated with parliamentary institutions.

c. Social component. It represents the right to the prevailing life standard and the social heritage of society. Social or welfare rights ensure equal access to basic social economic provisions such as education, health care, housing and a minimum level of income.

Civic competence was defined as knowledge of the development of, and institutions that reflect, democracy, justice, equality, citizenship, and civil rights. It draws attention to the skills of communication, problem solving, critical and creative reflection, decision making, responsibility, respect for other values including awareness of diversity and the attitudes and values of solidarity, human rights, equality, and democracy (Education Council 2006).

The discussion on Democratic citizenship turn to conclude that democratic citizenship is a concept, wide enough to blend multi dimensions and several facets of constituent components. It is more than mere a membership in a democratic country possessing certain rights and duties. It becomes fruitful only by absorbing active, self-assertive, volunteer and non-profit submersion of

citizens in deciding public issues, planning the change, formulating the future, and accepting differences and diversities.

Citizenship Education: Meaning, Objectives and Competencies

Education promoting civic qualities adopts several terms such as civics and citizenship education. Details to explore citizenship education are arranged here under three sub headings, viz., 1. Concept of Citizenship Education, 2.Aims and Objectives of Citizenship Education.3. Practice of Citizenship Education

Concept of citizenship education

Dewey (1916) mentioned that the relation between democracy and education is a reciprocal one. Schools have prominent roles in effecting civic values and virtues. Interactive learning experiences provided in the schools form the basis of civic sense. It is necessary to design schools as miniature communities that reflect social modes, thoughts and behaviours. Many more thinkers contributed to discussions on citizenship education (Counts,1932; Kilpatrick, 1936; Thelen, 1960; Rogers, 1969; Pateman, 1970; White, 1982; &Sigauke, 2012). Pearl and Knight (1999) challenged Dewey's laboratory approach by bringing society into the school and empowering students to participate in problem solving activities on their own future confrontations.

From the educators' point of view approaching good citizen as an obedient student, or a good dealer with school office is too narrow and rigid as the broad aims of education are considered. Education views students as more than the future entrants to adult government institutions. It identifies citizenship with so sociability and virtually all pro-social behaviour. In the literature of Education, the citizen is accorded with the complex interweaving of the personal, social, anthropological and ecological dimensions of human existence. Remy and

Turner (1980) reported that attempts to develop a working definition of citizenship resulted to state that it involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. These groups may include families, labour unions, schools and private associations as well as cities, states the nation and the other social systems. Citizens as members of these groups are involved in civic problems and tasks concerning social living. This notion may be applied to the instructional processes of schools and realize what Huxley, 1957 (as stated in Jagannath, 1986) recommends, if your goal is liberty and democracy then you must teach people the arts of being free and governing themselves.

Citizenship education is not simply a task of making the young ready to enter future adult life. Nor is it simply a task of teaching facts and expectations relevant to governmental institutions. Citizenship education is the learning and instruction directed to the development of civic competence. This can occur both in school and settings and outside. Dawson (1979) described citizenship education process as involving the training of people in the knowledge, skills and attitudes which are pre-requisites for active and effective participation in civic life. The goal should be mature citizens who can plan, put forward and carry out appropriate political idea within the framework of the common good and social wellbeing.

The purpose of education is not to make citizen a servant of the state (Fitzpatrik, 1955). As Corry (1957) has pointed out citizenship is more than an opportunity; it is also a responsibility. The citizenship in educational sense has to be viewed in much broad sense than merely its legal, technical or constitutional or political connotations. Varshney (1983) emphasised that citizenship education is preparation or training of good citizens through institutions of formal

education. A good citizen is a person who has been politically socialized. Political socialization is generally defined as a process by which a person internalizes the norms and values of the political system.

Education for Democratic Citizenship is the set of practices and activities aimed at making young people better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society (Birzea, 2000).Secondary Education Commission (Ministry of Education, 1953) stressed the need of Citizenship Education in the words "No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellowmen. Amongst the qualities which would be cultivated for this purpose are discipline, co-operation, social sensitiveness and tolerance. Each one of them has its special part to play in humanizing and socializing the personality".

From the above discussions it is clear education for democratic citizenship refer to inculcating civic centred qualities, intellectual and participatory civic skills and values in the students thereby preparing them for active and effective involvement in the social and political life.

Aims and Objectives of Citizenship Education

Civics is the integral part of Social Studies instruction. Social Studies has divergent approaches in its presentation. Sometimes it is dealt with as a combination of History, Geography and Civics with a tinge of Economics, and Sociology but these are taught as separate subjects under the umbrella of 'Social Studies'. Another approach stresses the integration of all the component subjects, and when the elements merged emerges a composite instructional process which develops in students a comprehensive attitude to social living. Both the

approaches are followed in schools, based on the type of approach indicated in the curriculum of the schools in the different states (Buch, 1991).

The fundamental aim of education for democratic citizenship is the development of personality, the training of character and the making of efficient citizens. Both the individual and social aspects of personality should be taken into account and applied to co-ordination. This is to say, citizenship education helps the pupil to develop his personality to the best of his capacity.

The Secondary Education Commission (Ministry of Education, 1953) had formulated four aims of education in India keeping in view the needs of democratic India as envisaged in the Constitution. The first of the four aims is Development of democratic citizenship. The commission described the aims as follows.

a. Clear Thinking

A democrat to be effective must think clearly and be receptive to new ideas. He should have the understanding and the intellectual integrity to shift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice. He must develop a scientific attitude of mind to think objectively and base his conclusions on tested data

b. Receptive to new ideas

He should have an open mind receptive to new ideas. He should neither reject the old because it is old nor accept the new because it is new, but dispassionately examine both and courageously reject whatever arrests the forces of justice and progress.

c. Clearness in speech and writing

This is an essential pre-requisite for successful living in a democracy which is not based on force but on free discussions, persuasion and peaceful exchange of ideas.

d. Education is the art of living as a community

Individual is a social being. Development of the ability to live with others, Inculcation of values of cooperation, Development of qualities necessary for living graciously, harmoniously and efficiently with one's fellowmen. Among the qualities which should be cultivated for this purpose are discipline, co-operation, social sensitiveness and tolerance.

e. Passion for social justice

Development of sensitivity to social evils and exploitation which corrupts the grace of life

f. Development of tolerance.

For this it is essential to cultivate in the young generation an openness of mind and largeness of heart which would make them capable of entertaining and blending differences in ideas and behaviour into a harmonious pattern.

g. Development of true patriotism

True patriotism involves three things. i. a sincere appreciation of the social and cultural achievements of one's country. ii. a readiness to recognize its weaknesses frankly and to work for their eradication. iii. an earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interest to national interest.

The Kothari commission (Ministry of Education, 1966) has suggested that we have to cultivate a spirit of large-hearted tolerance, mutual give and take, the appreciation of ways in which people differ from one another.

NCERT (1972) outlined that the main objective of teaching civics to children is to make them conscious of their rights and duties and to instil in them a sense of responsibility. Students are to be equipped to discharge their responsibilities for the social wellbeing, and to distinguish between the rights and subordinate loyalties. When the child grows up to he will find his life full of diverse loyalties such as loyalty to his family, to his class or school, to his country and community. If a person has not learned to harmonise them, he may not be able to resolve the clash of these conflicting loyalties. Civics prepares him to sacrifice his own interest for the good of community.

Civics aims at developing the children into enlightened citizens which is essential for the success of democracy. It makes the child familiar with the machinery of government so that he might take an intelligent interest in the governance of his country. It seeks to make him law abiding and peaceful which is necessary for the smooth working of political institutions and for the progress of the country. Modern society is becoming increasingly complex in which there is ever growing clash of interests creating new social problems. Civics will help the child to have an intelligent understanding of these problems and to acquire capacity to resolve them. Civics attempts to inculcate the consciousness of membership in the large space of human kind.

Discussion about the aims and objectives tempt to conclude that various broad goals are set up different authorities and experts all of which share certain common elements. Realization of these goals depends upon definitely planned and executed projects and system revisions from time to time. The democratic

countries have planned and implemented their own strategies and projects to realize the civic aims. Such attempts and extent of success in the desired outcomes follow in discussion.

Categories of Democratic Citizenship Competencies

The Citizenship Education Study of the Detroit Public Schools (Wayne University, 1945) elaborated that the ends of good citizenship include democratic values, knowledge, skills, and abilities necessary in a democratic society. The skills are divided into two parts intellectual and social. Intellectual skills include the abilities to listen, to discuss and defend one's opinions, to collect and verify materials from various sources, to analyze it and arrive at fair and balanced conclusions, to identify bias, prejudice, stereotypes and discrimination, to seek, question and evaluate a range of views and evidences, to recognize slanted discussions, exaggeration and bias; to identify facts and opinions; to recognize reasons behind positions people adopt and the effects of their actions. There is a variety of social skills such as capacity to debate, argue and present a coherent point of view, recognize and accept differences and establish positive and non-oppressive personal relationships, resolve conflict in a nonviolent way, take responsibility by representing others, work collaboratively and as a team member, protest, develop social planning, organizational negotiating and debating skills.

NCERT (1972) states that the teaching civics aims to strengthen democracy, secularism, socialism, national and emotional integration, rational outlook, international understanding, common ideas of various faiths and citizenship education. The objectives of teaching civics are classified to the levels of Understanding, Skills or Abilities and Attitudes. Understanding is the awareness about basic needs of food, clothes and shelter, intimate connection of

man's life on earth with his physical environment, physical resources like soil, water, forests, minerals, and social life. Skills include, i. express idea clearly and logically through speech or writing. ii. listen to others iii. use respectful language during conversation and to speak to one's turn. iv. discharge assigned responsibilities, to cooperate with others and to be able to lead others v. to take active part in meetings, debates, dramas and other activities and to work systematically vi. arrange exhibitions and vii. collect information from different sources, present it, use it and write brief reports Attitudes include i. respect for people of different religions, communities, languages and occupations ii. respect for and pride in the national goals and values iii. Faith in country's unity iv. respect for national symbols v. accepting small responsibilities for the sake of the country vi. Keen desire to preserve country's independence vii.willingness to share responsibility to preserve personal or government property and the natural resources of the country viii. respect for law and government ix. Respect for teachers and elders x. sympathy for the poor and the helpless xi. faith in international understanding and cooperation xii. appreciation of natural beauty xiii. awareness towards change and xiv. Self-reliance.

Patrick (1977) directed that four dimensions of instruction and learning can be constructed to facilitate inquiry in political education and socialization in schools: 1. Knowledge, 2. Intellectual skills, 3. Participatory skills, and 4. Attitudes. Political knowledge refers to concepts, information, and factual judgments about government and politics. Intellectual skills in citizenship refer to ability to explain, and evaluate political phenomena, to locate and use evidence to reflect factual claims. Political participatory skills pertain to abilities needed to interact smoothly with others to maintain a group, to cooperate with others to achieve a common goal, and to negotiate and bargain to influence and make decisions, to advocate ideas, to organize resources, and to administer

people and things. Political attitudes pertain to promoting interest in politics, tolerance of diversity, feelings of efficacy, feelings of trust in government, feeling of patriotism, support for law and order, etc.

Lynch and Smalley (1991) suggested that citizenship education might consist of four components: a. developing knowledge and understanding concerning how our democratic society works, how it evolved, and our rights, duties and obligations and identification of concepts such as equity, fairness and equality b. developing a respect for persons and fundamental procedural values such as participation and consultation c. developing skills of citizenship d. providing experience of community and active citizenship within the community.

Veldhuis report (1997), one of the inventories resulted from the Education for Democratic Citizenship Project has classified the competencies into four levels, knowledge, attitude/opinions, intellectual skills and participatory skills. Knowledge include Concepts of democracy, democratic citizenship, Functioning of democracy, Influence of society on individuals, Political decision making and legislation, Citizens' rights and duties, Role of political parties and interest groups, Options for participation in decision making, How to influence policy making, and Current political problems. Attitudes/Opinions include Interest in social and political affairs, National identity, With regard to democracy, Towards democratic citizenship, Political confidence, Political efficacy, Self-discipline, Loyalty, Tolerance and recognition of own prejudices, Respect for other individuals, Values of European civilization, Values of social justice, human rights. Intellectual skills include Collecting and absorbing political information via various media, Critical approach to information, policies and views, Communication skills (be able to reason, argue and express own views), Describe processes, institutions, functions aims etc. , Resort to non-violent

conflict resolution, Take responsibility, Ability to judge, Make choices, take a position. Participatory skills include Influencing policies and decisions (petitioning and lobbying), Building coalitions and cooperation

Grindal (1997) reported that Norwegian national curriculum includes core competences for democratic citizenship, which are classified into the levels of Knowledge, Skills, Attitudes and Values. Knowledge includes Democratic ideals, the international society and organizations, International co-responsibility, structure and function of social intuitions and rules for participation. Skills include Cooperation, manage and resolve conflicts, participation, critical thinking, creative thinking, reflection, dialogue, making choices, reflect on own actions and assess the effect on others, Learn from experience and observe practical consequences, ability to learn, to consider ethical and moral issues, take responsibility for one's own learning and own life, for planning, executing and evaluating one's own work, good working habits, learn to work in teams and projects. Attitudes include Personal responsibility to contribute, accountability understand and accept responsibility for one's own learning. Respect for one and for others, trust in one self and others. Values include Equality of opportunity, human rights and rationality, intellectual freedom, tolerance, Solidarity, independence and coexistence, cooperation, consultation, inclusion, understanding of and respect for others and the environment, accountable for decisions and responsible for actions.

Crick committee Report (1998) prepared longer lists to define values and dispositions, skills and aptitudes, knowledge and understanding in citizenship. For instance, the values of concern for the common good, belief in human dignity and equality, the skill to make a reasoned argument both verbally and in

writing, and a critical approach to evidence put before one and ability to look for fresh evidence.

Audigier Report (1998), another inventory resulted from Education for Democratic Citizenship has divided democratic citizenship competence into three types, cognitive competences, ethical competences or value choices, and social competences. Cognitive competences may be divided into two types 1. Competences of a legal and political nature which include Knowledge concerning the rules of collective life, powers in a democratic society, democratic public institutions, rules governing freedom and action. 2. Competences of a procedural nature which include the ability to argue (debate), the ability to reflect (re-examine actions and arguments), Knowledge of the principles and values of human right and democratic citizenship. Ethical competences and value choices include Freedom, Equality and Solidarity. Social competences include Capacity to live with others and to cooperate, Capacity to resolve conflicts in accordance with principles of democratic law and Capacity to take part in public debate.

Civics Experts Group (1994) appointed by Australian Government has reported list specific values and attitudes of a good citizen as follows: civility and respect for law, acceptance of cultural diversity in society, individual initiative and effort, appreciation of nation's record of achievements as a democracy, appreciation of the importance of democratic decision making, concern for the welfare, rights and dignity of all people and recognition of the intrinsic value of the natural environment.

Patrick (1999) has identified four components of Education for Democratic Citizenship. 1. Knowledge of citizenship and government in democracy. 2. Cognitive skills of democratic citizenship. 3. Participatory skills

of democratic citizenship. 4. Virtues of dispositions of democratic citizenship. Knowledge includes that of concepts on democracy, public issues, constitutions and institutions of democratic government, functions of democratic institutions, and practices of democratic citizenship. Cognitive skills include identifying and describing phenomena or events of political and civic life, analyzing and explaining phenomena or events of political and civic life, evaluating, taking and defending positions on public events and issues, making decisions on public issues, thinking critically about conditions of political and civic life and thinking constructively about how to improve political and civic life. Participatory skills include interacting with other citizens to promote personal and common interests, monitoring public events and issues, influencing policy decisions on public issues.

Remy and Turner (1980) reported that Basic Citizenship Competencies Project undertaken by Mershon Centre of Ohio state university and the social science education consortium of Boulder, Colorado has developed seven basic citizenship competencies. Each competency is expressed through certain capacities. 1. Acquiring and using information. It includes capacities such as obtain current information from newspapers,   public and private sources, and fellow citizens, evaluate the validity and quality of information, and organize and utilize it. 2. Assessing involvement in political situations, issues, decisions and policies with capacities such as identify multilevel information for an event; identify ways actions and beliefs produce consequences. 3. Making decisions regarding group governance and social problems which includes capacities such as produce realistic alternatives, determine goals or values involved in the decision, assess the consequences based on values or goals. 4. Making judgments using standards such as justice, ethics, morality, and practicality which includes capacities such as develop criteria for making judgment, apply the criteria to

known facts, and reassess criteria 5. Communicating which includes capacities such as develop reasons supporting point of view, present viewpoints in front of others and in public meetings. 6. Cooperating and working with others which includes capacities such as clear presentation of ideas , take various roles in a group, tolerate ambiguity, manage or cope with disagreement, interact with others using democratic principles, work with different kinds of people 7. Promoting interests by working with bureaucratically organised institutions which includes capacities such as recognize your interests and goals in a given situation, identify appropriate strategy, work through organized groups, use legal remedies, identify and use the established grievance procedures.

Birzea (2000) reported that Project on Education for Democratic Citizenship, by Council of Europe in 1996 has identified citizenship competencies at three levels, knowledge, values and skills. Knowledge includes the way democratic institutions work, citizens' rights and responsibilities. Values includes equal worth of every human being, respect for oneself and for others, freedom, solidarity, tolerance, and civic courage. Skills include Resolving conflict in a non-violent manner, argue and defend one's point of view, interpreting the arguments of others, recognize and accept differences, make choices, group alternative and subject them to ethical analysis, assume shared responsibilities, establish constructive and non-oppressive relationships with others, develop a critical mind and to compare models and truth.

Indira Gandhi National Open University (2000) classified the skills in social studies as follows. i) Skills in studying and learning such as interpreting and evaluating information, reading newspapers and magazines, distinguishing facts from fiction, and facts from opinions, summarizing data, putting questions and ideas in a clear manner. ii) Skills in enquiry and decision making such as

recognizing a problem, developing hypotheses, exploring, and using evidence to support hypotheses, drawing conclusions, raise various questions and explore various types of evidence, tolerance, openness to a variety of opinions and judgments. Iii) Skills in responsible group participation such as lead, organize, bargain, compromise, manage a group discussion or activity lawfully, cooperatively and effectively, participation in civic action projects.

Battistoni (2002) enumerated eight specific skills students needed to be engaged citizens. These include i. Political knowledge and critical thinking skills. ii. Communication skills iii. Public problem solving iv. Civic judgment v. Civic imagination and creativity vi. Collective action vii.Community coalition building and viii.Organizational analysis.

Martha (2006) remarks through primary and secondary education, young citizens form, at a crucial age, habits of mind that will be with them all through their live. They learn to ask questions or not to ask them; to take what they hear at face value or to probe more deeply; to imagine the situation of a person different from themselves or to see a new person as a mere threat to the success of their own projects; to think of themselves as members of a homogenous group or as members of a nation, and a world made of many people and groups, all of whom deserve respect and understanding.

Welch (2007) has made comprehensive attempt to identify the citizenship skills important to the classrooms. He reports about the skills identified by different scholars such as Battistoni, Saltmarsh, and Colby and colleagues. To validate these theoretically based skills, a cadre of five research fellows conceptualised and implemented a series of focus group dialogues with four distinct constituencies. The investigation was designed to identify critical components of civic engagement, necessary skills for students to become

civically engaged citizens, and the role of an urban research institution to promote civic engagement. A total of twenty seven discrete skills were identified and then cross referenced with skills enumerated in the professional literature. The initial results indicated a general consensus of skills identified by focus group participants and these listed in the literature. The 27 skills are 1. Communication 2.Political knowledge 3.Collaboration 4.Wholeness and inclusiveness. 5. Listening 6. Public discussion of problems 7. self-understanding 8. Community/ Coalition building 9.Understanding of relationship between self and community. 10. Collective action. 11. Compromise. 12. Cultural awareness. 13. Problem solving 14. organising 15. Public speaking. 16. Civic judgment 17. Critical thinking 18.Gathering information 19.Willingness to experiment 20. Caring, trust and team work 21.Appreciation of global dimension of issues 22. Assessment 23.Base of shared values 24.Civic imagination and creativity 25.Confidence in importance of community 26.Organizational analysis 27.Self-responsibility.

Central Board of Secondary Education (2010) put forwards that studying social science enables children to understand society in which they live – to learn how society is structured, managed and governed, appreciate values enshrined in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of nation and the building of a socialist secular and democratic society, grow up active, responsible and reflective members of society, learn to respect differences of opinion, lifestyle and cultural practices, question and examine received ideas, institutions and practices, know their roots and learn to appreciate it, accept the need to protect and conserve environment, develop human values and the spirit of tolerance and appreciate the role of India in today's world.

Summary of citizenship cognitive and participatory skills

The citizenship cognitive and participatory skills out of the civic competencies mentioned above are separately listed in order to provide a consolidated common pool of cognitive skills and another of participatory skills. This was done as a source of contents for the measures developed for this study, viz., Scale of Cognitive Citizenship Skills and Rubric of Participatory Citizenship Skills. The consolidated lists of cognitive skills are provided in Table 1 and that of participatory skills are provided in Table 2.

Table 1
Consolidated list of Cognitive Citizenship Skills

Source (Author & Year)	Listen to others	Collect and verify materials	Identifying, describing phenomena of civic life	Acquiring, using information	analyzing and explaining events of civic life	Evaluate political phenomena	Question & evaluate views, evidences	Rational outlook	Critical approach to information	Thinking critically about conditions of civic life	Locate, use evidences	Make choices, take a position	Evaluating, taking, defending positions on public issues	Make choices, group alternative and subject them to ethical analysis	Making decisions on public issues	Defend one's opinions	Argue, defend one's own view	Interpreting arguments of others	Reflect (re-examine actions and arguments	Creative thinking	Civic imagination and creativity	Constructive thinking on civic life	Willingness to experiment	Civic Judgment	Assess the effect on others	Learn from experience	Civic assessment
Wayne Un. (1945)	*	*					*									*											
NCERT (1972)	*	*						*																			
Patrick (1977)						*					*																
Veldhuis (1997)		*							*			*							*					*			
Grindal (1997)									*			*							*		*				*	*	
Audigier(1998)																	*		*								
Patrick (1999)			*		*					*			*		*												
Remy & Turner (1980)				*											*												
Birzea (2000)												*					*	*									
Battistoni (2002)									*												*			*			
Welch (2007)	*			*					*												*		*	*			*
CBSE (2010)							*																				
Grouped skill label	Collecting and absorbing information				Analyzing events of civic life		Critical approach to information, policies and views				Evaluate validity and quality of information.	Make choices, take a position				Argue, defend, and reason on views		Interpret arguments of others	Reflect actions and arguments	Civic imagination and creativity				Civic judgment	Civic assessment		

Tables 1 show a summary of 27 cognitive skills are identified from a dozen different sources ranging from 1945 to 2010. Those skills with common features are clustered thereby the number of skills are reduced to eleven. The resulted skills are Collecting and absorbing information, Analyzing events of civic life, Critical approach to information, policies and views, Evaluate validity and quality of information, Make choices, take a position, Argue, defend, and reason one's own point of view, Interpret arguments of others, Reflect one's own actions and arguments, Civic imagination and creativity, Civic judgment and Civic assessment. These skills considered as the constituent skills of Scale of Cognitive Citizenship Skills developed for this study. Table 2 shows the summary of Participatory Democratic skills obtained from the literature.

Table 2
Consolidated List of Participatory Democratic Citizenship Skills

Author and Year	Dialogue debate, argue, present a viewpoint	Communication	Advocate ideas and clearly &logically	Negotiate, bargain, and compromise	Resolve conflict in a non violent way	Problem Solving	Collective action, Cooperate, Collaborate	Team work	assume shared responsibilities	Manage or cope with disagreement	Community coalition building	Lead others, administer people and things	Establish non oppressive relationships	Social interaction using democratic principles	Discharge assigned responsibilities	Executing monitoring public events	Take various roles in a group	Use respectful language, speak to one's turn	Take part in public debate, discussion	Public speaking	Organizational negotiating, organizing	Protest	Petitioning and lobbying	Influencing policies on public issues	Work through organized groups
Wayne University (1945)	*				*		*		*				*						*		*	*			*
NCERT (1972)			*				*		*			*			*			*	*						
Patrick (1977)			*	*			*					*													
Veldhuis report (1997)		*			*		*		*		*													*	
Grindal (1997)	*				*		*	*	*							*									*
Audigier Report (1998)					*								*						*						
Patrick (1999)																*			*					*	
Remy& Turner (1980)			*				*	*		*						*	*								
Birzea (2000)					*				*				*												
Battistoni (2002)		*				*	*				*										*				
Welch (2007)		*		*		*	*	*			*										*	*	*		
Grouped skill label	**Communication**			**Problem Solving**			**Team Work**				**Leadership**		**Building relations**		**Role performance**			**Public Discussion**			**Organization**				

Table 2 shows that 25 participatory skills are identified from eleven different sources ranging from 1945 to 2007.These skills are grouped by clustering some skills with similar features. Thus number of participatory skills was reduced to eight. The resulted eight skills are 1. Communication, 2.Problem Solving, 3.Team Work, 4.Leadership, 5.Building Relationship, 6.Role Performance, 7. Public Discussion, and 8. Organization.These eight skills formulate the component skills of the measure, Rubric of Participatory Democratic Citizenship Skills developed for this study.

Citizenship Education in Practice: Approaches Methods and Models

Quigley (1999) reported that in 1990s the National Assessment of Educational Progress Report Card in Civics concluded that America's students had only a superficial knowledge of civics. In 2002 the Centre for Information and Research on Civic Learning and Engagement (CIRCLE) convened a series of meeting involving scholars and civic education practitioners and summarized participants' conclusions as a report 'The Civic Mission of Schools' which states the matter bluntly that School based civic education in U.S. is in decline.

Civics Experts Group appointed by Australian Government (1994) has reported that only 19 per cent of people have some understanding of what Federation meant for the Australian government. Only 18 per cent know something about the content of the Constitution. Only 40 per cent can name the two Federal houses of parliament and only 24 per cent know that senators are selected on a state wide basis.

Sutherland (2001) states that the idea of education for citizenship produces mixed responses in British educators. For a long time British educators confirmed that citizenship is caught not taught. Education Reform Act of 1988

initiated efforts in England and Wales in defining the components of each curriculum subject. But no specific part of the curriculum was to be devoted to civic education. Crick committee report (1998) recommended to make citizenship education a statutory part of the curriculum. In 1999 the government decided citizenship education must indeed be compulsory. By the year 2002 in schools in England and Wales, lessons on citizenship were to be part of the school curriculum and allotted five percent of curriculum time. Entwistle (1971) reports that in Britain, the period before and immediately after Second world war was a period of heightened interest in citizenship education and development of civics courses in schools. In the mid-fifties it seemed to have diminished and throughout sixties the increasing clamour for participation contrasted oddly with the neglect of political education in schools. Towards the end of the nineteenth century there was a delayed recognition of the need for an educated citizenry.

Citizenship training is of the greatest importance to India, which, after a long political history emerges as a democratic republic, with the privilege of the vote extended to every adult citizen (Nilakantam, 1964). Democratic spirit pervaded the methods of teaching, school organization from ancient period itself. Debates and discussions were important pedagogic methods. India has a long tradition of tolerance of differing views which is the hall mark of true democracy. Gram-Sabhas continued to exist in some form or other in spite of successive foreign invasion (Muley, 1983).

Indian citizenship is deeply coloured by the democratic values from the beginning of the nation itself. India has a long tradition of tolerance and assimilation. Education was regarded as the great way to bring powerful democratising influences. Youths of different classes and castes, had all their divisions and distinctions merged in the democracy of learning. In the medieval

period, more importance was given to religious education. In the British period, educational system of India was modernized.. By the advent of twentieth century, Indian nationalism was awakened and this favourably influenced revival of educational system. The national leaders began to realize that the education of this country should not be imposed from above, but be developed from the grass roots of Indian culture.Shaver (1981) reports that in 1918 the influential report of the National Education Association Commission on the Reorganization of Secondary Education included citizenship as one of seven cardinal principles of education. Moreover, the commission's report reflected the proposal by its Subcommittee on Social Studies that "good citizenship should be the aim of social studies in the high school". Citizenship has, become the centering concept among those who discuss and teach social studies.

'Basic education' of Mahatma Gandhi, with the idea of seven year free and compulsory education, medium of instruction being the mother tongue and making crafts the vehicle of the new education, has helped much to faster citizenship education. Our schools are expected to contribute both directly and indirectly to the development of healthy citizenship in students. They are expected also to develop competencies essential to democratic living. They have in addition to foster good human relationship and to kindle in the hearts of students a spirit of dedication and sacrifice for the Motherland (NCERT, 1963). Nilakantam (1964) reports that when the Government of Madras reorganized the scheme of secondary education in 1948, one of the improvements made was the introduction of citizenship training. The scheme provided that i. The pupil body should form a self-governing community and be responsible for the administration of students' affairs. ii. A certain number of periods should be set apart on the time-table for the practice of prescribed outdoor activities which are beneficial to the study of civics. iii. During their leisure hours pupils should

engage in suitable hobbies which enable them to be of service to society. Certain outdoor activities were prescribed. The standard V syllabus requires the following: a study of the national flag and the proper way of flying it, group singing of national songs, first aid. The standard VI includes cultivation of road-sense, kerb-drill, etc. Other standards include finding direction by the sun and stars, map making, collecting specimens, fire lightening, cooking and camping trips.

National Policy on Education (1968) remarked that the educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vial role in promoting national progress, creating a sense of common citizenship and culture and strengthening the national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities.

In a study of the educational reconstruction program recommended by various commissions of Government of India prior to the Fifth Five Year Plan, Chaturvedi (1974) has emphasized the aspects of training in citizenship. He holds that such training must occupy an important position in schools and colleges. National Policy on Education (1986) emphasised the need for citizenship training stating that the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people. Such value oriented education should help eliminate obscurantism religious fanaticism, violence, superstition and fatalism. Apart

from this combative role, value-oriented education has a profound positive content, based on our heritage, national goals, universal perceptions. It should lay primary emphasis on this aspect.

National Curriculum Framework (2005) states that the greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the constitution. Meeting this challenge implies that we make quality and social justice the central themes of curricular reform. Citizenship training has been an important aspect of formal education. Today it needs to be boldly reconceptualised in terms of the discourse of universal human rights and the approaches associated with critical pedagogy. A clear orientation towards values associated with peace and harmonious coexistence is called for.

Civics instructional practices in Indian classrooms are not of satisfying condition. Most of the teachers rely upon the traditional methods and are not interested in using new models or creating their own strategies in imparting social studies lessons effectively. The teaching of social studies is not up to the mark in terms of techniques adopted and examinations conducted (Narayana swamy in 1960 cited by Buch, 1991). Varshney (1978) pointed out that Indian educational system has failed miserably in providing politically relevant education that will enable the young not only to understand the political process but also to take active interest, and participate efficaciously in the governance of the country, so that roots of democracy may get strengthened.

Democratic Citizenship education envisions creating citizens of virtues and skills necessary to function as catalyst agents in stimulating democratic systems. Great aims of this education are set up and highlighted by the leaders and visionaries of the field. But in practice often the outputs raise questions upon the effectiveness of implemented programmes and practices in citizenship

education. There it is essential to design divergent teaching learning strategies and methods in order to bring the wheels to right tracks. Such attempts have to primarily verify what kind of observable outcomes in terms of specific competencies in citizenship have to be set up as the attainable objectives of usual classroom civics instructional practices. Following section is an attempt to go through the literature upon the competencies of civic nature and to identify a common pool.

Methods of Citizenship Education

Dewey (1916) remarked that democracy is taught through interactive learning experiences and the school has a key role in teaching democratic goals and processes having studentsinvolved in school governance, curriculum development and inclusive teaching strategies. He visions entire school be organized as a miniature community so that all students could belong and participate in the development of the school system and through experience, gradually learn how to apply scientific method to improve society.

Raina (1997) points out that social sciences include, centrally, history, geography, civics, economics, sociology and anthropology. In the post-independence period in India, the subjects of social sciences have been dealt with in different forms at school level. These forms could be labeled either as being discipline-oriented such as social science or political science, or being in the form of integration which is termed as teaching of social studies.

D'cruz (1968) defines Civics as the science of citizenship and the study of the rights and duties, which every person belonging to a political community (state) actually has or ought to have, and of the activities and institutions, social, economic and political, by means of which a person can fulfill his duties, exercise his rights and receive services and benefits as a member of that political

community. Civics is an eminently practical science. It aims at developing the children into enlightened citizens which is essential for the success of democracy. Its success depends on two factors, i. active citizenship, and ii. Harmonization of various loyalties. The study of Civics will make the citizens conscious of the part they have to play to achieve great tasks. The problem of national integration is the most challenging one. India is driven by caste, linguistic, communal and regional loyalties. The study of Civics is, therefore, vital for an Indian to enable him to harmonies these conflicting loyalties and solve the problems of integration of the country (NCERT, 1972).

Teaching method is nothing but a scientific way of presenting the subject, keeping in mind the psychological and physical requirements of the children. Some of the commonly suggested methods for civics are given below.

1. Text-book method: Here the subject is taught through prescribed textbooks.

2. Lecture method: Teacher talks and the student are passive listeners.

3. Observation Method: Observation under the careful guidance of the teacher provides direct and retained experiences such as visits to Village panchayath, State Assembly, or Parliament.

4. Discussion and Debate Method: In this method students are given certain problems and asked to discuss and debate them. They get opportunity to express ideas and feelings independently.

5. Project Method: It is a problematic act carried out in natural setting and incorporated into school

6. Unit Method: In this method it is proposed to present the subject matter for teaching as a whole.

7. Laboratory Method or Dalton Plan: This method imagines school rather as a sociological laboratory where the pupils themselves are the experiments.

8. Socialised Recitation Method: Training children for democracy is the purpose of this method. It an educational programme in which children are discussing, questioning, reporting, planning, working in natural ways.

9. Survey Method: Students are encouraged to survey the local conditions and environments.

10. Dramatic Method: attempt is made to get the subject matter enacted or dramatised with the help of students.

11. Narration Method: Teacher tries to explain the indirect knowledge through direct narration in a simple, intelligible and interesting manner.

12. Heuristic Method: The pupils are required to be active and acquire knowledge through their own efforts from a book or using some apparatus or carrying out experiments.

13. Problem Solving. It is planned attack upon a difficulty in which a person tries to find a suitable and satisfying solution. It becomes deductive when the pupils are led from particular instances to general conclusions and inductive when generalizations and principles are provided to the students and they are asked to verify them in particular situations.

14. Source Method: It implies the use of original material and sources in the teaching. It provides first hand experiences.

For civics teaching variety of experiences have to be provided such as Students Council, Surveys, Social Service, Visits to Legislatures, Morning Assembly, Debates, Clubs, Educational tours, Celebration of nationally days, organizing programmes etc.

Vincent, Bartlett, Tibbetts and Russel (1958) described about the Laboratory techniques put forward by Citizenship Education Project of 1949 as

the effective method of citizenship education. Some of the suggested Laboratory practices are briefly described in the following section.

1. Proposing needed local legislation

The teacher wanted the students to have the experience of helping to bring about change by legislative action.

2. Recommending Traffic Improvements

Students had to report the traffic conditions to police department and write the matters to clubs, parents etc.

3. Setting up a Youth Court

Students wrote for information to cities where youth courts were in operation, obtained permission from the authorities, worked with judge and others in drawing up a plan for a youth court, elected student court officials, sent student court officials to visit a youth court, began regular operation of a youth court on Saturday mornings.

4. Speech Techniques

It is the laboratory practice where in students write and announce through the school public address system or local radio station a list of rules they have prepared.

Moffatt (1963) explained many methods of teaching which are helpful for the attainment of goals set out in social studies. Some of these methods, conducive to the development of citizenship competencies are described below.

I. Seminars

In small groups seated around a table the students and teacher discuss and report their research on different topics. For such groups the seminars provide the setting for challenging discussions of significant topics. Students are motivated to explore, study and evaluate pertinent information. A spirit of curiosity is constantly aroused and critical thinking is being developed

2. Socialized Recitation

It is a kind of general group discussion method with all pupils participate in a co-oporative manner by making contributions, asking questions and attempting to solve problems. The true formal type of social recitation is characterized by a definite scheme of organization. For this procedure the class may be organized as a parliamentary group, with a president, prime minister, a secretary and other officers. The chief advantage of the method may include building leadership, encouraging cooperation, providing for participation, stimulating initiative, fostering citizenship, cultivating crucial thinking, developing co-operation and promoting tolerance.

NCERT (1972) stated that different methods and approaches can be adopted depending upon the nature of the subject and the comprehension level of the students. This would include different techniques of class instruction such as description, narration and discussion. The contents need to be reinforced through the activity and play method. For this purpose it is very essential that a large number of activities should be taken up by the teacher both in the classroom and outside. Such activities may take the form of excursions, celebration of festivals.

Since Civics deals with man and society, the content needs to be reinforced through the activity and play method. For this purpose it is very essential that a large number of activities should be taken by the teacher both in the class room and outside. Such activities may take the form of excursions,

celebration of festivals, and other similar activities. The teacher should involve all the students either individually or in groups to work under his guidance. For the successful working of activities it is important that the students themselves participate in planning and initiation of these activities.

The teaching of Civics implies not only the knowing of certain facts but the development of certain attitudes like respect for our democratic institutions, belief in the freedom of the individual, etc. Therefore it is essential that the teaching of civics is not confined to the classroom alone but permeates the whole school atmosphere.

For this purpose, the teacher may take up certain projects in consultation with the principal and other members of the staff and involve them along with the pupils in the implementation of these projects. For instance students' councils may be formed to arrange morning assembly, prepare cultural programmes and run co-operatives.

Approaches to citizenship education

Popkewitz, Taba Chnick and Wehlage (1981) proposed three forms of citizenship education viz., illusory, technical and Constructive Schooling.

1. Illusory form of Citizenship Education

It incorporates a limited range of political content and learning activities. Consideration of citizen participation most often is restricted to voting. There is little or no provision for the integration of content across topic or for adaptation to students' interest. It is assumed that students cannot handle much content or variety in activities, that relationships are two difficult for them to grasp and that their interest are usually not worth pursuing. Learning activities stress rote

memorization, under the assumption the knowledge is static. Students' role is passive. Discipline and rituals are emphasized. .

2. Technical Citizenship Education

It offers a carefully pre planned series of activities intended to yield measurable competencies that can be checked off as students demonstrate mastery of them. For example, one assigned task might have the students list the fundamental duties of citizens and another might have students describe the ways in which citizens can participate in government and influence political decision making. Later students must discuss the relationship between the duties of citizens and political participation. Official learning (what counts for grading) tends to be mechanical and unrelated to students' experiences. Knowledge is standardized and right answers are predetermined.

3. Constructive Citizenship Education

Students are encouraged to pursue their own interests, engage in a variety of activities and examine a broad range of political content and possibilities. Comprehension rather than information is emphasized. Knowledge is tentative, that there are multiple ways of learning and different perspectives ought to be considered. Learning activities are designed to foster students' exercise of rights and duties and they are expected to demonstrate independence and initiative. In sum, it reflects a questioning orientation and that encourages critical examination of the political system as well as effective participation in public affairs.

Muley (1983) explained the need of conducting youth parliaments in schools. There are four techniques which are used to develop skills and attitudes to deal with problems of group life. i. Group Discussion ii. Socio-drama and Role playing iii. Use of Sociograms and other devices of sociometry and iv.

Application of Action Research. There is a need to develop a programme in which the elements of four techniques are used and integrated as a whole. The Youth Parliament is a programme in which group discussion and role playing techniques can effectively be used. The purpose of Youth Parliament is to train them in group discussion, to develop ability to arrive at a decision after group discussion, to develop respect and tolerance for the views of others, to develop an understanding that respect for rules is essential for conducting any discussion effectively, to train in group behavior, to make them aware of various problems facing our society, to develop quality of leadership, to make them understand the common man's point of view and express it in an articulated manner.

Pearl and Knight (1999) took democratic education theory into the classrooms, relating theory to the problem of youth alienation and giving teacher and students a framework for construction of democracy in the classrooms. The classroom became the site for initiating change through equal encouragement of all students. They begin with the claim that democratic education is as much concerned with the growth of individuals as it is with the advance of society. The purpose of education is for students to be responsible problem solvers and for that reason the school should be problem centred rather than prescribed curriculum centred. As an example if history is taught as unresolved conflict, students would be more likely to participate thoughtfully and critically in the affairs of their own society.

New approaches to citizenship education.

Turner and Richardson (2000) discussed about the new approaches to social studies / citizenship education. The discussion covered seven approaches viz., Law related Education, Global Education, Economics Education,

Experiential Education, Service Learning, Multicultural Education and Character Education.

1. Law related Education

This is the instruction about the legal system to encourage each generation to reinvent the republic and to re-internalise the principles of democracy. The strategies most law-related educators use are case studies, mock trials, moot courts, and analysis of primary documents. They learn to tolerate ambiguity, appreciate complexities and understand that different actions can lead to multiple consequences.

2. Global Education

This approach focuses upon the sophisticated understanding of the world affairs. So many purpose the integration or infusion of global issues into traditional civics and government classes. Students challenged to appreciate the history that has shaped current issues, weigh national priorities consider diverse perspectives.

3. Economics Education

Process of making choices in market economics, resembles the skill set used by effective citizens in public life. Economics and citizenship education both emphasise making decisions, anticipating consequences, weighing costs and benefits and assessing evidence.

4. Experiential Education

It is an active approach. It is a process of discovery in which the student is the main agent not the teacher. Study is focussed primarily on strategies. The crucial responsibility is informed action. So the civics instruction must be active.

5. Service Learning

This approach regards the skills and attitudes as the equal of content. It is not necessarily the best teaching strategy for all topics. It can vary as much as communities and problems do. No single model works everywhere.

6. Multi-cultural education

It aims to develop the spirit of appreciating common heritage of multicultural society.

7. Character Education

It appears to have erupted upon the science of education recently. It aims to induce civic virtues and attitudes in the students.

Social Family Models of teaching

Models of teaching are of importance to the development of social qualities including the citizenship values constitute the 'Social Family' models of teaching. 'Social family' takes advantage of synergy or collective energy and cooperative study. Some of the models are briefly described.

1. Group Investigation

The idea behind the model, developed by Deweyin 1917which was extended and refined by a great many teachers and theorists and shaped into powerful definition by Thelen in 1976 that education in a democratic society should teach democratic process directly. The model is used to lead to students to define problems, explore various perspectives on the problems, collect relevant data, develop hypotheses and test them.

2. Role Playing

This model is designed by Fannie and Shaftel (1984) specifically to help students study their social values and reflect on them. It also helps the students to collect and organize information about social issues, develop empathy with others and attempt to improve their social skills. The model asks students to act out conflict to learn to take the roles of others and to observe social behaviours.

3. Jurisprudential Inquiry

It is developed for secondary students in the social studies and brings the case study method reminiscent of legal education to the process of schooling. Oliver and Shaver (1966, 1980) devised the model specifically for citizenship education. Students study cases involving social problems in areas where public policy needs to be made on issues of justice, equality power and poverty etc.

4. Laboratory training

Considering the fact that both personal and group success in all sorts of work situation depend on social understanding and social setting of tolerance and coordination, National training Laboratory had organized and evolved a number of models for appropriate training. For the most part, the laboratory method is uses with older students but modified versions are used with younger children in the fashion of classroom meeting model.

Theoretical review of citizenship covered mainly areas of citizenship education, citizenship competencies and methods of teaching civics. Exploration of civic competencies resulted in identifying certain cognitive and participatory citizenship competencies which formulated the basis of the two measures developed for the study, viz., 1. Scale of citizenship competencies and 2. Rubric of participatory citizenship competencies.Exploration of methods of teaching civics helped to conclude that the area of citizenship educational methodology

has been analyzed and richly worked upon to develop specific theoretical dimensions and instructional designs. The focuses in instructional developments have to be diverted into citizenship training and tempting social qualities. The new paradigm of instructional theory looks upon the implications to include the need to develop initiative, teamwork, thinking skills and diversity (Reigeluth, 1999).

Citizenship Education Studies

Studies concerning citizenship are collected from India and abroad. Foreign studies are reviewed from the Journals available online. To explore the real status of citizenship studies in India, the investigator has visited and collected review from major research institutes and Universities of India. Some major such institutions are mentioned here, Jawaharlal Nehru University (New Delhi) , Jamia Millia Islamia (New Delhi), Delhi University, NCERT Library, National University of Educational Planning and Administration, National Social Science Documentation Centre of Indian Council of Social Science Research (ICSSR) at New Delhi, Library of Indira Gandhi National Open University (New Delhi), Central Library of Aligarh Muslim University (Aligarh), Library of Association of Indian Universities (New Delhi), Library of University Grants Commission (New Delhi) and various Universities of Kerala.

Only those studies related directly with the classroom practices for citizenship development were selected to be included here. It was found that such studies are very few in number in India and abroad. It shows that field based attempts to create materials, strategies or methods for citizenship instructional process have not been made seriously. Considering the fact that theoretical materials regarding citizenship, citizenship competency and citizenship

development are abundant and the practical works are very few in number emphasize that research works exploring practical side are the need of the time.

The studies on citizenship education are presented under three subheading, viz., Studies on the Correlates of Civic Competence, Studies on Civics Curriculum, Studies on Citizenship Projects and Programmes.

Studies on the Correlates of Civic Competence

Hollister (1949) studied the characteristics of boys and girls who had been selected by the students and teachers as the outstanding good school citizens in their respective schools. The students were desired to state over acts rather than use general terms that might describe an entire category of behaviour. By using a variety of tools he collected the personal characteristics of good citizens.

Malik (1974) tried to study the interrelationship between trust, efficacy and attitude towards democracy. The sample consisted of ninth class urban students of Punjab and Delhi. He found that school is the important agency for political socialization.Teachers were more influential than parents. There was a relationship in students' trust, sense of personal efficacy and positive orientation towards democracy. Students coming from the families of skilled and unskilled working class background have low scores on trust. Female students showed relatively greater political trust and were higher in political efficacy than males.

Gupta (1975) has made a cross sectional study of 220 younger school children – middle and high school – in a small town in Uttar Pradesh. He tried to draw the political profile of the children and to determine the role played by family and the school as agents of change in their political socialization. The data were collected from three sources: the parents, the teachers and the students. Not

impressed by the role of either, he concluded that teachers play a more important role in the political socialization of the children than the family elders.

Pant (1976) selected a sample of 330 citizens from four wards in Kanpur city and tried to analyse how they react to their everyday life problems, particularly civic ones. The study was concerned with a. Citizens b. Civic amenities c. Neighbourhood leaders. He found that citizens from the higher socio economic status due to better education have a higher level of involvement in organizational activities and have more knowledge of municipal affairs which leads to a greater sense of political efficacy as compared to other citizens. He also pointed out that high SES group have more encounters with municipal administration than other citizens belonging to other groups, which is due to the fact that they take greater initiative in solving community problems. The data was collected through conducting interview using an Interview schedule.

Reddy (1980), based on two studies in 1474 higher secondary school and college students at Telangana, reported that students coming from deprived educational background (parents illiterate or with primary or high school education) are more inclined towards political participation than students from better educational background. Children of parents with graduate or postgraduate education express reluctance towards political participation. Similarly students belonging to labour (skilled worker and farmer etc.) and the lower income level have greater inclination towards politics in comparison to those from higher socio economic group.

Chopra (1985) found out that pupils coming from economically and educationally lower strata are keen to take up political career. Their participation in school politics was also high while awarenesswas low. Teachers were vital for awakening the political sense of efficacy among them.

Padhy and Rath (1986) conducted study of semi urban and urban adolescents, studying from high school to graduate classes in Orissa. It is found that girls have lower political awareness than boys at school level. Parents from high socio economic strata seldom discuss political issues with their children and parents do not help their children in the acquisition of political values.

Reeta (1990) found that socio economic status has hardly any influence on political socialization. But a dimension wise analysis revealed that socioeconomic status affects three indicators of political socialization-political efficacy, political cynicism and civic tolerance positively. Academic achievement does not influence political socialization as a whole. It negatively related with two dimensions-political cynicism and civic tolerance. It is not related to political interest, participation and efficacy.

Haste and Torney-Purta (1992) and TorFound that family political discussion is broadly linked to youth civic development conforms to cognitive developmental theory, which argues that young persons construct meaning and knowledge about the political world through social interaction—in this instance, with their parents.

Verba, Schlozman, and Brady (1995) demonstrated that individuals who grow up in homes where they discussed current events with their parents and saw their parents participating in civic activities become, on average, more involved in political activities in adulthood than do other persons.

Niemi and Junn (1998) found that parents' background characteristics play a role when the outcome is youth civic knowledge. Parent education—a measure of socioeconomic status—was positively associated with this outcome.

Dudley and Gitelson (2002) viewed civic development as the passing of political knowledge, values, and behaviors from an older generation to a younger one.

Andolina et al. (2003) reported that young persons (age 18–25 years) who grew up in families where they regularly heard political discussion voted, volunteered, and were otherwise civically involved at higher rates than youth who did not experience this type of home environment.

Hart et al. (2004) found that youth in communities with high youth/adult ratios scored lower on measures of political knowledge than did youth in communities with low youth/adult ratios.

Quintelier (2007) observed that Young people's political participation is often considered to be low or insufficient. This is explained in three ways, firstly young people have fewer resources for political participation because of 'lifecycle effects'; secondly, they prefer different forms of participation than those practiced by adults, and these forms are not always surveyed; thirdly, young people have a very limited conception of politics and display lower levels of trust, and interest than do older respondents. However, these results depend a lot on the survey population of the research. Lifecycle effects, for instance, have a greater impact on voting attitudes than on other forms of political participation, and young people prefer different forms of political participation than do older people. Finally, while young people negatively view political parties their levels of trust and interest do not differ significantly from those of the adult population.

Sandstrom; Einarson; Trevor and Tuula (2010) compared Finnish, English and Swedish pupils' understanding of citizenship education with regard to: (a) political literacy; and (b) attitudes and values was explored. The study was a cross-national, multiple case study and data were collected through 18 focus

group dialogues with 15-year-old pupils. Results showed that English pupils were much more well-informed about rights and responsibilities than their Nordic counterparts and also more skilled rhetorically, but appeared less accustomed to open and confident relationships with adults than the Swedish pupils. Finnish pupils did not seem to be encouraged to talk; instead they kept their thoughts and feelings to themselves.

Alviar-Martin, Ho, Sim and Yap (2012) observed that a growing body of research suggests that traditional assessments of democratic participation overlook students' present realities, and fail to capture the knowledge, skills and dispositions necessary to resolve public issues. They employed an interpretive perspective in examining students' perceptions of civic competence in one Singaporean school. Analyses of qualitative data reveal students' perceived lack of civic competence to effect systemic change within their school environment and in the larger political arena. This perceived lack of civic competence can be attributed largely to rigid and hierarchical classroom, school and political structures, and the pragmatic focus of Singapore society.

Stokamer (2013) developed and tested a model to represent that relationship and identified pedagogical catalysts of civic competence using five years of survey data from over 10,000 students in approximately 700 courses. The results strongly substantiate the proposed model, with knowledge, skills, attitudes, and actions as epistemological components of civic competence. Most importantly for the social justice aims of service-learning, the study found that diversity significantly enhances all civic competence outcomes. Finally, the results demonstrated that service must be thoroughly integrated into a course through the syllabus and community partnership to maximize civic competence.

Maria, Ralf, Bert and Greetje (2014) analyzed data from the International Association for the Evaluation of Educational Achievement (IEA) International Civic and Citizenship Education Study (ICCS) 2009 , encompassing 102,396 lower secondary-school students (14-year-olds) in 4,078 schools in 31 countries using multivariate multilevel analysis. The results indicate that schools have a small influence on students' civic knowledge and hardly an impact on civic attitudes and intended civic behavior. Civic competences are mainly explained by individual student characteristics and out-of-school factors. Factors at the school level that were found to make a difference in students' civic competences are related to stimulating a democratic classroom climate in which free dialogue and critical debate on controversial political and social issues are encouraged, nurturing positive interpersonal relationships and creating opportunities for students to learn and practice democracy.

The review shows that studies in the field of citizenship specifically related with school curriculum or instructional practices are few in number.

Studies on Civics Curriculum

Mahan (1928) examined the contents of five Civics text books most commonly used in America. It was found that the existing Civics text books were not adequate to meet the need as far as duties, difficulties and qualities of citizenship were concerned. The obvious conclusion was that mere teaching of Civics courses was not sufficient.

Narayanaswami's study in 1960 (as cited in Buch, 1991) revealed that the teaching of social studies in Tamil Nadu is not up to the mark in terms of techniques adopted, teaching aids used, facilities provided and examinations conducted.

Vickery (1960) reported that the Intergroup Education in Co-operating Schools project directed by Hilda Taba began in 1945 and ended in 1948. In all, more than 250 local projects in 72 individual schools were undertaken by the Project staff and 2500 co-operating administrators, teachers and community workers. The experimental studies of the project demonstrated that instruction in intergroup education can be organized effectively around certain key concepts which can be incorporated into three persistent themes; home and family living, community studies and the rise of distinctive culture in United States. Organizing programs around key concepts makes possible the development of an orderly, logical sequence in learning that results in changes in behavior.

Langton and Jennings (1968) reported that on the basis of their research they could not say that the civics curriculum had a significant effect on the political orientations of the great majority of American high school students.

Studies by Lockwood, 1972 (as stated in Patrick, 1977) show that only 20 percent of a sample of American older adolescents demonstrated high level cognitive capability when thinking about public issues. Only 50 per cent of this sample demonstrated achievement of Piaget's formal operations state of cognitive capability.

Merelman (1975) made a comprehensive and perceptive review of researches in citizenship with a view of the role school as an agent of political socialization. Summarising the previous researches he points out that during the last decade most investigators drew pointed attention to the fact that school had failed as an effective agent of politicizing youth. He described three approaches which covered these studies. The first is dissensus paradigm, according to which the aim of the civics course should be to develop critical thinking, capacity to dissent, i.e. students should have the capacity to think for themselves and form

opinions of their own on political issues. The proponents of this approach say the schools have failed in this aim. The second approach is consensus paradigm. In this school is looked upon as a neutralizing agent of political disruption. It attaches no importance to discussion of controversial issues; on the contrary, it tries to bring about conformity. This approach is criticized by some because it appears to reinforce middle class values and the interest of establishment. The third is compensatory political socialization. It denotes a dual process which leads to class convergence because by supporting middle class values it keeps the middle class children at parallel; makes them accept and appreciate the needs of minority. Merelman holds that throughout the world schools are practicing compensatory political socialization.

Joshi (1977) made a study in twenty schools and five colleges from the city of Aurangabad and the nearby rural areas. Students were interviewed on a selective sample basis roughly one student out of ten in the class. It is found that text book of Civics compressed the material in one book which earlier was distributed in three books. While the population problem finds an important place, such aspects as education, health, employment, the press and its role are neglected. The teachers of social studies preferred to remain apolitical. They called themselves liberals, kept away from political discussion in the classroom. They lacked sophisticated teaching aids and most of them followed the lecture method. Teachers wanted to develop critical ability and a sense of inquiry among the students. The development of civic sense was emphasized as a value. Attitudes of students towards democracy were positive. However, the attitude towards press and the judiciary remained doubtful. Majority favoured judges committed to governmental policies. History and Civics were recognized by them as contributing to the understanding of socio political questions by an overwhelming majority.

Varshney (1978) conducted the study 'The Civics curriculum and Education for Citiznship' taking into account the Civics curriculum prescribed by the Board of High School and Intermediate Education, Uttar Pradesh, Allahabad. Intermediate College within Varanasi region was selected for study. Citizenship Scale was developed with five sub scales, Political knowledge, political interest-participation, political efficacy/cynicism, civic sense and democracy. The sample consisted of 960 civics students, i.e. those who did not offer civics neither at high school nor the intermediate stage and 480 non civics students. It is found that civics students scored higher than no-civics students in Citizenship, political knowledge, political interest-participation, political efficacy/cynicism and democracy. In civic sense there is no impact of civics course. Civics boys and civics girls have equal competence in Citizenship, political knowledge, political interest and efficacy. Civics boys and Civics girls differ significantly in civic sense and the girls have higher scores.

Ehsanul Haq (1981) conducted a study on randomly selected 164 male parents, 308 male students and 128 teachers from schools of Delhi. The study revealed that though the schools serve as the chief political socializing agents, the prescribed school textbooks fail to contribute to the increase of political awareness. Non public school students have lower political awareness but were higher in political participation than the Public school students.

Gupta (1983) analyzed aims and objectives, contents of the curriculum, methods, techniques, teaching materials used and strategies of evaluation employed in social studies at school level in Himachal Pradesh. The study was of status-survey type using two questionnaires. The findings of the study were: 1. There was no provision for participation, human relationships and other social adjustments. 2. There was no scope for the development of self-reliance,

tolerance, initiative, creativity, world mindedness, appreciation and adventurousness of outlook in existing curriculum of social studies 3. The traditional approach of history, geography and civics pervaded the content matter 4. The lecture method or the question-answer method was frequently used. No creative methods such as project method or activity method was being applied. The students were not exposed to variety of learning experiences such as assignment, discussion, observation and interpretation.

Pareek (1989) made an investigation about the political attitudes of rural students in Jaipur district selecting 400 students in class VI to X. He found that here is gradual increase in political attitudes from class VI to VII, but in class XI and X the students showed reverse trends.

Fogelman (1991) reported that University of Leicester School of Education and social community planning Research jointly conducted a survey of citizenship in secondary schools throughout England and Wales using questionnaire. There was a very small proportion of schools where no pupils were involved in community activities and service. For the younger children, the most popular activity is fund raising. In fact for 43 percent of schoolsthe only one activity reported for this age group. For the older pupils, greater involvement in a wider range of activities is reported with particular emphasis on working with the elderly, the disabled and young children. 54 percent of schools were with mock elections, 60 percent with school councils, 97 percent with school council for which pupil members are elected by student body, 13 percent with pupil representation at meetings of school governors, nine percent with pupil representation at PTA meetings.

National Council of Educational Research and Training (1991) reports that an analysis of the total number of studies in social science education from

prior to 1972 to 1988 reveals that the discipline Civics contributes only 2 studies to the total 69 studies, one in the period prior to 1972 and another in the period 1979 to 1983. There is no civics related studies in the period 1972 to 1978 and 1984 to 1988. Each of the 69 studies dwells on more than one aspect of the concerned discipline. Taking into consideration the different aspects/dimensions stressed by research studies, the following classification has been arrived at to group the studies under eight dimensions- teaching and models of teaching, educational technology, curriculum, textbooks, tests and measurements, examination and evaluation, interests and attitude, and aptitude. The dimension, teaching, has attracted many researchers and a total of 21 studies (31 percent) have been carried out, representing all the disciplines under social science education except civics. Civics' two studies are related to test and measurement and has no contribution to the dimensions of models of teaching, educational technology, curriculum, textbooks, examination and evaluation, interest, attitude and aptitude.

Flanagan & Gallay (1995) maintains that civic competence and socially responsible behavior have been among the 10 developmental tasks of adolescence since the 1950s. They contended that the decline of interest in political socialization must be shared by both political science and developmental psychology.

National Council of Educational Research and Training (1997) reports the number of researches in the area of social science education in the period from prior to 1972 to 1992 is only nine. It is very small in comparison to language education (61 studies), physical and health education (49 studies) and mathematics education (47 studies). If is significant to not that seven papers out of nine have been contributed by scholars from overseas who have studied

problems in their own settings. Only two papers have been contributed by Indian researchers. A survey of nature of research topics and problems that have been explored indicates absence of serious attempts to systematically pursue researches to build any model(s) of social science teaching and learning. Researches largely carried out in the area of teaching of social sciences, have usually examined the relationship between instructional techniques and their effects on student outcomes. Such typical investigations examine the correlational or causal relationship. While such studies have their own place and importance, there is a need to research the viability of various methods/instructional strategies which are specific to the social science disciplines. Researches into the use of inquiry, discovery and other discipline oriented approaches as would be applicable to the teaching of social sciences will be rewarding.

Smith & Neimi (2001) observed that Common approaches to pre-collegiate history have been ineffective in effecting citizenship competencies for the majority of students. Most students remain disengaged with the subject and resist thinking seriously about the content. Test results attest to how little they retain from their coursework.

Schurgurensky (2003) articulates that transformative citizenship learning involves the nurturing of caring and critical citizens who raise important questions and problems in overt ways, probe the status quo, and communicate without appealing to authority and tradition.

Fjeldstad & Mikkelsen (2003) investigated the Norwegian ambitions for Civic and Citizenship Education and the concept of democratic competence and awareness. The study found that most Norwegian 14-year olds seem to possess an adequate democratic competence. However, they seem to lack interest,

engagement and will to participate politically in the future despite this competence.

Fairbrother (2004) examined the reflection of national goals and ideologies in the civic education curriculum of China and Taiwan. A comparison of junior secondary school textbooks shows that two goals reflected in both that economic development and maintaining societal stability. Economic development is presented as both exhortations to students to contribute to economic construction and as practical information about economic affairs. Societal stability appears in the form of content about law, personal sacrifice for interests of society, or morals and traditional culture.

Bernstein (2008) examined the impact of simulations on student learning and on the growth of civic competence in an introductory American government class. Civic competence refers to individual's skill and ability to make sense of vast amounts of political information; to work with others (and in civil opposition to other people's ideas) where appropriate; and to develop effective strategies for political action. The simulations are successful in building political skills for students, albeit with some limitations seen across sex and racial lines. Students emerge from the class more confident in how well they can handle the tasks that effective civic participation requires. Their feelings of confidence are driven largely by the skills they have attained and not by the objective political knowledge they have gained.

Sinclair, McKendrick, and Scott (2010) reflected on surveyed evidence that explored the attitudes towards education and employment among young people in a deprived community in Glasgow. These data show that the majority of these young people were ambitious regarding their post-school career paths and optimistic about their employment prospects. Emphasizing the alleged low

aspirations of young people in deprived communities fails to address the socio-economic conditions and opportunities that limit educational attainment and inhibit their accomplishment of full citizenship.

Siguake (2013) found that Civics and citizenship education in the social science teacher education program at the selected institutions in Australia is integrated in the different subjects of the program. Only in three of these, viz., Geography, Human Society and its environment-1, Human Society and its environment -2 are there sections that deal specifically with civics and citizenship issues. However, as in other areas, there is little coverage of these issues in terms of depth and breadth in the sections. Australian teacher education programme syllabus puts forward the following teaching approaches in civics. 1. Investigative approaches on civics & citizenship education issues 2. Study of contemporary issues 3.student-centred inquiry learning approaches 4. fieldwork on gathering, processing, developing and communicating data on views and decision making processes of community groups concerning local contemporary issues 5. Action Learning and Problem Solving Methodologies to develop:- decision making processes and awareness of consequences of those decisions;- implications of decisions for social justice; - individual and group action on issues 6. Inquiry into contemporary issues 7. Discovery Democracy Project:- inquiry based and practical oriented learning activities;- simulation activities to enhance concept development 8. Visits to Parliamentary Office 9.simulations-role plays- videos- guest speakers- action in communities to learn, first hand, how to participate and value their contributions.

Mumthas and Gafoor (2014) analysed of how secondary school pass-outs in Kerala from different streams of schools commit to democratic values. In order to judge the impact of post NCF (2005) school reforms on democratic

commitment, sample was drawn in 2007 and 2013.   Fall in democratic commitment is more pronounced and uniform across school types for ideology and practice of democracy. Fall in commitment to socioeconomic democracy is less for Central than for Kerala stream students. Ethical beliefs related to democracy are the only area where commitment has increased from 2007 to 2013, that too in Central schools. The lead students from Kerala stream had over CBSE students before 2007 in commitment to democracy is almost lost by 2013.

Wu, C-F. (2014) through quantitative research and case analysis that student ethical literacy reached the highest level and aesthetic literacy reached the lowest among the learning outcomes of the five civic literacies by applying the embedded instruction approach. The eight embedded teaching methods significantly influenced the student recognition level of citizenship; among these methods, "performance/exhibition" and "disputation" had the greatest efficiency. The course case analysis of this study also demonstrated that a practice-oriented teaching strategy, such as encouraging students to undertake learning projects and public exhibitions, is considerably effective in promoting citizenship.

Studies on Citizenship Projects and Programmes

Citizenship Education Study of the Detroit Public Schools (Wayne University, 1945) was carried out in the public schools of Detroit. It was planned as a cooperative venture between a central staff, with staff members acting as consultants and several typical public schools. The study staff proposed to work cooperatively with the schools in exploring present practices; in changing the curriculum when it was deemed necessary; in encouraging the self-growth of school staffs; and in providing appropriate learning experiences. The experiment used methods such as more democratic environment within the school, more intensive study of the community in which the pupils live, study and practice of

voting within the school, use of teaching methods emphasizing the emotional appeal. The programs results in improved human relationships but no appreciable gain or loss occurred in academic achievement.

Citizenship Education Project (1949) at teachers College, Columbia University developed a programme for the improvement of the teaching of citizenship in secondary schools of America. A number of teachers and students were specially oriented for the purpose. At the end of the project 1843 teachers in 527 school systems were using the new materials and methods. It was found that these teachers and students were better than those using traditional methods. On a standardized test in Civics, the project control group showed greater growth in knowledge.

Calhoun (1973) reported about a self-paced program in American Civics for the ninth grade students who need help on basic skills and who plans to enrol in vocational courses. Instructional materials consist of eight Learning Activity Packages on various topics. Each learning activity containing a statement of purpose and a list of resources is divided into several broad topic sections containing statements of behavioural objects followed by activities, worksheets, self-evaluative tests and advanced study projects.

Jones (1974) remarked that a survey was conducted in Arkansas to gather information pertinent to the status of Civics and to develop a model teacher training program for Civics teachers in the Arkansas public secondary schools. The study through a five question survey, administered to teachers of civics in 198 secondary schools found that teacher preparation is inadequate and additional hours in political science with more practical orientation are needed.

Remy & Turner (1980) reported that Mershon Centre of the Ohio State University and the Social Science Education Consortium of Boulder, Colorado

undertook the Basic Citizenship Education Project in two phases. The first phase produced the books i. A handbook of basic citizenship competencies, ii. An Instructional briefing guide for teachers and supervisors iii.a briefing guide for school administrators iv. A briefing guide for parents v. a community leader briefing guide. The second phase of the project, was devoted to a wide range of activities focused on disseminating project products and ideas to a variety of client groups.

Lynch and Smalley (1991) reported several case studies in individual schools concerning special activities promoting citizenship. Castle Rock high school from Leicestershire approach citizenship education through an 'applied studies' integrated afternoon. Eighteen different courses are offered at any one time and last for six weeks. The courses are derived from and are intended to develop the formal curriculum. Pupils are placed in a series of challenging situations; they develop a wide range of skills. Lutterworth upper grammar school from Leicestershire conducted many activities of citizenship education. One tutor group project involved year 10 students raising money to finance a Christmas party for the frail and elderly. Money was raised by cooking flans, cakes etc. for sale within the school. The second part of project involved contacting age concern to arrange a list of guests and provide transport. They made individual visits to the homes of the guests. They decorated party rooms, cooked the meal, served drinks, waited at tables and so on.

Valeminke and Burkimsher (1991) surveyed 26 secondary schools in Leicestershire and Northamptonshire between October 1989 and February 1990. In the first stage involved interviews with heads, second stage consisted of longer visits to 12 schools in order to talk to a wider range of personnel- pupils, teachers, parents, community and to observe practices relevant to citizenship

education. Several schools provide opportunities for residential experiences, such as field trips, group and individual exchanges, work experience, outdoor pursuits or even for one small group and overnight stay on the school premises. The activities are as practical as possible and student involvement is maximised. A number of schools organise trips to House of Parliament. An imaginative alternative in one school for a whole year group involved year 9 in a morning of varied activities including: a multi choice quiz to open up the subject, group discussions on issues relating to the vote and systems of representation, an explanation of parliamentary conventions using a video of prime ministers' question time, simulated hustings in which classes were addressed by fellow pupils acting as parliamentary candidates and polling and declaration of results. The afternoon session was devoted to whole year group participates as MPs in a hall set out to resemble the chamber of the house of commons. Another special exercise involved a number of secondary schools in a simulation of European parliament.

Harwood (1991) presented a research project in which three high school civics classes composed of a total of 85 students were studied in order to assess the importance of classroom climate in the development of high school students' political attitudes. The differences in climate were expressed in daily teaching procedures and students' perceptions of politics. Student questionnaires and in depth interviews were employed. The findings suggested that while classroom climate variables were related to political attitudes, they were probably not the most salient factor in determining students' political interest or involvement.

Sharma (1993) made an attempt to test the effects of the four techniques of teaching i.e. brainstorming, problem solving, project and traditional teaching on achieving higher order learning outcomes in social sciences. Sample was

drawn from rural schools in Himachal Pradesh. The study followed the experimental design. It was found that in the teaching of civics the brainstorming technique was most effective for the development of application and analysis categories of learning outcomes. The problem solving was found least effective in both application and analysis. Project and conventional methods were equally effective but less than brainstorming and better than problem solving. For the development of synthesis in civics, all the aforesaid four techniques were equally effective. The use of brain storming in the teaching of civics, was significantly more effective in the development of total area of higher order learning outcomes in comparison to other three techniques.

Hardin (1995) presented a collection of lesson plans on civics education designed for all levels of gifted students and written by teachers from across the U.S. the lessons involve students in the study of the origins and evolution of the US system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government.

Held (1996) proposed a model of 'cosmopolitan democracy', challenging the notion that the nation state is the only locus for democracy and that the state alone has the power to guarantee the rights of its citizens.

Zimmerman-Oster, K., & Burkhardt, J. C. (1999) described about action research strategies that were employed to assess the process and outcomes of leadership and civic competence development programs for college students. It is found that formal leadership and civic competence development and education programs work on college campuses and that leadership can be taught. Successful outcomes for student participants, their institutions, and their communities were documented.

Morgan and Streb (2001) using data gathered in a five-state survey of high school students involved in service-learning, examined the effectiveness of service-learning programs in which students have ownership. It is found that, when students have a voice in the project, service learning provides a solution to some of the problems of civic disengagement.

Anderson, Levis-Fitzgerald and Rhoads (2003) explored democratic learning environments at one research university. Focusing on the qualitative outcomes of a study of one-unit reading and discussion seminars, Faculty members created 49 seminars, each of which limited enrollment to 15 students. The findings suggest that such seminars have the potential to enhance undergraduate learning in a way that promotes outcomes consistent with the development of skills and dispositions relevant to civic competence.

Soule and Bennett (2004) reported that students participating in the national finals competition of the We the People programme possess significantly more knowledge of democratic institutions and processes than the average. Compared to a representative national sample of high school students surveyed by the 1998 National Assessment of Educational Progress (NAEP) civics assessment, the program national finalists, as a group, are more knowledgeable in *every* category of civic knowledge delineated in the survey, outperforming nonparticipating students on *every* survey question. Several questions were answered correctly by over 90% of the programme national finalists.

Deuchar, .(2008) reported a case study of 11-year-old pupils in a Scottish primary school, who were exposed to a new programme underpinned by values-based participation. The pupils initiated their own research into social issues of particular concern to them and used this as the basis for promoting enterprising

ideas for social change. Non-participant observation of the work of the class combined with follow-up questionnaires and discussion groups concluded to establish pupils'views about social issues in a deeper sense, as well as establishing the way in which pupils'attitudes towards 'enterprise' evolved. The findings illustrate that the pupils gained someuseful skills in critical reflection, became more aware of their own potential for social activism and gained a wider perspective on communitarian principles.

McCowan (2010) assessed a different approach – that of the 'prefigurative' – through which the school embodies the democratic society it aims to create. Two examples of prefigurative initiatives in Brazil are assessed: the Landless Movement, and the Plural School, a framework of social inclusion in the municipal education system of Belo Horizonte. Qualitative case studies of the two showed significant enhancement of the democratic culture of the schools and changes in the teacher–student relationship.

Li-ChingHo.& Alviar-Martin (2011) reported a qualitative study that explored how democratic citizenship education is enacted in two secondary schools with very dissimilar academic programmes and policies. A key finding in the study is fissures in perceptions of civic engagement and democratic rights between students from the two schools, thus suggesting that academic programmes and policies can differentiate the manner in which students are prepared to fulfil their roles as citizens.

Ainley, Schulz and Friedman (2013) reported that Association for the evaluation of educational achievement (IEA) has conducted in 2009 international study of civic and citizenship education covering 140,000 Grade 8 students, 62,000 teachers, and 5,300 school principals from 38 countries. The study addressed students' civic knowledge and understanding, perceptions and

attitudes, and engagement and behavior. It also collected information on various aspects of students' home backgrounds. Separate regional modules (Asian, European, and Latin American) investigated issues of specific importance to civic and citizenship education in those regions. Also collected data from policymakers, school principals, and teachers on various civic and citizenship education-related aspects of the participating education systems and their schools and classrooms. The findings include wide data. For example it is found that Twenty-two national centers reported evaluation of schools' provision of civic and citizenship education. Nineteen of the participating countries reported assessing both students and schools in relation to civic and citizenship education.

Quayno (2015) examined considerations for researching citizenship education in post-colonial nations in Africa. Drawing on qualitative and quantitative studies of civic education in Ghana and Liberia, four major considerations are proposed for researchers: first, the importance of situating conceptions of citizenship in the context of historical and contemporary issues; second, the importance of considering reciprocity in research ethics; third, the need to consider the impact of the researcher on the work, and fourth, the willingness to look for civic influences beyond the civics classroom and the school. Youth political movements incubated in universities and secondary schools have been influential factors in political change.

Conclusion

Citizenship education and education for democratic citizenship have been at the focal point of educational discourse for several decades. This attention was mostly the result of the belated attempts to coordinate curricular development in citizenship education with the rationalization of numerous emerging facets of citizenship (Rapoport, 2010).However, though several scholars have argued that

it is a moral imperative within democratic societies to grant young citizens equal access to the basic skills and knowledge that will enable them to be effective participants in the democratic enterprise (Gutmann, 2004; Levinson, 2007), current literature lacks nuanced analyses that shed light on the differing ways students understand democracy and citizenship within specific national contexts (Banks, et al., 2005; Hahn, 2010).

Theoretical review on Citizenship Education helped to identify certain cognitive and participatory citizenship competencies and to locate theoretical and practical approaches developed in the field of civics/ citizenship instructional practices. These competencies were taken as the components for the tools developed for this study to measure civic cognitive and participatory competencies.

Many methods, techniques and teaching models have been discussed above, holding that they are of certain importance to social science teaching and the development of social values. Citizenship development is the major goal of Jurisprudential Inquiry model and Socialized Recitation method. These are rarely utilized in our daily social studies classrooms due to various limitations. Major limitation is that the contents covered in the courses may not be easily amenable to the application of these models or methods.

The investigator had come across a good number of projects trying to identify the citizenship competencies and skills. Coming to the classroom practices of developing citizenship competencies, studies and projects are less in number. The present day civics classrooms give importance to cramming of the labelled or tabled contents, for example the rights and duties of a citizen, functions of state or legislature etc. neglecting the prominent aims of developing citizenship competencies and nurturing civic virtues.

The programmes and projects in the field of citizenship education are worked out in plenty in developed countries. No such efforts are taken in other countries. National Council of Educational Research and Training (1997) reports the number of researches in the area of social science education in the period from prior to 1972 to 1992 is only nine. India also lacks such field level programmes of developing innovative and creative programmes of action for reconstructing Civics instruction and learning. The current status of Citizenship education in the country yearns for rejuvenation with planned measures of undertaking civic programmes and conducting periodic evaluations of civic competencies on national and state levels. The need for more investigations into classroom practices of citizenship development is evidenced. The present investigation is an attempt to develop and try out a teaching model, pertinent to the development of citizenship competencies.

METHODOLOGY

- ᮫ **VARIABLES OF THE STUDY**

- ᮫ **DESIGN OF THE STUDY**

- ᮫ **SAMPLES USED IN THE STUDY**

- ᮫ **TOOLS USED**

- ᮫ **DEVELOPMENT OF LEGISLATIVE MODEL OF CIVICS INSTRUCTION**

- ᮫ **STATISTICAL TECHNIQUES USED**

This chapter presents a detailed description about the whole activities and procedures followed in this study to realize the specified objectives. The study is to develop an instructional model of Civics and to test its effectiveness in promoting Democratic Citizenship Competencies among secondary school students of Kerala. Development of new Legislative Model of Civics Instruction will satisfy the first part of this objective. The second part of the objective is testing effectiveness of Legislative Model of Civics Instruction in attainment of democratic citizenship competencies. This part of the objective is transformed to certain research questions.

Can the Legislative Model of Civics Instruction developed by absorbing the spirit of legislative procedures of people's representative assemblies such as parliament into the class room practices increase democratic citizenship competencies in terms each of i) Civic Knowledge ii) Cognitive citizenship skills c) Participatory citizenship skills d) Commitment to democratic Values among a representative sample of secondary school students of Kerala? If so, is the increase in those competencies significantly higher in comparison to what could be achieved with Extant Method of Civics Instruction advocated in teachers Handbooks for schools in Kerala? Can the enhancement in Civics Knowledge be achieved both for Lower Order Objectives and Higher Order Objectives of Civics Instruction? Is the enhancement in Cognitive citizenship skills after Legislative Model of Instruction observed in dealing with both Civic Information and Civic engagement issues? How does the enhancement in Commitment to democratic Values after Legislative Model of Instruction apply to Ideological, Practical, Socio-Economic and Ethical dimensions of Democracy?.

The procedures of the study were designed in a way to befit answering these research questions. The overall activities and procedures followed in this study are summarized and diagrammatically presented in Figure 1.

Review of Literature on Citizenship Education

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Identification of Democratic Citizenship Competencies

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Development of tools

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Survey of extent of Civics Competencies in Secondary Schools

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Development of Legislative Model of Civics Instruction

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Preparation of Lesson Transcriptions

↓

Identification of two groups of Standard IX for experiment

↓

Matching the groups based on Pre-test

↓

Random assignment of groups into Experimental and Control Groups

↓   ↓

Legislative Model of Civics   Extant Method of Civics Instruction
Instruction (Experimental Group)   (Control Group)

↓   ↓

Post-test   Post-test

↘   ↙

Analysis of Results

↓

Findings

Figure 1. An Outline of the study

The description about the procedures followed in the study requires clarifications about the basic elements fixed to formulate various parts of research structure. The elements including Variables, Samples selected for the study, Tools used, Lesson transcripts and the Statistical analyses employed in the study are described in the following sections.

Variables of the Study

The design followed in this study is pre-test, post-test group experiment. This design makes use of three kinds of variables, viz., Independent Variable, Dependent Variables and Control Variables.

Independent Variable

Use of certain instructional methods in the teaching of Civics and examining the consequent outcomes on Civics learning is the main focus of this study. The instructional methods compared here in effecting the desired outcomes of Civics are 1. Newly developed Legislative Model of Civics Instruction and 2. Extant Method of Civics Instruction followed in the learning-teaching practices in the Secondary schools of Kerala. Thus Civics Instructional Method is the Independent variable of this study.

Current school teaching methods are designed as per the guidelines provided in Teachers Handbook prepared by State Council of Educational Research and Training, SCERT (2010) for helping teachers in the transaction of instructional objectives specified for Social Studies ninth standard textbook. The handbook describes each unit of the textbook and directs to follow certain activities and techniques befitting each part. For the unit 'people and constitution' several activities are outlined in the handbook, such as discussion, analysis of pictures or documents, open forums, analysis of notifications by

Kerala Public Service Commission, exploring newspapers and visual media and observation of parliament or any other people's representative bodies. For the unit Central Government learning activities such as individual evaluation and classroom presentation about powers of central and state governments, verification of certain books on Indian constitution, conducting classroom discussions, collection of news on parliamentary procedures and bills, comparison of different legislative bodies and arriving at conclusions based on collected data on them, collection of court verdicts and conducting discussion on them, and conducting mock parliament are prescribed. The existent teaching practices are based on these activities and this was also followed in preparing Lesson Transcripts for the control group treatment i.e. application of extant instructional method in Civics.

Dependent Variables

The study is to test the effectiveness of Legislative Model of Civics Instruction on promoting the Democratic Citizenship Skills among secondary school students. The variable so considered as dependent in this testing is the Democratic Citizenship Competencies. In the study citizenship competencies are measured at four levels,

1. Democratic Citizenship Knowledge

This refers to the knowledge considered basically essential for a democratic citizen. Knowledge includes the scholastic processes remembering, understanding, analyzing, evaluating, creating on the information, concepts, principles etc. which are provided as part of the classroom instructions or received from outside. Knowledge in this study is limited to the cognitive processes on the content areas which constitute the textbook or prescribed syllabus for ninth standard of secondary schools.

2. Cognitive Citizenship Skills

This refers to the intellectual proficiencies or capacities required for a citizen to successfully perform the civic roles in the relationship with groups, government and fellows. The study considered the cognitive skills which are employed in the mental processing or intellectual operations upon deciding and selecting appropriate solutions on public issues or life related problems. Cognitive processes included in this dimension are differentiated from the cognitive processes included in the Citizenship Knowledge dimension in considering the materials upon which the cognitive operations are carried out. In the knowledge dimension operations are carried on the information and concepts regarded as part of textbooks or syllabus prescribed or collected by the person from outside sources such as friends or mass media. The cognitive processes included in Cognitive Citizenship Skills operations are carried out on the life oriented civic situations or issues confronted in public life or in relationship with groups and society.

Cognitive Citizenship Skills include the skills such as identifying and describing phenomena or events of political and civic life, analyzing and explaining phenomena or events of political and civic life, evaluating, taking and defending positions on public events and issues, making decisions on public issues, thinking critically about conditions of political and civic life and thinking constructively about how to improve political and civic life. Eleven basic citizenship competencies are identified from the literature review and selected to constitute the Cognitive Democratic Citizenship Competency.

1. Collecting and absorbing information

This refers to the intellectual capacity in collecting and working on the civic information or data related with public life such as election and price hike issues, from various sources such as newspapers, magazines, discussions with friends or teachers. It includes capacities such as obtain opinions and views on public matters from various sources, recognizing advantages and disadvantages of mass media, and identifying civic matters form government as well as private media.

2. Analyzing events of civic life

This refers to the ability of examining matters or events of civic context and breaking it into constituent components thereby trying to gain a comprehensive conception. It is the capacity to make a good understanding of underlying factors and scrutinizing the preferential criteria, causes or aftermaths included in the issues such as strikes for solving social problems and denial of admission to law achievers in the private managed schools.

3. Critical approach to information, policies and views

It refers to the ability to recognize possible falsehood included in the views, information or polices of public relevance and identification of evidence to disconfirm them.

4. Evaluate validity and quality of information

This is the capacity just opposite to the blind acceptance of what one comes to hear, read or see. It refers to searching for evidences to accept or reject an idea, data, news, views, and descriptions on public issues, searching whether they are approved facts, conform to law, logic, or firmly grounded on expert's opinion or field level supporting facts and is therefore free from error.

5. Make choices, take a position

It refers to the ability to visualize diverse possible stand points on a civic issue, examine the constituent factors to make preferences and take a specific view or stand point as most appropriate and correct.

6. Argue, defend, and reason one's own point of view

If refers to the ability to explain and justify one's own view, act of civic relevance, give reasons for considering it as right or wrong, logically establish it as more preferable.

7. Interpret arguments of others

It refers to the ability to understand the viewpoints put forward by others and explain them contextually and objectively.

8. Reflect one's own actions and arguments

It refers to the ability to verify and reform the viewpoints taken earlier from time to time.

9. Civic imagination and creativity

It refers to the ability to formulate new and original viewpoints, opinions, and solutions on civic issues.

10. Civic judgment

It refers to the ability to reason on different views concerning civic issues based on logically accepted criteria and to decide it as right or wrong.

11 Civic assessment

It refers to the ability to estimate the after-effects of views, actions on public matters.

These eleven skills were measured in this study using Scale of Cognitive Citizenship Skills. On statistical factor analysis, the eleven skills tended to be reduced to two component factors. Considering the underlying features of the clustered skills two components of cognitive skills were identified, viz.,

1. Cognitive Skills in dealing with Civic Information (1-4 skills)

This refers to cognitive skills used to process opinions, views, policies, news, or issues of civic importance. For example, the ability to find out whether the flash news that appears on TVs is correct or not.

2. Cognitive Skills in dealing with Civic engagement issues (5-11 skills).

This refers to cognitive skills used to process civic related actions. For example, the ability to assess the effects of a communal riot on the economic and political aspects of the societal life.

3. Participatory Citizenship Skills

This refers to activity oriented capacities required for a citizen to engage effectively in the democratic processes and social affairs. From the reviewed literature eight such participatory skills were selected for this study. They are

1. Communication

It refers to the ability to express ideas and feelings using various methods such as speech, writings, narrations etc.

2. Civic Problem Solving

It refers to the ability to arrive at suitable solutions for a civic problem confronting the individual, group or community using democratic methods.

3. Team Work

This refers to the capacity of members in a group to work in collaboration and coalition with others for attaining common goals.

4. Leadership

It refers to the possession of leadership qualities such as open-mindedness, good vision, energizing group activities etc.

5. Building Relationship

It refers to the capacity to develop healthy and friendly relationships with others in a group.

6. Role Performance

It refers to the person's engagement of different positions expected out of him and executing the roles connected with the positions.

7. Public Discussion

It refers to the capacity to take part in conversations or talks conducted for exploring public issues.

8. Organization

It refers to the capacity to consolidate or systematically arrange various elements in order to form a desirable output of social activity, civic problem solution or finding out valuable sources of civic information.

These skills are measured in this study using two methods, viz., 1. Classroom observation by expert teachers while conducting group learning activities such as debate, discussion etc and 2.Self rating of students. A Rubric of Participatory Citizenship Skills with two versions, observer version and self

rating version, was prepared to be used by the observers to rate the skill performance of observed group in terms of observable behaviours and by the students to rate their own performance in the conducted group activity. The rubric divides each of eight participatory skills into four criteria/components. Against each criteria/component four levels of expression in terms of measurable classroom conducts are provided and the observer was directed to select one of the four levels suitable to the concerned group.

4. Commitment to Democratic Values

This refers to values pertinent to the democratic beliefs and attitudes. For the present study Democratic Citizenship Values refer to the scores obtained by respondents on revalidated version of Scale of Commitment to Democratic values (Gafoor & Thushara, 2007). It is five point rating scale providing 57 self assessing statements regarding beliefs, opinions, or viewpoints in various civic life situations and directing to select one of five options rating the strength of self assertion. The scale theoretically conceives nine Democratic values, 1. Nationalism, 2. Liberty, 3. Equality, 4. Gender Equality, 5. Fraternity, 6. Faith in Democracy, 7. Secularism, 8. Social Justice, and 9. Tolerance. The scale is scored on four components derived through factor analysis. The component scales are Scales of Commitment to Ideological democracy, Practical democracy, Socioeconomic democracy and ethical democracy.

Control Variables

Two types of control are used in this study. They are 1. Holding factors constant and 2. Matching the groups. The following factors were held constant.

1. Teacher

Two methods of instruction were handled by the investigator himself. Hence the teacher factor was considered constant.

 2. Time or duration of instruction

Control and Experimental treatments were carried out simultaneously. Duration of instructional practices in both of the control and experimental groups were same. So the time and duration of instruction were held constant.

3. Type of Institution.

Control and Experimental treatments were held in the same government school. So the type of institution factor was held constant.

The control and experimental groups were matched with respect to the important variables that may have a hold on the results of the study. The matching procedure was carried out by administering the tools in all four ninth standard classes that exist in the school and selecting most matched two groups. The four groups were compared in five pairs and the pair which show little difference in the mean scores were selected for experiment.

Two groups of this study were matched on

1. Previous Knowledge in Civics

2. Cognitive Citizenship Skills

3. Participatory Citizenship Skills

4. Commitment to Democratic Values

5. Gender

The number of boys and girls was 16 and 17 in experimental group and it was 15 and 18 in the case of control group. So the gender factor was mostly matched.

Design of the Study

The present study probed the effectiveness of Legislative Model of Civics Instruction in promoting Democratic Citizenship Competencies among the secondary school students compared to the Extant Method of Instruction following Teacher's Manual. So the study followed experimental method of research. The following part describes the specific design of experiment employed in this study.

Experimental Design

As the school students where to apply the experimental treatment are already fixed intact classroom groups, the present study employs the quasi experimental design of pre-test, post-test non-equivalent control group. The design of the study consists of an experimental group and a control group both taking pre-test and post test measures. The two groups which assumed to be same in the qualities were checked to be match in the democratic citizenship competencies through pre-test. From the two matched groups, the experimental group as well as the control group is assigned using simple random procedure. The experimental group is taught by the new model of civics instruction and the control group by the Extant Method of Civics Instruction. The experimental design used in this study is presented below.

$$G_1: \qquad O_1 \qquad X_{LMI} \qquad O_2$$

$$G_2: \qquad O_3 \qquad X_E \qquad O_4$$

O_1, O_3 : Pre-tests in Democratic Citizenship Competencies

X_E : Application of Control treatment - Extant Method of Civics Instruction

X_{LMI} : Application of experimental treatment-Legslative model of instruction

The two groups of the experiment were matched in terms of Previous Knowledge in Civics, Cognitive Citizenship Skills, Participatory Citizenship Skills and Commitment to Democratic Values. The details of statistical analysis regarding matching two groups in the relevant variables are provided in the chapter, Analysis.

Sample Used in the Study

In this study data was collected using three separate samples.

First one was for the purpose of assessing the extent of democratic citizenship knowledge among ninth standard students and validating the tools developed for this study, viz., Scale of Cognitive Citizenship Skills and the Test of Achievement in Civics.

Second sample was for the purpose of assessing the extent of democratic citizenship knowledge among eight standard students and validating the tool developed for the study, Test of Previous Knowledge in Civics.

The third sample was used for the purpose of experimental treatment in order to validate the Legislative Model of Civics Instruction developed for this study.

The following sections describe each of these three samples.

1. Sample from ninth standard students

Data was collected from randomly selected 421 ninth standard students using the tools, Scale of Cognitive Citizenship Skills and Test of Achievement in Civics. The data of whole 421 respondents was utilized to assess the extent of democratic citizenship knowledge among ninth standard students and data of 370 students randomly selected out of 421 was utilized to finalize the tools. Students from nine secondary schools in Malappurm District, Kerala comprise the sample. The schools were selected randomly from the secondary schools of the district, but assuring the proportionate representation from various strata based on type of management (Government, Aided and Unaided), locale of school (Rural and Urban, and Gender (Boys & Girls). Tools were administered in 421 students with a planning to finalize the sample for standardization of tools into 370 keeping the proportions to various strata.

The distribution of the sample along the three criteria of stratification is given in Table 3.

Table 3

Break up the sample selected from ninth standard schools

Gender		Locale of school		Type of Management		
Boys	Girls	Rural	Urban	Govt.	Aided	Unaided
176	245	286	135	182	186	53
			Total : 421			

2. Sample from eighth standard students

Data using the tool, Test of Previous Achievement in Civics was collected from a sample of 424 eighth standard students, selected randomly from nine

secondary schools of Malappuram District. Data of whole 424 respondents was utilized for the assessment of Democratic Citizenship Knowledge among eighth standard students of Kerala. Data of 370 students randomly selected out of 424 was used to standardize the test, Test of Previous Knowledge in Civics. The distribution of the sample along criteria of stratification is given in Table 4.

Table 4.

Break up the sample selected from eighth standard schools

Gender		Locale of school		Type of Management		
Boys	Girls	Rural	Urban	Govt.	Aided	Unaided
195	229	277	147	182	196	46
			Total : 424			

4. Sample Used for Experiment

The sample used for the experimental treatments consists two intact sections of IX[th]standard students taken from Govt. Vocational Higher Secondary School Arimbra, Malappuram District. This school was selected randomly from the secondary schools of the district. There were four sections in the standard IX. The number of students in each section was around 35 to 40. In order to obtain two matched sections the four groups were compared in the Previous Knowledge in Civics, Cognitive Citizenship Skills, Participatory Citizenship Skills and Commitment to Democratic Values using the tools and technique of observation. Two sections out of four were selected considering almost same mean scores and t-value showing least insignificant difference. The selected two groups were further made almost comparable with respect to sex, age by adjusting the number of students in each section to be considered for treatment. Control and

experimental groups were identified randomly from the considered two groups. The final sample size was 33 students in each of the two groups.

The sampling procedure adopted in selecting and matching the samples for the experiment is illustrated in Figure 2.

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┌─────────────────────────────────────┐
│  Random selection of a secondary     │
│  school from Malappuram District     │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  Administration of tools to compare  │
│  four IXth standard sections of the  │
│  selected school                     │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  Selection of two groups with least  │
│  and insignificant mean difference   │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  Further matching of the two groups  │
│  with respect to sex and age         │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  Random assignment of two groups     │
│  into control group and              │
│  experimental group                  │
└─────────────────────────────────────┘
           ╱               ╲
          ▼                 ▼
┌──────────────────┐  ┌──────────────────────┐
│ Control group    │  │ Experimental group   │
│ with 33 students │  │ with 33 students     │
└──────────────────┘  └──────────────────────┘
```

Figure 2 . Procedure of selecting sample for experimental treatment

Tools used for the Study

The study is to check the effectiveness of Legislative Model of Civics Instruction upon the Democratic Citizenship Competencies which include four components. 1. Democratic Citizenship Knowledge 2. Cognitive Citizenship Skills 3. Participatory Citizenship Skills and 4. Commitment to Democratic Values. Hence the study required tools to measure four components of the independent variable. For this purpose four tools were used. Three of the tools were developed and standardized for this study and the fourth one was adopted. The tools developed for the study are discussed in details in the following sections and a brief note on the adopted tool is given afterwards.

Test of Previous Knowledge in Civics

This tool was used in pre-test technique for matching the groups on previous knowledge considered as essentially prerequisite for learning the topics in the ninth standard Civics units taken to be dealt in the learning-teaching activities based on the extant method and newly created Legislative Model of Civics Instruction. The content for the test was selected mainly from the eighth standard Civics units. So the test was standardized by using the data collected from 370 students selected randomly from VIII[th] standard students of Malappuram District. The development of the test has gone through the following procedures.

1. Planning of the test

The test was designed in terms of duration, number of items to be included, type of questions, coverage of weightages to objectives, content areas. The duration of the test was decided as 45 minutes for the practical convenience of administering the test in a normal school period. It was planned to include in

the draft form of the test, double of required items for the final test, at least twenty to keep psychometric properties. The type of questions was fixed to be multiple-choice considering its appropriateness for item analysis procedure. The question stems were followed by four options including a keyed response and three distractors. Objectives of knowledge domain including remembering, understanding, applying, analyzing and evaluating were given due weightages in the test. The contents for the test were mostly selected from the Civics specific subject areas covered in the syllabus for VIII[th] standard of Kerala.

2. Identifying weightage to content domain

The units to be covered in the experimental treatment in IX [th] standard were 1. Indian Constitution and 2. Central government. So the previous knowledge testing had to include the introductory knowledge on these two topics. The syllabus of the eighth standard Civics was used as the main source for preparing the items. The content is divided into parts, viz., 1. Constitution 2. Central Governement. 3. State Government. Almost equal weightage was given to the three content areas.

3. Identifying weightage to objectives

The Knowledge domain specific objectives including remembering, understanding, applying, analyzing and evaluating were given due weightages in the items, thereby a good test, comprehensive in terms of Civics instructional objectives may be finalized. The weightages to content and objectives are shown in Table 5.

Table 5. Blue print of Test of Previous Knowledge in Civics (Draft)

Topic	Remembering	Understanding	Applying	Analyzing	Evaluating	Total no. of items
Constitution	3	3	2	3	3	14
Central government	2	6	1	1	1	11
State government	2	5	2	1	1	11
Total	**7**	**14**	**5**	**5**	**5**	**36**

Knowledge domain Objectives

Table 5 shows that weightage to topics, central government and state government are equal and the weightage to constitution is more than the other two as the later two topics are part of a common subject, i.e. administrative system. In the case of objectives more weightage is given to understanding as the understanding specific previous knowledge is considered more important in the pre requite cognitive areas of the fixed subjects.

4. Item Writing

Based on the blueprint, around fifty items were pooled initially by referring various sources including the VIII[th] standard textbook. The items were subjected to scrutiny by experts in social studies. Some items were deleted and some were modified as per their suggestions. Finally 36 items were selected for the draft form of the test. Necessary instructions for the respondents were given in the initial part. The response sheet was prepared plotting serial numbers of

questions and four options A,B,C and D againt each question. Items, one for each objective of knowledge domain are given as sample.

Remembering

2. Who is known as the architect of Indian Constitution?

    a. Mahatma Gandhi   b. Jawaharlal Nehru

    c. B.R. Ambedkar   d. Dr. Rajendra Prasad

Understanding

15. On what basis the Loksabha/ Niyamasabha constituencies of India get delimited?

    a. Order of District Collector   b. Census

    c. Recommendation of M.P./M.L.A   d. Desire of people

Applying

22. Which is the prime weapon that the opposition can apply in the Legislative Assembly to drive out the Council of Ministers?

    a. Motion for Adjournment   b. Bribery charges

    c. Boycott   d. Motion of No confidence

Analyzing

21. Which is the official religion of the country as per the Indian constitution?

    a. Hinduism   b. Animism

    c. All religions   d. No religion

Evaluating

18. Which is the most important responsibility of House of People's Representatives?

    a. Road construction   b. Power Supply

        c. Legislation   d. Establishment of schools

5. Pilot Testing

Test was administered to a group of randomly selected ten students and necessary instructions were provided. Average time required to completely respond to the test was found as forty minutes. Ambiguous items and improper language styles were edited. The draft test with necessary instructions was printed in the form of a booklet. Separate response sheets were also printed.

6. Try out of the test

The final draft was tried on representative sample of 370 VIII standard pupils from nine secondary school of Malappuram district. The sample was selected at random. Test was administered in the schools only after assuring that the specific Civics topics were taught. Try out of the draft test helped to select suitable items for the final test by empirically estimating the difficulty level and discriminating index of each item.

7. Item Analysis

Item analysis is a procedure to select suitable items for the final test by empirically estimating the difficulty index and discriminating power of individual test items. This procedure helps to identify and delete too easy or too difficult, and items inefficient to discriminate between the better and poorer.

The 370 answer sheets were arranged in the descending order of their total scores. The top 27 per cent (100 answer sheets) and bottom 27 per cent (100 answer sheets) were selected. For each item, the number of correct responses for upper and lower group was recorded separately.

The difficulty index and discriminating power of each item were calculated using the formula

Difficulty index $\qquad = \dfrac{U + L}{2N}$

Discriminating Power $\qquad = \dfrac{U - L}{N}$

Where

U – Number of correct responses in the upper group

L – Number of correct responses in the lower group

N – Number of students in each group

The discriminating power and difficulty index of each item in the try out test are presented in Table 6.

Table 6

Difficulty Index, Discrimination Power and Objectives of Items in the Try-out
Test of Previous Knowledge in Civics

Qn. No.	P-value	D-value	Objectives	Selected items	Qn. No.	P-value	D-value	Objectives	Selected items
1.	0.15	0.07	Understanding	-	19	0.28	0.24	Understanding	-
2.	0.62	0.35	Remembering	✓	20	0.50	0.27	Understanding	-
3.	0.57	0.38	Remembering	✓	21	0.26	0.27	Analyzing	-
4.	0.18	0.14	Remembering	-	22	0.3	0.16	Applying	-
5.	0.92	0.02	Remembering	-	23	0.66	0.46	Understanding	✓
6.	0.39	0.13	Analyzing	-	24	0.36	0.34	Understanding	✓
7.	0.34	0.18	Understanding	-	25	0.70	0.43	Understanding	✓
8.	0.85	0.17	Remembering	-	26	0.52	0.48	Understanding	✓
9.	0.7	0.37	Understanding	✓	27	0.39	0.37	Applying	✓
10.	0.51	0.33	Understanding	✓	28	0.51	0.3	Evaluating	✓
11.	0.23	0.26	Analyzing	-	29	0.36	0.28	Applying	-
12.	0.45	0.34	Remembering	✓	30	0.19	0.05	Understanding	-
13.	0.34	0.31	Analysis	✓	31	0.45	0.3	Understanding	✓
14.	0.24	0.12	Evaluating	-	32	0.2	0.06	Evaluating	-
15.	0.39	0.49	Understanding	✓	33	0.54	0.42	Evaluating	✓
16.	0.27	0.34	Analyzing	✓	34	0.48	0.08	Applying	-
17.	0.43	0.41	Understanding	✓	35	0.69	0.3	Applying	✓
18.	0.53	0.47	Evaluating	✓	36	0.70	0.43	Understanding	✓

Items with P-value (Difficulty Index) between 0.30 and 0.70 and D-value (Discriminating Power) with 0.30 or above were selected for the final test. Thus twenty items qualifying the criteria were selected for the final test. As far the knowledge domain objectives are considered, the final tool includes four items from remembering, eight from understanding, two from applying, three from analyzing and three from evaluating. As the content area is concerned the topic

Constitution includes seven items and Central Government includes six items and Stat Government includes seven items.

8. Validity and Reliability

Validity of a tool is the ability to measure what it is intended to measure. Criterion related validity was estimated to assure the validity of the present test. It was estimated by correlating the scores of fifty-two VIII[th] standard students of P.P.M.H.Secondary School, Kottukkara, Malappuram District on this test with their scores on quarterly school level examination in social studies. The test score was correlated with criterion scores using Pearson's Product Moment Coefficient of Correlation. The validity coefficient obtained was found to be 0.58 (N=52). Content validity was assured by incorporating items from the concerned content domains comprehensively. Face validity was assured by reviewing the tool by experts including two social studies teachers of Government Secondary school and two teachers teaching Politics at higher secondary level.

Reliability refers to consistency of test over different contexts or time intervals. Reliability of the test was found out by the split half method. The achievement test was split into two equal halves by items of nearly similar objectives and discrimination power between the two halves. Pearson Product Moment Correlation was worked out for the two half tests. From the reliability of half test, the coefficient of whole test was estimated by Spearman-Brown Formula.

$$r = \frac{2\,r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}}$$

where,

$r_{\frac{1}{2}\frac{1}{2}}$ - is the reliability coefficient of half test.

The reliability coefficient of whole test was found to be .57 which indicates the test is moderately reliable.

Test of Previous Knowledge in Civics (Draff & Final) in English and Malayalam languages along with response sheet are given as Appendices I A –I D.

Test of Achievement in Civics

This test was developed and standardized for this study to be used for the post-test procedure of experimental treatment to measure the knowledge domain specific instructional objectives of teaching Civics. As the experimental treatment was done on the topics akin to Civics of ninth standard school syllabus, the test was administered in the sample of 370 students from nine secondary schools of Malappuram District. The schools were selected randomly using stratified random sampling technique.

The procedures adopted for standardizing the Achievement Test in Civics is explained in the following sections.

1. Planning of the Test

The initial planning stage of the test development focused on deciding certain basic matters such as number of items to be included in the test, type of questions to be included, wighatage to content areas and instructional objectives pertaining to knowledge domain, duration of the test etc. It was planned for the final test to constitute not less than twenty items and therefore two fold of minimum required had to constitute draft tools. Duration of the test is fixed to be 45 minutes, considering practical easiness of administering tools in a normal

classroom period. Weightage to content was done almost equally in the subject areas but considering allied factors such as proportion of the topic in the total syllabus areas of the Civics subject. The format of questions was planned to be of multiple choice objective type with one keyed response and three distractors.

2. Identifying Weightage to Content

The units in the ninth standard social studies textbook, 'People and Constitution', and 'Central Government' were analyzed and carefully scrutinized to load adequate materials to formulate test items. Attempt is made to provide equal weightage to all of the three content domains considered for the test, viz., 1.Indian Cosntitution, 2. Legislative body 3. Adminstrative and Judicial systems.

3. Identifying Weightage to Objectives

Items representing all of the objectives under knowledge domain were included in the study. The weightage to content and objectives are shown in Table 7.

Table 7

Blue print of Achievement Test (Draft) in Civics

Topic	Cognitive domain Objectives					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Total number of items
Constitution	1	3	4	4	2	14
Legislature	1	4	1	4	2	12
Administrative and Judicial systems	2	2	4	4	2	14
Total	4	9	9	12	6	40

4. Item Writing

Fifty items were formulated and subjected to expert review. As per the suggestions some items were removed and some modified. Forty items were selected to the draft tool. The item samples are given representing all of the six knowledge domain objectives.

Remembering

3. From which day India began to be known as a Sovereign Republic?

a. 1947 August 15   b. 1949 November 26

c. 1950 January 26   d. 1948 January 26

Understanding

14. Which house of representatives remains as a permanent institution with the members not leaving completely?

a. Rajya Sabha   b. Lok Sabha

c. Niyama Sabha   d. Panchayath

Applying

4. Can the Central Govt. interfere to control the communal problem that take place within a state?

a. interfere if the prime minister allows   b. interfere if the newspapers demand

c. interfere if the state demands

d. Interfere if the international organizations demand

Analyzing

20. Which of the following cases that can be dealt with only in the Suprem Court?

a. petition on fundamental rights   b. disputes between states

c. which involves the interpretation of the constitution

d. Appeals against the lower courts

Evaluating

40. Evaluate whether the statement is true or false:

No problem for the Supreme Court to give preference to the claims of central government in the disputes between central government and state government.

5. Pilot testing and Try out

The draft tool was administered to a sample group of randomly selected twenty standard IX students. Students were given definite directions in responding to the test and also required to ask doubts or clarifications in the case of any item, thereby vague, mistyped or misstyled items were identified and corrected. The final draft test comprising 40 items with fixed time of 45 minutes was prepared as printed material. Separate response sheet was also prepared. Then the drat test was tried out for checking the difficulty level and discriminating power of each item by administering to a sample of randomly selected 370 ninth standard students from nine secondary schools of Malappuram District. The responses were scored, labeling incorrect responses and not attempted items as zero and correct responses as one.

6. Item Analysis

The scores of 370 students were subjected to item analysis. Total scores were arranged in descending order and top 100 responses were taken as upper group and bottom 100 responses were taken as lower group. Using the same equations already mentioned, indices of difficulty and discrimination for each item were estimated. These indices along with objectives of items are given in Table 8.

Table 8

Item wise indices of difficulty and discrimination, and objectives for the Test of Achievement in Civics

Qn. No.	P-value	D-value	Objectives	Sl.No. in final test	Qn. No	P-value	D-value	Objectives	Sl.No. in final test
1.	0.15	0.07	Understanding	-	21	0.46	0.36	Evaluating	16
2.	0.62	0.52	Analyzing	1	22	0.46	0.12	Applying	-
3.	0.63	0.36	Remembering	2	23	0.14	-0.04	Applying	-
4.	0.47	0.38	Applying	3	24	0.54	0.52	Analyzing	17
5.	0.48	0.5	Applying	4	25	0.59	0.62	Analyzing	18
6.	0.45	0.62	Understanding	5	26	0.32	0.33	Understanding	19
7.	0.24	0.17	Analyzing	-	27	0.60	0.54	Evaluating	20
8.	0.44	0.46	Applying	6	28	0.62	0.63	Evaluating	21
9.	0.54	0.23	Understanding	-	29	0.34	0.39	Analyzing	22
10.	0.55	0.36	Understanding	7	30	0.29	-0.13	Understanding	-
11.	0.66	0.5	Evaluating	8	31	0.51	0.59	Analyzing	23
12.	0.50	0.5	Evaluating	9	32	0.57	0.45	Applying	24
13.	0.25	0.3	Analyzing	10	33	0.26	0.21	Understanding	-
14.	0.50	0.69	Understanding	11	34	0.33	0.35	Analyzing	25
15.	0.66	0.31	Applying	12	35	0.39	0.25	Remembering	-
16.	0.47	0.47	Understanding	13	36	0.51	0.76	Remembering	26
17.	0.41	0.54	Applying	14	37	0.47	0.6	Understanding	27
18.	0.28	0.3	Analyzing	15	38	0.23	0.23	Analyzing	-
19.	0.15	0.26	Applying	-	39	0.40	0.46	Evaluating	28
20.	0.38	0.18	Analyzing	-	40	0.57	0.09	Evaluating	-

Good items of an achievement test have to possess a fair level of discriminating power but with average level of difficulty. So the items with D-values (Index of discriminating power) greater than 0.30 and P-values (Index of

difficulty) between 0.25 and 0.75 were selected for the study. Twenty eight items were proved to satisfy the considered criteria and were selected to the final test. It is noteworthy that none of items with D-values greater than 0.30 had fallen below 0.25 in P-value. The final test includes two items from the Remembering, six from Understanding, Six from Applying, Eight from Analyzing, and six from Evaluating. The test was prepared in print with necessary instructions in the initial part, separate response sheet and fixed time of thirty minutes.

7. Validity and Reliability

The validity of the test was estimated in the form of criterion related validity. The scores of fifty respondents from P.P.M.H.Secondary School, Kottukkara were compared to their scores in social studies, of which Civics is an integral part, obtained in the school level second terminal examination conducted just after administering the test. The estimated coefficient of correlation between the two sets of scores is 0.61 which shows a good positive correlation and thereby helps to prove validity. The reliability was examined by split half method. The reliability coefficient of whole test was found to be 0.72 which indicates that the test is highly reliable over items and consistently measures the intended objectives.

Test of Achievement in Civics (Draff & Final) in English and Malayalam languages along with response sheet are given in Appendices II A- II D

Scale of Cognitive Citizenship Skills

A scale to measure Cognitive Citizenship Skills was developed and standardized for the study in order to be in pre-test and post-test procedures. The review of literature regarding the Citizenship Competency, its components as Knowledge, Cognitive Skills, Participatory Skills and Values, Identification of

various skills included in the cognitive and participatory competency (Wayne University, 1945; NCERT, 1972; Patrick, 1977; Lynch & Smalley, 1991; Veldhuis Report, 1997; Norwegian national curriculum as cited by Grindal, 1997; Audigier Repot, 1998; Project on Education for Democratic Citizenship, 1996) had formed the basis of this scale to measure cognitive citizenship skills among secondary school students. The procedures adopted in the development and standardization of the scale is explained in the following sections.

1. Planning

Citizenship competency denotes the overall capacity to fulfill requirements for a good competent citizen in a democratic society. This competency functions at various levels, viz., knowledge, cognitive skills, participatory skills, and values (Patrick, 1977). Cognitive Citizenship Competency includes the intellectual capacities such as reasoning, critical thinking, validating the sources of information, argue one's point of view, interpret others' opinions and arrive at conclusions on matters related with civic life or public issues. The reviewed literature puts forward multifold skills under the category of cognitive citizenship skills. Those skills were examined in detail, worked upon exploring the underlying general patterns and finally arrived to identify eleven skills which felt reasonably to represent mostly all of the reviewed skills. The eleven skills formulated the components of the scale measuring cognitive citizenship competency. The scale was planned to constitute separate items assumed to measure each of the eleven cognitive skills.

2. Preparation

Four items for each of the component skills were prepared. On verification by the experts in the field of research two items for each skill were

selected. The selection criteria was strict adherence to qualify the objective of measuring the cognitive skill itself and appropriate for school students' background. The identified eleven skills considered as the components of the scale and their descriptions along with serial numbers of items are given in Table 9.

Table 9

Component skills of the Scale for Cognitive Citizenship Skills with brief description

Cognitive Skills	Description	Item No.
1.Collecting and absorbing information	Inquiry for and processing civic life-specific data	1, 12
2.Analyzing events of civic life	Reasonable and factorized examination of events of public relevance	2, 13
3.Critical approach to information, policies and views	Inquisition on probable falsehood in views, news on public issues	3, 14
4.Evaluate validity and quality of information.	Verification of authenticity of sources of civic information	4, 15
5.Make choices, take a position	Try out various options to solve or process a civic issue and select most appropriate	5, 16
6.Argue, defend, and reason one's own point of view	Ability to justify views reasonably	6, 17
7.Interpret arguments of others	Reason on others' views	7, 18
8. Reflect one's own actions and arguments	Periodic rethinking and timely verification of own opinions, actions	8, 19
9.Civic imagination and creativity	Provide new and genuine solutions or methods for civic issues	9, 20
10. Civic judgment	Verify events and decide it to be right or wrong	10, 21
11. Civic assessments.	Imagine probable aftermaths, effects of civic issues or opinions	11, 22

The items were planned to include a stem question asking how he/she thinks while facing a civic life situation. Four options, representing gradation of the cognitive skill were provided as options A, B, C and D of which the students were to select only one. The options representing graded expression of cognitive skills were arranged either in descending or ascending order. The sample items are given.

1. Collecting and absorbing information

1. During the election times, media like newspaper, television and radio become busy with talk shows, debates and news programmes. What is your stand in analysing such election news and discussions?

a. I listen to election details with interest.

b. I pay attention to news other than those on elections

c. I usually do not care election matters

d. Since I have no benefit, I do not mind the election affairs

2. Analyzing events of civic life

2. You are talking with your friends during leisure times. One among them turns talkative about the corruption in present day politics and government offices. How will you respond to such a situation?

a. Think that we, the children have no use of discussing such matters

b. Think that we have to discuss such serious affairs only after settling our common issues

c. I will listen to others' views even if I won't tell anything

d. I will take part actively in discussing and sharing public issues

3. Critical approach to information, policies and views

3. You come over to read in the newspapers that government is going to enact a law banning the retail selling of cigarettes and allowing only packet selling in order to reduce consumption. Which way you will react?

a. The basis of such laws should be scientific studies about the consumption modes

b. Think that whether the packet selling would lead to increase its consumption

c. Hold that government has freedom to bring in any law

d. Think that the laws are of no use in such cases

4. Evaluate validity and quality of information

4. You happened to hear a street talk that most of the people in India are poverty stricken. Which method you will adopt to verify it?

a. No proof or test is required to tell such matters

b. No problem in telling so generally

c. It should be examined on the basis of our experience in the countryside

d. Needs to verify the data on number of BPL families in India

5. Make choices, take a position

5. How will you respond to teachers' instruction to suggest ways for solving problems of spoiling of water taps and wastage of water in your school?

a. I will go through various solutions; find out the best one

b. I will suggest some solution coming momentarily to my mind

c. I will consider that it would be done by the teachers

d. There is no solution for such problems

6. Argue, defend, and reason one's own point of view

6. You decide to join some of the volunteer group such as NSS, NCC or SPC. Your family opposes it. What can you do?

a. They can't grasp what we wish

b. I will do as the family wish

c. I will explain the matters to them

d. I will present the details and convince them of my wish

7. Interpret arguments of others

7. The government is going to pass a law banning pan masala. How will you respond to it if you are one among the opposition party?

a. I will study all the aspects of law; support if I feel it right

b. I will try to study about the new law

c. I will stand as per the decision of the opposing party

d. I will oppose the law even if I feel that it is right

8. Reflect one's own actions and arguments

8. Imagine that you supported the call for preventing the employees from other states for solving the unemployment problem in our state. Later you listen to the news of sending back the people of our state from gulf countries for the same reason. How will you evaluate your previous stand?

a. Taken a decision, I will not make any change

b. No need of comparing the two situations

c. I will consider what others say on it

d. If the previous stand proved to be faulty, I will change it.

9. Civic imagination and creativity

9. Beggars are very common sight in bus stands and railway stations. If you possess the authority, how will you deal this problem?

a. I will implement new programmes to eradicate poverty

b. I will rehabilitate the beggars

c. I will think that these problems would be solved gradually

d. In our highly populated country such problems cannot be solved

10. Civic judgment

10. If you are a judge hearing the case of a poor man reluctant to leave his land for the need of public road, which position you would adopt?

a. I can't make a decision on it

b. I will judge as per the opinions of co-judges

c. I will judge considering that the person is a poor man

d. I will pass judgment taking into account such facts as the total properties of the person, need of acquiring the land, availability of other public roads.

11. Civic assessments

11. Which facts will you consider to take a decision upon starting a crusher unit in your land?

a. I will study the effects upon the local people and the environment

b. If the local people oppose, then I will consider their problems

c. I will start the crusher unit providing jobs to the people of the locality

d. I will think to run the crusher unit at any cost

3. Pilot Testing

The scale was administered to a sample group of twenty students from ninth standard secondary schools comprising ten boys and 10 girls. They were asked to read items carefully, ask for clarifications if needed and respond to them. Thus the ambiguity and style deformity were identified and corrected. The

modified items were printed as a booklet providing adequate directions in the initial part. A separate response sheet was also prepared and printed.

4. Scoring Procedure

The options representing graded expression of concerned skill were provided either in ascending order or descending order. In the case of ascending order option A is to be scored as 1, option B as 2, option C as 3 and option D as 4. In the case of descending order option A is to be scored as 4, B as 3, C as 2 and D as 1. The total of the scores obtained in two items of the concerned skill had to be estimated and form the measure of that skill. Overall total score in eleven skills show the rate of the respondent in possessing Cognitive Citizenship Competency.

5. Try out and Item Analysis

The draft scale comprising twenty two items were administered to a sample of 370 ninth standard students taken randomly from nine secondary schools of Malappuram District. Proportionate random sampling technique was adopted in the try out for assuring applicability for strata wise analyses and mean difference estimates. The item analysis for the scale was executed using the normal procedures of ranking the total scores in ascending order, fixing top level 100 scores as upper group and bottom level 100 scores as lower group and working out mean difference analysis to estimate discriminating power of each item. The result of analysis of scale of cognitive citizenship skills along with skill-gradation order of options are given in Table 10.

Table 10

Item Analysis Details of Scale of Cognitive Citizenship Skills

Item no.	'Skill gradation' order of options	t- value	Item no.	'Skill gradation' order of options	t- value
1	Descending	7.03	12	Ascending	9.07
2	Ascending	8.35	13	Descending	10.83
3	Descending	3.88	14	Ascending	8.00
4	Ascending	7.29	15	Descending	10.11
5	Descending	9.34	16	Ascending	11.17
6	Ascending	11.10	17	Descending	7.19
7	Descending	7.58	18	Ascending	9.75
8	Ascending	10.35	19	Descending	8.40
9	Descending	8.21	20	Ascending	10.49
10	Ascending	9.05	21	Descending	11.59
11	Descending	5.74	22	Ascending	9.35

The results show that t-values range from ranging from 11.59 to 3.88 (p<.01). All t-values are greater than 2.56, tabled t-value required for significant difference at .01 level. So all items are proved to possess good discriminating power and selected to the final scale.

6. Validity

Validity of the scale was checked through following procedures.

a. Factor structure of Cognitive Citizenship skills among secondary school students

Scores on initially designed eleven Cognitive Citizenship skills were factor analyzed to arrive at a reduced number of component skills of citizenship competency. The result of factory analysis is given in Table 11 .

Table 11

Rotated component matrix showing Factor structure of Cognitive Citizenship skills among secondary school students

Constituent skills	Factor of Cognitive Citizenship skills	
	Dealing with civic engagement	Dealing with civic information
Collecting and absorbing information		.741
Analyzing events of civic life		.706
Critical approach to information, policies		.424
Evaluate validity and quality of information		.496
Make choices, take a position	.614	
Argue, defend, reason one's own point of view	.670	
Interpret arguments of others	.722	
Reflect one's own actions and arguments	.608	
Civic imagination and creativity	.425	.491
Civic judgment	.463	
Civic assessment	.594	

Scores on the eleven skills tend to be reduced to two factors, six skills cluster solely in a factor and four skills cluster solely in another factor. One skill is seen sharing two factors. On the analysis of underlying features of the skills it was found that the four skills clustering solely around a factor illustrate the propensity of dealing with civic information. These skills are 1. Collecting and absorbing information 2. Analysing events of civic life 3. Critical approach to information, policies 4. Evaluate validity and quality of information. The other

seven skills show the propensity of dealing with issues in civic engagement or civic action. The skills involved are 1. Make choices, take a position 2. Argue, defend, and reason one's own point of view 3. Interpret arguments of others 4. Reflect one's own actions and arguments 5. Civic imagination and creativity 6. Civic judgement 7. Civic assessment. The reduction of total skills into two constituent factors also indicates that the measure using the initial eleven skills as internally consistent. The factor loadings on the component Skill of dealing with civic information (ranging from .42 to .74) and on the Skill of dealing with civic engagement (ranging from .42 to .72) reveal factorial validity of the newly identified measures. This bipartite division of Cognitive Competence parallels the observations by Audigier Report (1998).

The distribution of Cognitive Citizenship skills and the two components viz. dealing with civic information and dealing with civic engagement are shown in Table 12.

Table 12

Distribution of Cognitive Citizenship skills among secondary school students

Cognitive Citizenship Skills	Mean	Med	SD	Min.	Max.	Range	Sk	Ku
Dealing With Civic Information	23.28	24.00	3.94	12	32	20	-0.25	-0.33
Dealing With Civic Engagement	39.15	40.00	5.80	21	48	27	-0.72	-0.03
Citizenship Competency (Total)	68.58	70.00	9.17	42	87	45	-0.53	-0.24

SE_{sk}= .12 SE_{ku}=.24

The Mean and Median of Citizenship competency skills (total) are 68.58 and 70.00 respectively. Mean and Median score of skill of dealing with civic

information are 23.28 and 24 respectively. Mean and Median of skill of dealing with civic engagement are 39.15 and 40.00 respectively. Distribution of total Cognitive Citizenship skills and the constituent components are mostly normal. As the ratios of Indices of Skewness to their standard errors exceed 1.96 in the total and constituent components indicates that the distributions are slightly negatively skewed (p<.05). As the ratios of indices of Kurtosis to their standard errors are less than 1.96, the distributions in the total and constituent components can be considered mesokurtic.

b. Relationship of Cognitive Citizenship Skills with Achievement in civics

Does the Cognitive level citizenship correlate positively with its counterpart, Knowledge level citizenship competency? This is investigated by correlating the total Cognitive Citizenship skills and the two constituent components (viz. dealing with civic information and dealing with civic engagement) with the Achievement Test in Civics. The results are shown in Table 13.

Table 13

Coefficient of correlation of Cognitive Citizenship skills with Achievement in Civics

Cognitive Citizenship skills	Area of Achievement in Civics		
	Lower Order Objectives	Higher Order Objectives	Total
Dealing with civic information	.27**	.22**	.28**
Dealing with civic engagement	.39**	.37**	.44**
Cognitive Citizenship competency (total)	.40**	.38**	.45 **

**p<.01; N=421

Coefficient of correlation of Cognitive Citizenship skills (total) with Achievement in Civics is 0.45, between Cognitive Citizenship skills (total); with Lower Order Objectives Achievement in Civics (Remembering, Understanding, and Applying) is 0.40, and that with Higher Order Objectives Achievement in Civics (Analysing, Evaluating, and Creating) is 0.38. These values demonstrate positive correlation between the two dimensions of Citizenship Competency 1. Cognitive level and 2. Knowledge level. The coefficients of correlation of two components of Cognitive Citizenship competency viz. dealing with civic information and dealing with civic engagement also show moderate positive correlation with the Achievement in Civics (total) and the Achievement in Lower order objectives and Higher order objectives in Civics learning. The positive but moderate association that the total and component measures of Cognitive Citizenship skills hold with the Achievement in Civics against the positive and fairly high association between the component skills (Correlation of Cognitive skills Dealing with civic information with Cognitive skills in Dealing with civic actions is .49) also reflect the construct validity of the Scale of Cognitive Citizenship Skills by showing the divergence of achievement measures against cognitive skill measures.

7. Reliablity

The total Scale of Cognitive Citizenship Skills was applied to Spearman-Brown Coefficient of correlation between forms. Two constituent factors viz. Dealing with civic information and dealing with civic engagement were applied to Cronbach's Alpha test. The results are shown below in Table 14.

Table 14

Indices of reliability of the Scale of Cognitive Citizenship skills

Cognitive Citizenship skills	Reliability index
Dealing with civic information	.53(Cronbach alpha)
Dealing with civic engagement	.76(Cronbach alpha)
Cognitive citizenship competency (total)	.70 (Split half reliability)

Split half reliability index of the total Scale of Cognitive Citizenship is 0.70 (p<.01). It indicates a high positive correlation and so the scale can be considered internally consistent. Alpha index of reliability in the component, Cognitive skills dealing with civic information is .53, showing that the measure of this component (with four constituent cognitive skills) is moderately reliable. Alpha index of reliability in the component, Cognitive skills dealing with civic engagement is .76. It shows that the measure of this component which includes seven cognitive skills is highly reliable and consistent.

Scale of Cognitive Citizenship Skills (Malayalam & English Versions) and its response sheet are appended (III A – III C).

Rubric of Participatory Citizenship Skills

Rubric of Participatory Citizenship Skills was developed and standardized for the study to be used by the classroom observer to assess the rate of performance of a classroom as a group in participatory skills related with public life. It is used in this study to measure Participatory Citizenship skills of secondary school students in pre-test and post-test stages. The procedures adopted for developing and standardizing the rubric is explained in the following sections.

1. Planning

Participatory citizenship skills are the action oriented capacities expressed while dealing with civic issues, public life chances and social relationships. Reviewed literature on citizenship competencies puts forward a number of participatory skills which is explained in the chapter on Review of literature. On a deep analysis and meaningful scrutiny of the reviewed participatory skills the fundamental skills were identified and listed. They are given with a brief description in Table 15 .

Table 15

Description of Participatory Citizenship Skills

Participatory Skills	Description
1. Communication	Express ideas through oral/written methods
2. Civic Problem Solving	Settle social or public problems using democratic diplomacy
3. Team Work	Collaboration with group members to attain common goals
4. Leadership	Manage, direct and influence a group
5.Building Relationship	Setting up healthy, friendly relationships with other group members
6. Role Performance	Adopt social statuses and working out the concerned roles or activities
7. Public Discussion	Talks on civic issues involving many participants
8. Organization	Coordinate activities and prerequisites

In the rubric each skill was further divided into four criteria/components on the basic of examining theoretical works and the constituent contents of available rubrics on the specific skill. Each of the four criteria were further divided into four graded levels of performance in the skills. Level I shows higher

stage of successful performance in the skill, Level II shows an average stage of performance in the skill. Level III shows a minimum level of performance and Level IV shows weak performance. The performance indices of each level of the skill in terms of observable classroom related activities or behaviours were prepared and placed in the concerned columns. So each skill has to be measured by analyzing the levels of performance in each of four criteria of that skill.

Preparation

The classroom observer has to analyze the performance of the group based on not self-created criteria of performance but on the observable activities prescribed in the rubric at four levels of each component. The activities mentioned in fours levels of criteria for each skill were based on the collected data on the features of the skill from theoretical works and available rubrics. Rubrics such as Team Skills rubric (Algalith, Medlock & Weber, 2004), Habits of leadership rubric (Frankowski, 2004) were taken into account for deciding upon the observable activities in rubrics.

Scoring

The observer has to select one of four levels of each criterion. The levels are to be converted into scores. Level I as 4, Level II as 3, Level III as 2 and Level IV as 1. The total score obtained in four criteria is considered as the indicator of performance of in the concerned skills. The overall score, i.e. the total of scores obtained in eight skills is considered as the indicator of Participatory Citizenship Competency of the group.

Reliability and Validity

The rubric was tested for its reliability and validity by the analysis and judgment of experts in the field of research and social studies teaching. A group

of experts including four secondary school social studies teachers, four higher secondary politics teachers, two senior research scholars were used to check the tool for its adequacy to measure what it intends to measure, clarity of idea and language, practicality in terms of appropriateness for secondary school classroom learning activities. They were asked to verify each criterion of the tool and mark yes or no for three questions 1. Whether it is adequate to measure the criterion? 2. Whether it is clear in meaning and language? 3. Whether it is practicable in school setting and classroom learning activities? Their evaluations were converted to percentage form. The result of the experts' judgment is given in Table 16.

Table 16

Details of expert evaluations on adequacy, clarity and practicability of Rubric of Participatory Citizenship Skills

Skill	% of agreement of evaluators on			
	adequacy	clarity	practicality	content validity (Total)
Communication	90	95	75	86.67
Civic Problem Solving	82.50	92.50	67.50	80.75
Team work	85.00	95.00	70.00	83.25
Leadership	85.00	97.50	62.50	81.75
Building relationship	85.00	95.00	72.50	84.25
Role performance	80.00	92.50	80.00	84.00
Public Discussion	85.00	95.00	85.00	88.50
Organization	65.00	87.50	55.00	69.00
Over all validity : 82 per cent				

The results show that there is enough consensus among experts on the adequacy of all skills as percentage value of agreement on the adequacy, clarity and practicality of eight skills ranges from 87 to 69. The percentage value of overall agreement on the adequacy, clarity, and practicability of the Rubric is 82. It supports to conclude that the tool is adequate, clear and practicable and therefore possesses content validity. Also, content validity of all skills is assured by dividing it into four components and incorporating conceptual and activity oriented explanations of reviewed theoretical works and available rubrics from alien settings as the basis of formulating indicator activities of different criteria of skills. The percentage values of agreement among experts in the cases of seven out eight skills and the total rubric is above 80 and so it can be taken as a good indicator validity of the tool.

The reliability of the tool is measured in the terms of inter observer reliability. Four teachers had observed the classroom activities in pre and post test levels and the average of coefficients of correlation among the observations was found to be .51. It shows that the rubric is reliable moderately.

Two versions of the rubric were prepared one for teacher observation and another for students' self rating. Both versions (Malayalam & English) are given in appendices IV A – IV D.

Scale of Commitment to Democratic Values (Gafoor & Thushara, 2007)

This tool which was basically developed in 2007 and revalidated in 2015 is used in this study to measure the dependent variable, Commitment to Democratic Values. The values considered for tool construction are i) Nationalism, ii) Liberty, iii) Equality, iv) Gender equality, v) Fraternity, vi) Faith in democracy, vii) Secularism, viii) Social justice, and ix) Tolerance. The scale is

a five point scale, in which five choices were given in response to each item viz. "absolutely correct", "partially correct", "no opinion", "partially wrong", and "absolutely wrong". The score of 5,4,3,2, and 1 was assigned for the response category of positive items, "absolutely correct", "partially correct", "no opinion", "partially wrong", and "absolutely wrong" respectively. The scoring procedure is reversed in the case of negative items.

The scale claims test-retest reliability (r=.97) and also inter-components reliability (r ranging from .88 to .75). The scale claims face validity and content validity assured through expert verification. To have an idea about homogeneity of the items as an index of the validity of the tool the correlation of each of the item with the total score is calculated. Majority of the items have positive substantial or high correlation with the total score of the subscale (r ranges from 0.30 to 0.75). The scale was revalidated in 2015 (Gafoor, 2015) identifying four components, viz., 1. Commitment to Ideological Democracy 2. Commitment to Practical Democracy 3. Commitment to Socio-economic Democracy and 4. Commitment to Ethical Democracy.

Development of Legislative Model of Civics Instruction

The main objective of the study is the development and validation of Legislative Model of Civics Instruction. The basic idea behind this instructional model is the notion that legislative procedures carried out in the people's representative bodies such as parliament can be applied to the classroom learning-teaching activities in order to facilitate fostering of citizenship competencies among secondary school students in a way befitting to the transaction of normal content areas of Civics. Mock parliament and visit to legislative constitute activity-oriented techniques suggested by the educational documents and system planners to be applied in teaching of Civics. Rarely such

sessions are conducted in schools. The present study attempts not to conduct a series of mock parliaments in the school classroom but to design a flexible framework of instructional practices which can be used as a common pool for utilizing many of legislative procedures of parliamentary literature for transacting the normal subject areas of Civics prescribed for secondary schools. Mock parliament is the modeling of parliament worked out either for showing how parliament works or for introducing students to various roles of members. It is not intended to be used as a technique for dealing with Civics contents or developing civic qualities and capacities. These two neglected factors of mock parliament technique is to a great extent were taken into account and tried to be realized through the new model of instruction. The prime focus of the new model is to bring legislative procedures into classroom practices working on current content areas and employing normal classroom settings and facilities. Legislative bodies are the exemplar grounds for the citizens to perform their social roles and to gain experiences of channelizing human energy into well functionary cognitive and participatory citizenship competencies. There, the opposition members raise protests against ruling party, but have to follow certain civic manners and codes of descent conduct. There, the members talk based not on assumptions and feelings but on documents and empirical experiences. Office bearers are responsible to answer any question posed by any member. The answers should be reasonable and evidence-based. Discussions, debates, posing questions, defending the positions, arguments to justify the viewpoints, explaining the social situations and changes, analyzing existing laws, framing out new laws and developmental projects… all make the parliament a coherent model of civic training and citizenship education. If it is possible to blend the civics syllabus contents into these procedures and apply in the classroom, no doubt it would help advancing of civic competences among the students.

Framework of Legislative Model of Civics Instruction

This model is described here in the same way as the general teaching models are described by Joyce and Weil (2009). The framework is described in four phases, Syntax, The social system, Principles of reaction and Support system. The phases give an outline about the activities and procedures to be adopted in the classroom and how it works and what effects it would produce. The syntax is the description of the model in action. How the model begins? What would happen next? The activities or procedures are described in this section in terms of sequences or phases. The social system describes students' and teachers' roles and relationships and the kinds of norms that are encouraged. It is the explanation about the social environment that is conceived as ideal situation for the specific model. Whether the teacher is the centre of instructional process or just one who sets the background for learning process? The nature of social structure in the classroom in terms of highly structured, moderately structured or low structured is described in social system.

Principles of reaction tell the teacher how to regard the learner and how to respond to what the learner does. Principles of reaction provide the teacher with rules of thumb by which to tune in to the students' activities and select appropriate responses to them. They are the modes of behavior or set of rules to be followed by the teacher in responding to the learners' actions.

Support system is the description about the additional requirements of the model beyond the usual human skills and capacities and technical support. Extra needed facilities such as the service of experts, availability of library materials or lab equipments are included in the category in the category of support system.

Instructional and nurturant effects are the direct and implicit results respectively which are expected to occur as a result of instructional process in accordance with the model. Direct effects are the instructional effects and implicit effects are nurturant effects. Instructional effects are directly achieved by leading the learner in certain directions. The nurturant effects come from experiencing the environment created by the model.

Syntax, social system, principles of reaction, support system, instructional and nurturant effects of Legislative Model of Civics instruction are described below.

Syntax

Selecting an appropriate legislative procedure for the course content and playing the procedure in the classroom are the core parts of the Legislative Model. Moreover, there would be several activities such as familiarizing the students to the procedure, helping them to chart the roles and role players, planning regarding the actual dealings of different role players. The mechanism of different steps included in this model can be outlined as the following six phases. 1. Orientation to Legislative procedures 2. Listing the roles 3. Choosing the roles 4. Rehearsal 5.Playing the procedure 5. Analysing and Evaluating. The phase I comprises of two steps. 1. Introducing to Legilative procedures 2. Choosing and briefing about the rules of conduct of the selected procedure. In the first step the teacher briefly describes the major legislative procedures. The students are expected to get an overview of procedure such as President's address, Discussion on the President's address, Question hour, Passing of Bills, Parliamentary Committee formation, Resolution etc. In the second step the teacher helps the students to choose a procedure appropriate for the course content. It is followed by a briefing about the rules of conduct concerning the

specific procedure. It can be supported by a visual experience using a video clip or alike. Students are perceived to get a clear cut image of the certain procedure.

In Phase II, the selected legislative procedure is deduced into different roles. Each role should be clearly defined in terms of actual activities, materials of presentation, mode or style of performance. A time chart may be prepared to indicate the sequence of different roles.

In phase III, i.e. choosing the roles students are assigned different roles. Students for important roles can be selected by students themselves considering their ability and aptitude. If a series of classes are arranged, care should be taken to assign a student to different roles and to provide chance for each of member for maximum participation. In the initial stage the teacher may have to do much in assisting the students during the execution of this phase. If the Model became familiar to the students they can carry out the program easily with little support from the part of the teacher.

The phase IV i.e. Rehearsal, is the time for trial performance. After proper planning the students make an 'in advance' playing of the procedure in order to keep the real execution uninterrupted and out of confusion. All the detailed activities need not to be performed in the rehearsal. It can be limited only to the necessary parts of activities in a way to give proper understanding of different roles and sequence in a limited time.

In the phase V, students play the procedure in the classroom. Students would be motivated by the teacher to keep up the ideal spirit behind the activity and to attain the desired outcomes. Strict adherence to the planned activities cannot be prescribed but the divergence to creative modes of conduct can be adjusted as the situation warrants.

In the phase VI, students are asked to analyse the legislative procedure in terms of its strength and weakness in developing concerned citizenship competencies. The students may express their opinions regarding effectiveness of the procedure, further modifications and their personal exposure to new abilities. This phase helps to make the following classes more adherent to the aims and objectives.

A summary of descriptions about phases of Legislative Model is given in Table 17 .

Table 17

Syntax of Legislative Model of Civics Instruction

Phase I: Orientation to Legislative Procedure	Teacher provides an overview of major Legislative procedures
	Choosing and Briefing about the rules of conduct
	Students chooses an appropriate procedure
	Teacher describes about the rules of the selected procedure
Phase II Listing the roles	The procedure is further deduced into several roles
	Each role is defined in terms of activities, materials of presentation etc.
Phase III. Choosing the roles	Students are assigned different roles
	Students for prime roles can be selected
Phase IV: Rehearsal	Trial performance is conduced
	Needed changes are incorporated
Phase V: Playing the procedure	The Legislative procedure is executed in the classroom
Phase VI: Analysing the procedure	Students are asked to express their opinions
	Procedures is analysed and evaluated in terms of strength and weakness

Social System

The social system of this model may vary from high to law as the situation demands. Certain legislative procedures which include discussion and arguments may formulate a loosely structured social system. The concept of citizenship itself requires a social climate which is vibrant always but keeping an healthy mutual interaction.

The teacher is expected to have enough chances of interference in the initial stage. As the students get familiar with the model, such situations become limited and students gain independence in deciding the rules and conducting the discourse.

Principles of Reaction

The teacher at time of reacting to the students has to take a position of a mediator. This model conceives the classroom as a legislative body with multiple perspectives but commonly arrived at rules. Teacher always reacts in the tone of honest middleman, avoiding evaluation or partial comments. The teacher motivates the students to perform well in their various activities and to keep a spirit of ever-vigilant citizenry in the classroom.

At the time of questions, answers, discussion etc. teacher can interfere to maximise the effect. P this can be via probing into the details of the matter, asking about the latent dimensions and talking about the ideal procedures.

Support System

The facilities which would help to provide a look of parliament such as an elevated rostrum for the speaker, national flags, placards showing titles of different office bearers, can be include in the support system. Well documented sources of information on the issue/ topic under discussion- books, reports,

media clips, and reference sources- needed for different discourses constitute the specific support system.

Instructional and Nurturant Effects

Major direct learning outcome is the attainment of democratic citizenship competencies. These include the ability to argue, to pose questions, to express own opinions, to tolerate and to analyse different views. The social qualities are the expected instructional effects of this Model. Indirectly, the model helps to understand the Legislative procedures and the ability to play the citizenship roles of different kinds.

Lesson Transcriptions on Legislative Model of Civics Instruction

Twenty Lesson Transcripts were prepared for the study based on the Legislative Model of Civics Instruction. The Lesson Transcripts were prepared on the topics from two units of Social Studies text book for standard IX, viz. 1. The People and the Constitution. 2. Central Government. The Lesson Transcripts for Legislative Model of Civics instruction are given in appendices V A – V B. One lesson transcription on Legislative Model of Civics Instruction is provided here.

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Lesson Transcription on Legislative Model

Topic: Power Decentralization

Standard: IX

Content Objectives:

To understand the concepts of Decentralization and Federal system

To differentiate between three kinds of lists of powers- union, state and concurrent lists.

To understand the nature of relationship between the centre and state

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To understand the notions of cooperation, sharing of responsibility etc.

Process objectives

Ability to ask questions

Ability to answer in a reasonable manner

Develop communication skill

Capacity to reflect upon the roles of others

Syntax

Phase I: Orientation to Legislative Procedure

Teacher makes a brief description about different legislative procedures. In discussion with the students the teacher selects the procedure of question hour. Teacher explains in detail about the rules of conduct of question hour procedure.

Phase II: Listing the roles

Students list out various roles included in question hour procedure. Common roles of a legislative body such as speaker, prime minister, minsters, treasury bench, opposition, etc are first listed out. Then the number of members in ministry, treasury bench, and opposition are fixed. The specific roles of questioning and answers are defined in terms of number of questions, matter of each question, answer to the question and the persons whom the questions address.

Model Questions: Will the honourable Prime Minister be pleased to state: why the matter of foreign affairs is included in the Union List?

Will the honourable Minister of Human Resource Development be pleased to state: Education of a country is a matter of great importance. It is to be controlled completely by the central government itself to provide uniformity to the whole country. Then why it is included in the concurrent list?

Phase III: Choosing the roles

Students are assigned to various roles. Those who ask questions are directed to write down the questions in a card and submit in advance to the

secretary. The responsible members to answer also directed to check the questions and prepare apt answers.

Phase IV: Rehearsal

A try out the question hour is conducted. Needed changes are incorporated.

Phase V: Playing the procedure

The procedure is played in the classroom. The speaker calls out the name of the member in whose name the question stands. The member stands up in his place and asks the question mentioned against his name in the list of questions. Thereafter, the speaker asks the Minister concerned to answer the question. The minister then stands and answers the question. However, the member can ask supplementary questions with the permission of the speaker to further elucidate any matter of fact regarding the answer given by the Minister. Other members may also ask supplementary questions. Finally the teacher concludes the session with needed remarks of the subject.

Phase VI: Analysing the procedure

Students frankly analyse about the procedure.

Social System

Semi structured

Principles of reaction

Teacher supervise the activities

Teacher helps to clarify asks for clarifications in question or answers

Support system

Apart from the specific references on the constitution of India, placards, National Flags, Cards for writing the questions and answers are needed.

Statistical Techniques Used in the Study

The present study employed the following statistical techniques to realize the objectives set for the investigation. The statistical analysis were carried out with statistical package for social sciences (SPSS).

Percentage Analysis

Percentage analysis was done to find out the percentage of students who have given right response for each item in the test in survey phase.

Tests of Normality

Normal distribution is an underlying assumption of many statistical procedures such as t-test. The present study employs three common procedures namely, graphical method (histograms, Box-plots, and Q-Q plots), numerical methods (Skewness and Kurtosis) and formal normality test (Shapiro-Wilk test).

Shapiro-Wilk test is most suitable for small sample size (Shapiro & Wilk, 1965). It is able to detect departures from normality due to either Skewness or Kurtosis, or both (Althouse, Ware, &Ferron, 1998). It is a preferred test because of its good power properties (Mendes & Pala, 2003). The value of Shapiro-Wilk test statistic (S-W) lies between zero and one. Small values of S-W leads to the rejection of normality where as a value of one indicates normality of the data.

Test for Homogeneity

Levene's test is an inferential statistic used to assess the equality (homogeneity) of variances for a variable calculated for two or more groups. Test of Significance of Differences between Means assumes that variances of the populations from which different samples are drawn are equal. Levene's test assesses this assumption. If the resulting F-value of Levene's test is less than

some significance level (typically .05), the obtained differences in sample variances are unlikely to have occurred based on random sampling from a population with equal variances (Levene, 1960).

Therefore the F-value of Levene's test should have a significance level greater than .05, for the differences between means to be homogeneous. Even if the variances between means are not homogeneous, instead of Fisher's F, Welch F can be computed for making inferences (Leech, Barrett, & Morgan, 2005).

Test of significance of difference between means

Test of significance of difference between means was used to compare the control variable, Previous Knowledge in Civics, dependent variables namely, Cognitive Citizenship Skills, Participatory Citizenship Skills and Commitment to Democratic Values between the two Experimental and Control groups.

Effect Size

Recent studies with testing of statistical significance provide information about effect size along with statistical significance (American Psychological Association, 2001; Kline, 2004; Wilkinson and the Task Force on Statistical Inference, APA Board of Scientific Affairs, 1999). Effect size is seen as much more essential than significance, and many international journals have insisted that statistical significance be escorted by indications of effect size (Capraro&Capraro, 2002; Olejnik& Algina,2000; Thompson, 2002).

An effect size is simply a way of quantifying the difference between two groups (Coe, 2000). In the present study it informs

•   How much is the effect of Legislative Model of Civics Instruction on Democratic Citizenship Competencies compared to the Extant Instructional Strategy

There are several different calculations of effect size (Capiro&Capiro, 2002; Richardson, 1996): r^2, adjusted R^2, η2, ω2, Carmer's V, Kendall's W, Cohen's d, and Eta. Different kinds of statistical treatments use different effect size calculations.

In the present study, the effect size is determined and interpreted yielding the statistics Cohen's d only. Cohen's d is determined using the formula given by Glass, McGraw and Smith (1981).

$$\text{Cohen's d} = \frac{\text{Mean of experimental group} - \text{Mean of control group}}{\text{Standard deviation of control group}}$$

Standard deviation of the control group is preferable as the denominator as it provides the best estimate of standard deviation, since it consists of a representative group of the population who have not been effected by the experimental intervention (Coe, 2000).

Cohen's d can be interpreted as follows (Coe, 2000):

0 – 0.20 = weak effect

0.21 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect

Chi^2 Test

Chi^2 Test is used to assess difference in Participatory Citizenship Skills by

change in experimental treatment, i.e. employing Extant s method of instruction or new Legislative Model of Civics Instruction.

$$\chi^2 = \sum \frac{(f_0 - f_e)^2}{f_e} \quad \text{(Ferguson, 1976)}$$

Where

$f_0=$ the observed frequency

$f_e=$ the expected frequency under the assumption of independence of the variable

ANALYSIS

⇩ **EXTENT OF CIVIC COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS**

⇩ **DISTRIBUTION OF CIVIC COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS IN EXPERIMENTAL PHASE**

⇩ **EFFECTIVENESS OF LEGISLATIVE MODEL OF CIVICS INSTRUCTION**

The major objective of the study is the development of Legislative Model of Civics instruction and testing its effectiveness in promoting Democratic Citizenship competencies among secondary school students. The study also intended to assess the extent of Civics Knowledge among secondary school students of Kerala. For this purpose a survey study was conducted in two samples, one from eighth standard students and another from ninth standard students. The data collectedthrough survey was analyzed using percentage analysis technique. The design used for the experimental phase of this study was Non-equivalent Pre-test, Post-test, Control Group design. The data collected as part of the experimental treatment was analyzed using the statistical techniques such as Test of Significance of difference between Means, Effect size (Cohen's d), and Chi-square test of independence. The results of two analyses, viz., analysis of survey data and analysis of experimental data are detailed in three major sections, viz., 1. Extent of Civic Competencies among Secondary School Students, 2. Distribution of Civic Competencies among Secondary School Students in the Experimental Phase, and 3. Effectiveness of Legislative Model of Civics Instruction.

Extent of Civic Competencies among Secondary School Students

The main focus of the study was to test the effectiveness of Legislative Model of Civics Instruction, when applied to the classrooms. Purposing to set needed empirical background for the experimentation and validation and to create criterion values of prime variables of the study, survey of the extent of important dependent variables was conducted. The survey study focused on finding out the extent of knowledge in Civics and Cognitive citizenship skills among secondary school students. The survey was conducted on two samples, one on sample from eight standards and another on sample from ninth standard. The details of these surveys are discussed under three sections. 1. Extent of

Knowledge in Civics among Eighth Standard Students, Extent of Knowledge in Civics among Ninth Standard Students, Extent of Cognitive Citizenship Skills among Ninth Standard Students

1. Extent of Knowledge in Civics among Eighth Standard Students

A survey was conducted on a sample of 424 eighth standard students using the Test of Previous Knowledge in Civics. The test, consisting of 36 items in draft form, was prepared covering the content areas in Civics up to eighth standard school students and consequently measures the previous knowledge required for ninth standard students in learning Civics. The percentage of rightly scored students on each of thirty six items of the test of previous knowledge in Civics (Draft test) was calculated. This was done to explore the extent of knowledge in Civics among secondary school students. Concept involved in each item and its right answer percentage of the total sample are given in Table 18.

Table18

Percentages of item wise achievement in Civics on Test of Previous knowledge in Civics (Draft of 36 items) among eighth standard students

Sl. No.	Item No.	Civics Concept	Extent of achievement (%) *
1	1	Elected one in Parliament election belongs to Loksabha	16
2	4	Indian Constitution is the largest written constitution	16
3	11	Defense is the power included in Union List	20
4	16	Indian Constitution describes administrative systems of central, state, and union territories	21
5	30	Parliament is the law making agency	21
6	32	States can't depart Indian Union	22
7	14	Indian constitution can be amended at the will of majority of parliament members	24
8	21	No official religion for India	24
9	19	Right to Education is the newly added fundamental right in Indian Constitution	26

Sl. No.	Item No.	Civics Concept	Extent of achievement (%) *
10	24	Local Self Govt. is the name of department in Kerala concerned with panchayath affairs	29
11	29	Concept that 'Rationed rice is supplied at lower rates to the poor people' denotes socialism	29
12	7	Constitution is the basic document of a country	29
13	22	Motion of No confidence is the procedure in legislative body for opposition to drive out a ruling party	30
14	13	Ideals, Codes, Rights are mentioned in the Constitution	30
15	15	Census is the basis of delimiting Legislative constituency	33
16	27	By voting an Indian can elect his representative to the legislative body	40
17	17	Term of Loksabha Member is 5 years	40
18	6	Whole powers of state is really vested with chief minister	41
19	12	Lakshadweep is identified as union territory	42
20	31	Sovereignty rests with people in democratic India	43
21	26	Number of Loksabha constituencies in Kerala	45
22	10	Governor appoints chief minister of a state	48
23	33	Indian constitution is formulated by Indians	50
24	28	'right to believe in and propagate any religion' is identified as religious freedom	54
25	20	More than half is needed for simple majority in Legislative bodies of India	55
26	18	Legislation is the most important duty of people's representatives	56
27	34	Normally, Indian citizenship is accorded by birth in the county, no need to reside here for five years	56
28	3	President is the Head of state in India	58
29	35	Supreme court can interfere directly if fundamental rights are violated	67
30	23	Indian citizen can travel anywhere in India	67
31	2	B.R. Ambedkar is the Architect of Indian Constitution	68
32	9	Educational qualification is not recorded in Voter's Id card	72
33	36	President appoints governors, governor appoints chief ministers	73
34	25	Age of female to obtain right to vote	85
35	8	Speaker presides over Niyamasabha	85
36	5	Identifies Republic Day	95

*Mean of percentages = 44. 72

Table 18clearly point out the weakness of eighth standard students in achieving what is expected of them in Civics. The test is administered nearly at the end of the academic year after the prescribed portions of Civics are been taught. Still, as the average of percentages (44.72) shows, majority of the respondents couldn't find out correct answers for mere half the items. As the first eight items which include important concepts such as No official religion for India and Parliament is the law making agency are not attained by 75 percent of the sample. As the items with serial numbers 23-36 and their percentage score show, civics concepts responded correctly by fifty or above percentage of students are only 14/36 (38%). These facts indicate that Civics Knowledge of standard VIII students is not up to the expected level necessary for optimum learning of Civics in Standard IX in Kerala secondary school students.

The draft test of 36 items was finalized through item analysis to constitute 20 items. The scores of eight standard students on the final test were applied to preliminary analysis which resulted in estimating statistical constants of Minimum, Maximum, Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the distribution of scores of knowledge in Civics. The results are given in Table 19.

Table 19

Basic statistical constants of scores of Knowledge in Civics of eighth standard students (scores on final test of 20 items)

Level of objective	Min.	Max.	Mean	Median	Mode	SD	Skewness*	Kurtosis*
Total	2.00	19.00	9.75	10.00	10.00	3.02	.30	-.15
Lower order	2.00	15.00	8.09	8.00	8.00	2.64	.25	-.05
Higher Order	.00	5.00	2.11	2.00	2.00	1.26	.10	-.69

N = 424, *SE = .12, ** SE=.24

The results indicate that Mean, Median and Mode of the distribution are almost equal in the case of Achievement in Civics of eighth standard students in all of the three levels of objectives, viz., Total objectives (M=9.75, Med=10.00, Mode=10.00), Lower level objectives (M=8.09, Med=8.00, Mode=8.00) and higher level objectives (M=2.11, Med=2.00, Mode=2.00). This is a clear indicator of normality of distribution. Indices of skewness in Achievement in Civics in three levels of objectives, viz., Total objectives (.30), Lower level objectives (.25), and Higher order objectives (.10) indicates that distribution of scores of Achievement in Civics at three levels of objectives are slightly positively skewed. The ratio between skewness and its standard error (.12) is higher than 1.96 and hence skewness is significant in the score distribution of Achievement in civics at total objectives level and lower order level. The ratio between skewness and its standard error is less than 1.96 in the case achievement in Civics at higher order objectives level and hence the skewness is not significant. Indices of Kurtosis show that distribution of scores of knowledge in Civics is negative at three levels of objectives (-.15, -.05 and -.69) and so distribution is somewhat platykurtic. The ratio between kurtosis and its standard error (.24) is less than 1.96 in the case of Achievement in Civics at levels of total objectives and lower order objectives. The ratio between kurtosis and its standard error is higher than 1.96 at higher order objectives and so shows significant kurtosis.

The mean scores of the survey sample (M=9.75) can be set as the norm value of average for the eighth standard students in Achievement in Civics and for the ninth standard students in Previous Knowledge of Civics. The norm value for lower order Civic Achievement is 8.09 and higher order Civics Achievement is 2.11. These values are utilized as norms for judging the comparability of selected experimental groups and for examining whether the control and

experimental groups keep qualities of the population, i.e., secondary school students. The scores of eighth standard students in Civics Knowledge is graphically presented in Figure 3.
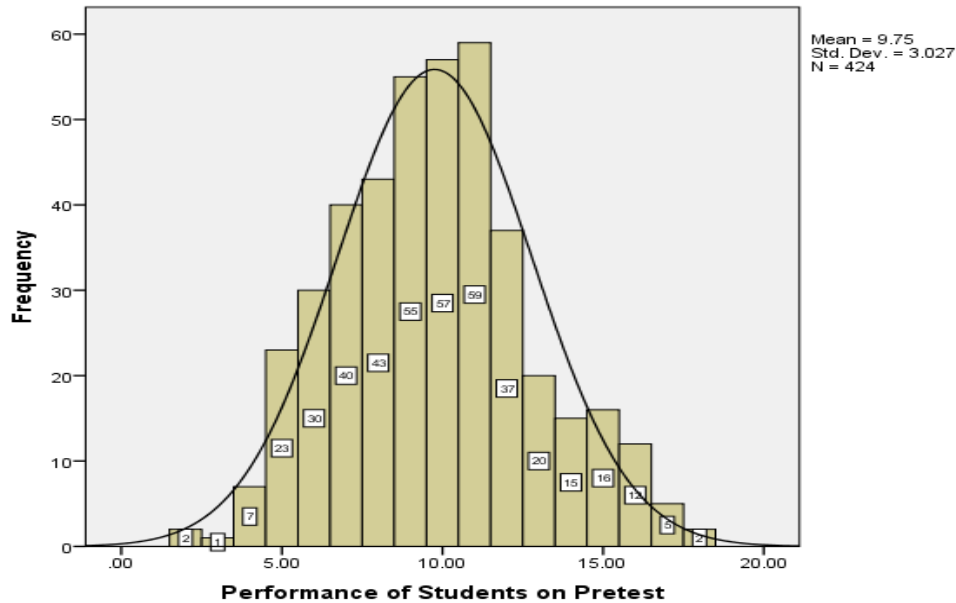
Figure 3. Distribution of scores of Achievement in Civics on Test of previous knowledge in Civics (Final tool of 20 items)

Figure 3 shows that a large portion of the average group falls on the left side of the mean position (9.75) which indicates that low achievers in Civics are more compared to high achievers, further corroborating the slightly positively skewed nature of the distribution of civics achievement scores obtained on the Test of Previous Achievement in Civics.

2. Extent of Knowledge in Civics among Ninth Standard Students

Another survey of a sample comprising 421students from ninth standard was conducted in order to assess the level of Civics achievement among secondary school students and to validate the measures, Test of Achievement in Civics and Scale of Cognitive Citizenship Skills. Test of Achievement in Civics

was prepared with 40 items in the draft and administered on the representative sample. The items had the coverage of contents mostly from state school syllabus for ninth standard.

Item wise percentage scores on the draft test of Achievement in Civics consisting 40 items of ninth standard students were estimated. The results are given in Table 20

Table20

Percentages of item wise achievement in Civics on Test of Achievement in Civics (Draft of 40 items) among ninth standard students

Sl. No.	Item No.	Civics Concept	Extendtof achievement (%) *
1	19	Local medium schools helps to protect the cultural right in constitution	11
2	1	Constituent Assembly had formulated Indian Constitution	13
3	23	Identifies Denial of admission in schools to 'other state students' as a case considerable by supreme court directly	15
4	33	Governments are not questionable for but promoted to follow Directive Principles in the constitution	20
5	38	logic behind passing the budget in the Parliament	20
6	7	Differentiation among Executive, Judiciary, Legislative	22
7	13	Articles of Indian Constitution mentioning citizenship	22
8	18	Vice president presides over an Indian house of representatives permanently without being its member	23
9	30	Lok Sabha, Rajya Sabha and Niyama Sabha take part in electing Indian president	27
10	26	Federal system	29
11	29	Fundamental duties of Indian Constitution	30
12	34	Various situations of national emergency such as war, rebellion	32
13	20	Identifies disputes between states as a case that confined to Supreme Court	34
14	35	Contents of Juvenile Justice Act	41
15	39	Reservation policy is not against equality	42
16	5	Poorna Swaraj is realized in the Constitution through the idea of Republic (Sovereignty)	43
17	21	Fundamental rights violated by a parent sending his child for work	43

Sl. No.	Item No.	Civics Concept	Extent of achievement (%) *
18	22	Nature of case considered in Munsiff courts	43
19	8	Disparity among people shows deviance from socialism	45
20	6	Loksabha is the central representative assembly that the people of India elect directly	46
21	16	qualification to contest Lok Sabha election	46
22	31	Suggestion to solve problem of uneducated children	46
23	4	Central Govt. can interfere to control the communal problem within a state only if state seeks	47
24	17	Identifies 'Public meeting to propagate religious ideologies, as the expression of right to freedom of religion	47
25	37	Role of B.R. Ambedkar in the formulation of Indian Constitution	47
26	14	Rajya Sabha is the house of representatives remains as a permanent house	49
27	24	Powers of Parliament	49
28	9	Identification of Elected head of India	50
29	12	Intention behind the power of Indian President to elect 12 members to Rajya Sabha	50
30	10	Indian Parliament constitutes Loksabha, Rajya Sabha and President	54
31	27	Right to Education Act is applicable to 6-14 age group	56
32	40	No special consideration for central govt. over states in the supreme court	56
33	25	Concepts in Preamble of Indian constitution	58
34	28	reason behind the fact educational qualifications are not compulsory for contesting the elections in India	58
35	36	Naming current vice-president of Idea	58
36	32	Public interest litigation is the way to bring public relevant issues to notice of courts	61
37	2	Differentiation among three types of powers in India	64
38	3	Republic Day	65
39	11	Virtuous citizens are those having sense of rights and dutifulness	67
40	15	Right to equality is the concept violated in discrimination among people	70

*Mean of percentages =42.47

The results show that 8/40 items fall within the category of items scored incorrectly by 75 or more percentage of the sample. Only 13/40 civics concepts (32%) fall within the category of scored correctly by 50 or more percentage of standard IX students. Item scored correctly by more than 70 percent is nil. The average of percentages (42.47) shows, more than half of the sample couldn't score correctly half of the items. First 27 (67.5) civics concepts in the table fall within the category scored incorrectly by the half or more of standard IX students. Around 90 percent of the standard IX students do not have awareness about applicability of cultural right. Eighty percent of standard IX students do not have knowledge of formulation of Indian Constitution, Directive Principles in the constitution and logic behind passing budgets in the Parliament.

The draft test of 40 items was finalized to constitute 28 items through the procedure of item analysis. The scores of achievement in Civics on the final test were applied to preliminary analysis. Basic indices of scores of Achievement in Civics among ninth standard school students (on final test of 28 items) are given in Table 21

Table 21

Basic statistical constants of scores of Knowledge in Civics of ninth standard students (Test of Achievement in Civics)

Level of objective	Min.	Max.	Mean	Median	Mode	SD	Skewness*	Kurtosis*
Total	2.00	26.00	13.61	14.00	16.00	5.28	.00	-.90
Lower order	.00	14.00	7.35	7.00	7.00	3.01	-.11	-.62
Higher Order	.00	14.00	6.14	6.00	7.00	3.05	.29	-.71

N = 421, *SE = .12, ** SE=.24

Mean, Median and Mode are nearly equal in the scores of Knowledge in Civics of ninth standard students at the level of total objectives (M=13.61,

Med=14.00, Mode=16.00), at the level of Lower Order Objectives (M=7.35, Med=7.00, Mode= 7.00) and at the level of Higher Order Objectives (M=6.14, Med=6.00, Mode=7.00). It indicates that the distribution of scores of achievement in civics is normal in three stages of objectives. Skewness index is zero in achievement in civics at total objectives and so distribution is symmetric. Skewness index of achievement in civics at lower order objectives is -.11 which shows slight negatively skewed distribution, but is not significant as the ratio between skewness and its standard error is less than 1.96. Skewness index in achievement at higher order level is .29 which shows that the distribution is significantly positively skewed as the ratio between skewness and its standard error is higher than 1.96. Negative indices of Kurtosis at three levels of objectives (-.90, -.62, and -.71) shows that the distribution of Achievement in Civics of ninth standard students is significantly platykurtic as the ratio values between kurtosis and its standard error are higher than 1.96 in three levels of objectives. Near equality of mean, median and mode and the total absence of skewness may strongly support the normality of distribution of Achievement in Civics among ninth standard students.

To explore the distribution of scores of Achievement in Civics, histogram with normal curve best fit on the scores was drawn and it is given in Figure 4.
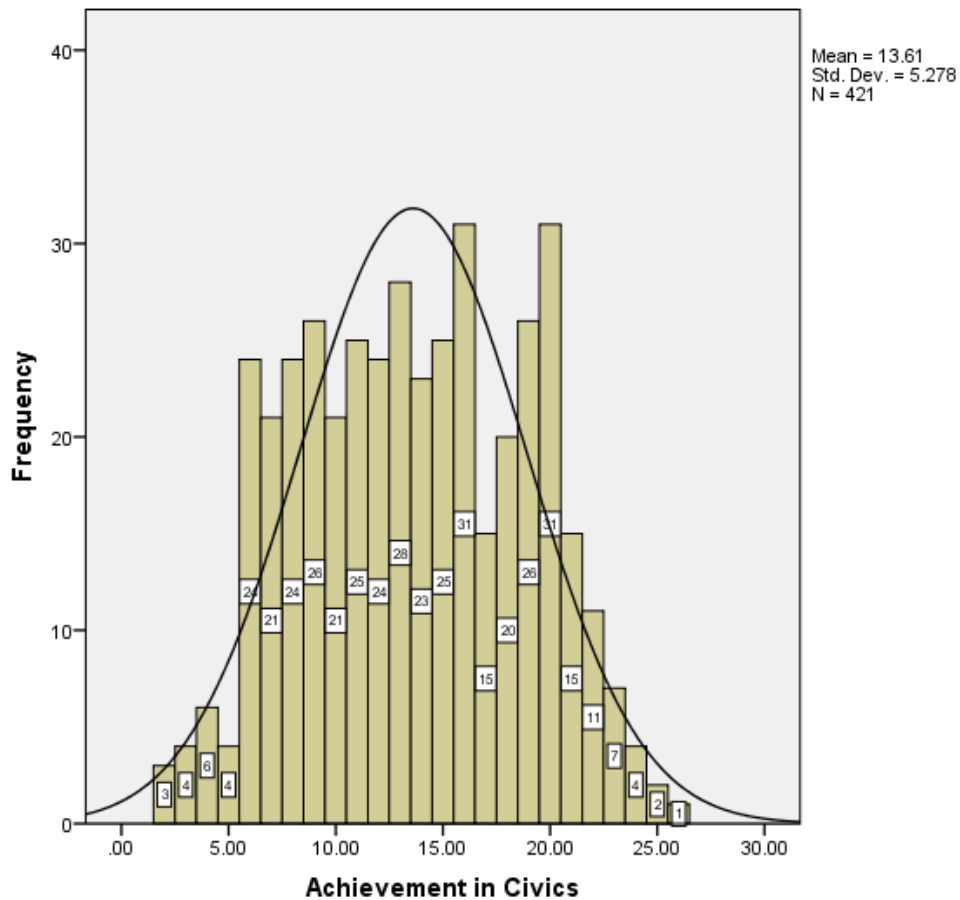
Figure 4 . Frequencies of scores of Achievement in Civics (final with 28 items) among secondary school students

Figure 4 shows that the left side of the mean position which is occupied by below average achievers is thickly condensed. It indicates that a large portion of the population is low achievers in Civics knowledge. Decrease in higher score achievers against the increase in their counterpart, i.e. lower score achievers is visibly clear from the histogram. Comparison of frequencies of items on both sides of mean position shows that low score frequencies are higher than their counter parts on opposite side of high scores.

Mean values of the distribution of scores in the final test (13.61 in total Civics Knowledge, 7.35 in lower order knowledge, 6.14 in higher order

knowledge) can be considered as norm values of average performance in Achievement in Civics among ninth standard students. These values are utilized for comparing and evaluating the performance of control and experimental groups after treatment.

3. Extent of Cognitive Citizenship Skills among Ninth Standard Students

The survey conducted on ninth standard students also collected data from the sample of 421 ninth standard students responding on the Scale of Cognitive Citizenship Skills. The scale includes 22 items measuring 11 skills which are in factor analysis reduced to two factors, viz. cognitive skills in dealing with civic information and cognitive skills in dealing with civic engagement issues. The basic statistics of Mean, Median, Standard Deviation, Skewness and Kurtosis of the scores of Cognitive Citizenship skills were estimated which are given in Table 22

Table22

Basic statistical constants of scores of Cognitive Citizenship Skills of ninth standard students

Level of Skills	Min.	Max.	Mean	Median	Mode	SD	Skewness*	Kurtosis**
Total	42.00	87.00	68.58	70.00	78.00	9.17	-.53	-.23
Dealing with civic information	12.00	32.00	23.28	24.00	25.00	3.94	-.25	-.33
Dealing with civic engagement issues	24.00	56.00	45.30	46.00	46.00	6.56	-.73	.17

N = 421, *SE =.12 , ** SE=.24

The results show that Mean and Median of Cognitive citizenship skills of secondary school students at level of total skills are nearly equal (M=68.58; Med=70.00). Index of Skewness (-.53) shows that the distribution is negatively skewed significantly as the ratio between skewness and its standard error is higher than 1.96. Kurtosis (-.23) shows that the distribution is slightly platykurtic. It is not significant as its ratio with standard error is less than 1.96. Mean, Median and Mode of scores of cognitive skills in dealing with civic information are nearly equal (M=23.28, Med=24.00, Mode=25.00). Skewness (-.25) of distribution of cognitive skills dealing with civic information is negative which is significant as its ratio with standard error is higher than 1.96 (p<.05). Kurtosis index (-.33) shows that the distribution is somewhat platykurtic but not significant as its ratio with standard error is less than 1.96 (p>.05). Skewness (-.73) of distribution of cognitive skills in dealing with civic engagement issues is negative and is found significant (p<.01). Kurtosis (.17) shows that distribution of cognitive skills in dealing with civic engagement issues slightly leptokurtic but not significant as the ratio with standard error is less than 1.96.

Mean scores of cognitive skills total (68.58) shows that extent of cognitive skills among secondary school students is higher compared to the extent of civic knowledge. The fact that maximum scores of the tool is 88 and the estimated Mean is 68.58, shows that students by average possess 78 percent of cognitive skills. In the case of cognitive skills dealing with civic information total scores of the sub scale 32 and the estimated mean is 23.28. It shows that students by average attained 73 percent. In the case of cognitive skills dealing with civic engagement issues total scores of the subscale is 56 and the estimated mean is 45.30 which shows that students by average gain 81 percent. So it is concluded that extent of cognitive skills among secondary school students is higher in the total skills and two component skills, viz., skills dealing with civic

information and skills with civic engagement. This bears the limitation that cognitive skills are measured by self-rating scale in which respondents may express the tendency of self-exaltation. The results need to be strengthened by other methods of assessing cognitive skills.

The mean scores of the distribution of the scores (68.58 in total skills, 23.28 in skills dealing with civic information, and, 45.30 in dealing with civic engagement issues) are set as norm values of the cognitive skills among secondary school students. These values are utilized to compare pre and phase cognitive skills of control and experimental groups and validate their representation of the population. The results of assessing cognitive skills among secondary school students are further analyzed using the histogram given in Figure 5.
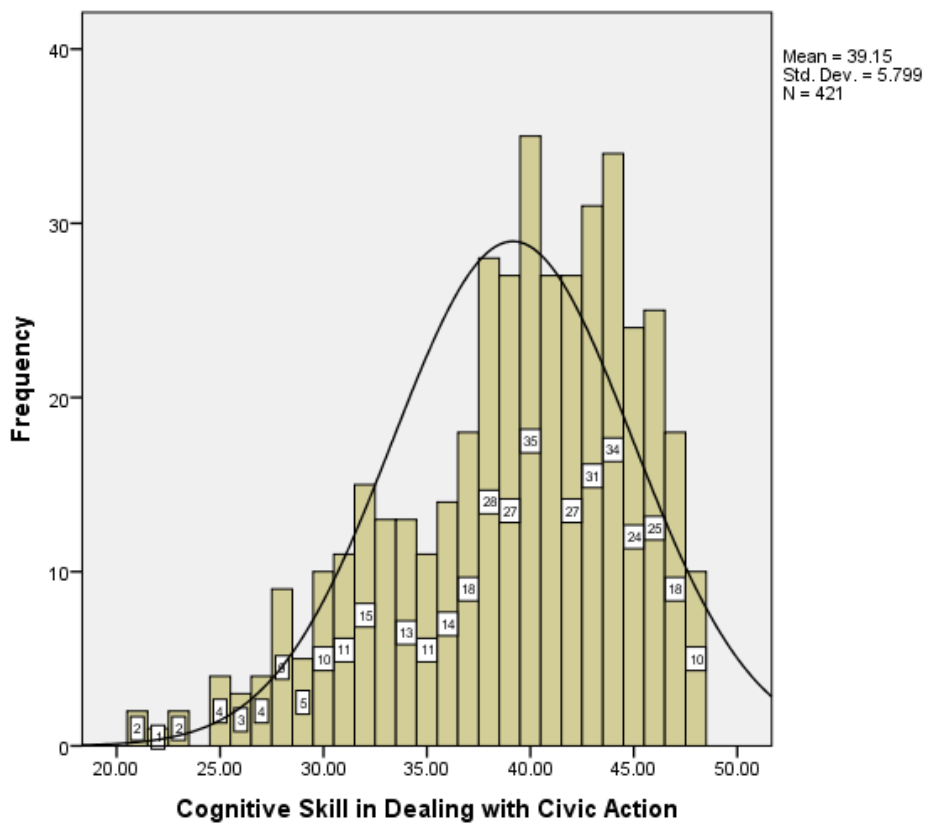
Figure 5. Frequencies of scores of cognitive citizenship skills (total) among secondary school students

Histogram visibly points out that distribution is skewed to make a heightened and flattened portion of higher achievers on cognitive citizenship skills. It support to claim a higher extent of cognitive skills among secondary students, but need to overcome the limitation of the study, viz., using only two items to measure each skill and using only self-rating scale to measure cognitive skills, by utilizing other techniques of evaluating cognitive skills.

Discussion

Survey phase of the research revealed that extent of Democratic Citizenship Knowledge among secondary school students is not up to the desirable standard of performance. Students of Kerala Secondary Schools lack adequate Civic Knowledge Competence. Their poor performance in some but major civic concepts shows that Current Kerala School teaching-learning practices of in Civics suffers from serious flaws.

Civics Knowledge is the background from which the Cognitive and Participatory Citizenship Competencies bloom out. Civic Knowledge is the minimum surface level of instructional objectives of Civics. If the knowledge itself is in back up mode, it is felt that Civics instructional practices require to be applied to renovating and rejuvenating attempts from curriculum planners, teachers and administrators.

The present study tries to try out a newly developed teaching model, i.e., Legislative Model of Civics Instruction in fostering Democratic Citizenship Competencies among Secondary School Students.

Distribution of Civic Competencies among Secondary School students in the Experimental phase

Data collected on pre and post phases of experimental treatment were applied to statistical analysis. The scores of students on dependent variable of the study, Democratic Citizenship Competencies were analyzed with views of checking the nature of their distribution and comparison with criterion values of citizenship competencies found out through survey studies. Democratic citizenship competencies were not measured as a total figure. But divided into four components, viz. 1.Democratic Citizenship Knowledge 2.Cognitive Citizenship Skills 3.Participatory Citizenship Skills and 4. Commitment to Democratic Values. Preliminary analysis of the scores of these dependent variables and control variable, Previous Knowledge in Civics was done to get a clear picture about the properties of these variables in both control and experimental groups, such as normality of distribution, central tendency, and spread or dispersion of scores. For this purpose, important statistical constants were calculated for Previous Knowledge in Civics, posttest on Knowledge in Civics, pre-test and post in Cognitive Citizenship Skills, pre-test and post-test on Participatory Citizenship Skills, and pre-test and post-test on Commitment to Democratic Values. All these calculations were done in both control and experimental groups.

The results of Indices of Normality and Comparison of Control and Experimental groups before treatment are presented in twelve subsections.

1. Previous Knowledge in Civics among Secondary School students

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of control variable, i.e. Previous Knowledge in Civics (Total score, Lower Order Objectives of remembering, understanding and application and Higher Order objectives of analysis, evaluation) in each of Experimental Group (Legislative Model of Civics

Instruction – LMI) and Control Group were estimated. The results are presented in Table 23.

Table 23

Statistical Constants of Previous Knowledge in Civics of LMI and Control groups

Level of objectives	Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
Total Objectives	LMI	9.72	10.00	10.00	2.00	.38	.04
	Control	9.66	9.00	9.00	1.94	.29	-.19
Lower Order Objectives	LMI	7.67	8.00	8.00	1.51	.09	-.34
	Control	7.57	7.00	6.00	1.88	.42	-.53
Higher Order Objectives	LMI	2.06	2.00	2.00	.86	.49	-.25
	Control	2.09	2.00	2.00	.88	.40	-.47

N=33, [a]SE of Skewness = .40, [b]SE of Kurtosis: .79

The results show that Mean (9.72), Median (10), Mode (10) of Previous Knowledge in Civics (Total objectives) of Experimental Group are nearly equal. Index of Skewness (.38, SE=.40) shows that distribution is slightly positively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.04, SE = .79) shows that the distribution is mesokurtic and so normal. Mean (9.66), Median (9.00) and Mode (9.00) of Previous Knowledge of control group in Civics (Total Objectives) are nearly equal. The indices of Skewness (.29, SE = .40) and Kurtosis (-.19, SE=.79) show that distribution is slightly positively skewed and leptokurtic. The ratios between Skewness and its standard error, and between Kurtosis and its standard error are less than 1.96 which shows that estimated skewness and kurtosis are not significant and hence the distribution is normal.

Mean (7.67), Median (8.00), and Mode (8.00) of Previous Knowledge in Civics (Lower Order Objectives) of LMI group are nearly equal. Indices of Skewness (.09, SE = .40) and Kurtosis (-.34, SE=.79) indicate that the distribution is nearly symmetric and platykurtic. The ratio between kurtosis and its SE is less than 1.96. Mean (7.57), Median (7.00), Mode (6.00) of Previous Knowledge in Civics (Lower Order Objectives) of Control Group are nearly normal. Indices of Skewness (Sk=.42, SE =.40) and Kurtosis (Ku=-.53, SE = .79) show that the distribution is positively skewed and platykurtic. The ratios of estimated skewness and kurtosis with their standard error are less than 1.96. So it is concluded that distribution of Previous Knowledge in Civics (Lower Order Objectives) of both LMI and Control groups are normal.

Mean (2.06), Median (2.00) and Mod (2.00) of Previous Knowledge in Civics (Higher Order Objectives) of LMI group are nearly equal. Indices of Skewness (.49, SE= .40) and Kurtosis (-.25, SE = .79) show that the distributions is positively skewed and platykurtic. The ratios of estimated skewness and kurtosis with their standard errors are less than 1.96 and not significant. Mean (2.09), Median (2.00) and Mode (2.00) of Previous Knowledge in Civics (Higher Order Objectives) of Control group are nearly equal. Indices of Skewness (.40, SE=.40) and Kurtosis (-.47, SE=.79) show that the distribution is slightly positively skewed and platykurtic. It is concluded that distribution of Previous Knowledge in Civics (Higher Order Objectives) of both experimental and control groups are normal.

The nearly equal mean scores of both control and experimental groups in Previous Knowledge in Civics at three levels of objectives, viz., Total (9.72 & 9.66 respectively), Lower Order (2.06 & 2.09 respectively) and Higher Order (7.67 & 7.57 respectively) indicate that two treated groups are match in terms of Previous knowledge in Civics as claimed in Methodology. It is noteworthy the

mean scores in total Previous Knowledge of Civics of LMI group (M=9.72) and Control group (9.66) nearly equal the mean score of survey sample of eight standard students in total Civics Knowledge (M=9.75) which was set as norm value of previous knowledge in Civics of ninth standard students. Also, the lower order Civics Knowledge mean scores of LMI (M=7.67) and Control group (M=7.57) nearly equal the norm value of survey sample (M=8.09). Higher order Civics Knowledge mean scores of LMI group (M=2.06) and Control group (M=2.09) nearly equal the norm mean value of survey sample (M=2.11). The comparability of control group and LMI group with survey norms indicates that the experimental samples taken for the study are exact representatives of the population and so the results can be generalized.. To further assess the normality and homogeneity of variances of distribution of scores of Previous Knowledge in Civics Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 24.

Table 24

Indices of Normality and Homogeneity of Previous Knowledge in Civics

Level of objectives	Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
Total	LMI	.95*	.004*
	Control	.96*	
Lower Order	LMI	.95*	1.83*
	Control	.93**	
Higher Order	LMI	.86**	.07*
	Control	-.86**	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.95, df=33, p>.05) indicates that the normality of distribution is reasonably assumable in Previous Knowledge in Civics (total objectives) of LMI group. Similarly the Shapiro-Wilk

statistic (S-W=.96, df=33, p>.05) indicates that the distribution of scores of Previous Knowledge in Civics (total objectives) of control group also may be reasonably assumed to be normal. In the case of Previous Knowledge in Civics of LMI group (Lower order objectives) Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that the distribution is normal. But in the case of Previous Knowledge in Civics (Lower order objectives) of control group Shapiro-Wilk statistic (S-W=.93, df=33, p<.05) indicates that distribution is somewhat deviant from normality. The significance of deviation from normality may be accorded to distribution of Previous knowledge in Civics (Higher Order Objectives) of both LMI and control groups as shown by Shapiro-Wilk statistics (S-W=.86 & -.86 , df=33,p<.05).

Levene's test used to assess the equality of variances for a variable calculated for two or more groups. If the resulting p-value of Levene's test is less than some significance level (typically 0.05) it is concluded that there is a difference between the variances in the population. Leven's statistics show that variances of Previous Knowledge in civics (total objectives) for control and LMI groups are equal (F=.00, p>.05), variances of Previous Knowledge in Civics (Lower order objectives) for control and LMI groups are equal (F=1.83, p>.05), and variances of Previous Knowledge in Civics (Higher Order Objectives) for control and LMI groups are equal (F=.07, p>.05). Hence it can be concluded that scores of Previous Knowledge in Civics at three levels of objectives are homogenous for both control and experimental groups. Further judgment of normality was performed with Q-Q plots shown in Figure 6.
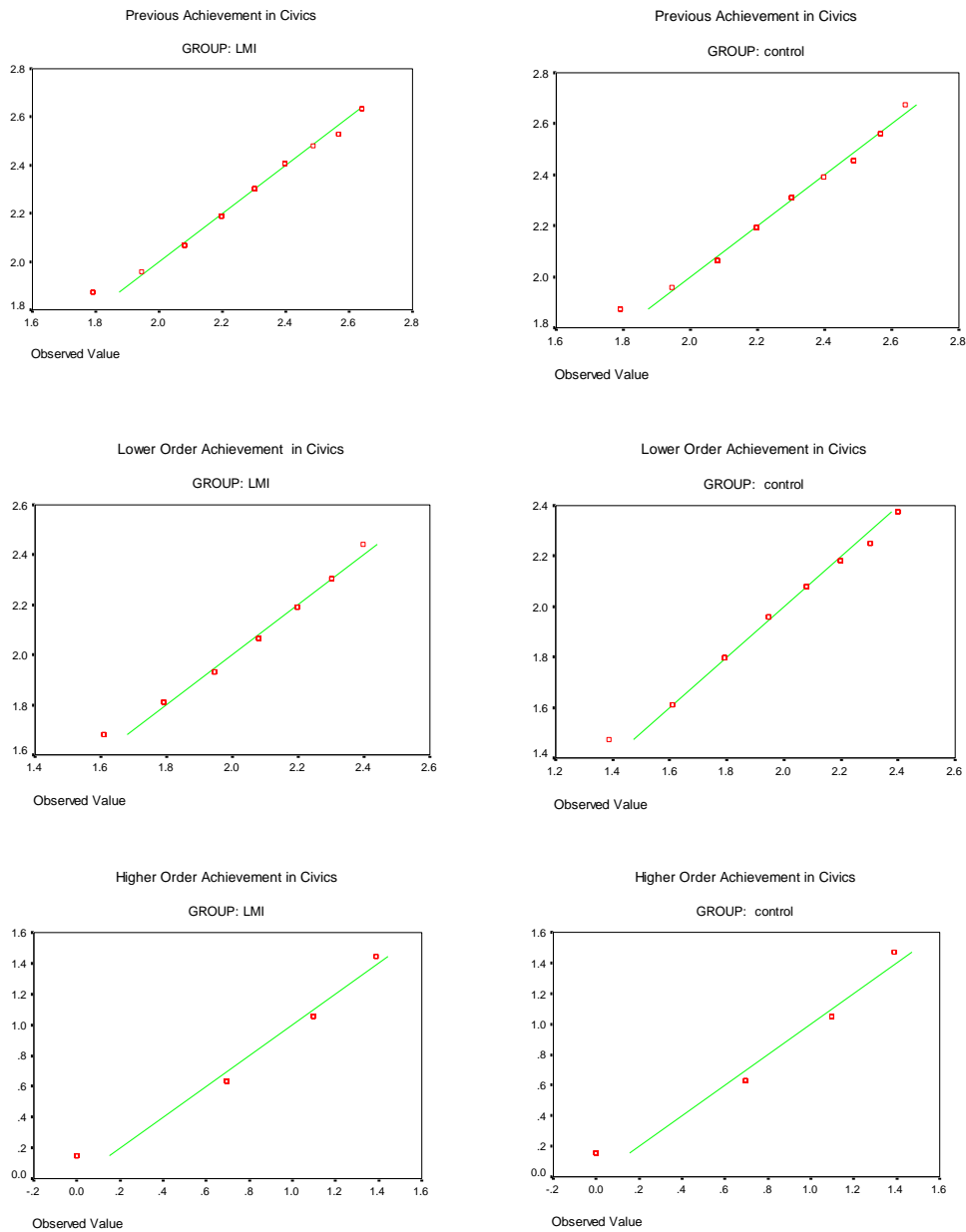
Figure 6. Q-Q Plots of scores of Previous Knowledge in Civics at three levels of objectives (total, Lower Order & Higher Order) in LMI and Control groups

Figure 6 shows that most of Q-Q plots of the scores of Previous Knowledge in Civics of both control and LMI groups at three levels of objectives, viz., total, higher order, and lower order fall on the diagonal line of

the plot. Hence it can be concluded that distribution of Previous Knowledge in Civics is normal in both control and experimental groups at three levels of objectives.

2. Cognitive Citizenship Skills among Secondary School students before treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of the independent variable, i.e. Cognitive Citizenship skills at three levels (Total skills, Skills in dealing with Civic Information, and Skills in dealing with civic engagement issues) before employing the experimental in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group were estimated using pre-test procedure. The results are presented in Table 25

Table 25

Statistical Constants of Cognitive Citizenship Skills in Civics of LMI and Control groups before treatment

Levels of Skills	Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
Total Skills	LMI	67.24	70.00	73.00	6.61	-.86	-.11
	Control	64.67	65.00	78.00	9.65	.06	-1.09
Dealing with civic information	LMI	22.94	23.00	23.00	2.74	.26	.07
	Control	21.73	23.00	23.00	3.83	-.23	.27
Dealing with civic engagement	LMI	44.30	46.00	48.00	5.38	-.79	-.16
	Control	42.93	43.00	38.00	7.17	-.28	-.89

N=33, [a]SE of Skewness = .40 , [b]SE of Kurtosis: .79

The results show that Mean (67.24), Median (70.00), Mode (73.00) of Cognitive Citizenship Skills (Total) of Experimental Group before treatment are

nearly equal. Index of Skewness (-.86, SE=.41) shows that distribution is negatively skewed. The ratio between Skewness and its standard error is higher than 1.96 which indicates that the estimated skewness is significant. Index of Kurtosis (-.11, SE = .79) shows that the distribution is slightly platykurtic. Mean (64.67), Median (65.00) and Mode (78.00) of Cognitive Citizenship Skills (Total) of Control Group are nearly equal. The indices of Skewness (.06, SE =.40) and Kurtosis (-1.09, SE=.79) show that distribution is symmetric and platykurtic. The ratios between Skewness and its standard error, and between Kurtosis and its standard error are less than 1.96 which shows that estimated skewness and kurtosis are not significant and hence the distribution is normal.

Mean (22.94), Median (23.00), Mode (23.00) of Cognitive Citizenship Skills (Dealing with civic information) of LMI group before intervention are nearly equal. Indices of Skewness (.26, SE =.40) and Kurtosis (.07, SE=.79) indicate that the distribution is slightly positively skewed and mesokurtic. The ratio between skewness and its SE is less than 1.96 and so the estimated skewness is not significant. Mean (21.73), Median (23.00) , Mode (43.00) of Cognitive Citizenship Skills (Dealing with information) of Control Group are nearly equal. Indices of Skewness (-.23, SE =.41) and Kurtosis (.27, SE =.79) show that the distribution is negatively skewed and leptokurtic. The ratios between estimated skewness and its standard error, between kurtosis and its standard error are less than 1.96. So it is concluded that distribution of Cognitive Citizenship Skills (Dealing with civic information) of both LMI and Control groups are normal.

Mean (44.30), Median (46.00) and Mode (48.00) of Cognitive Citizenship Skills (Dealing with Civic engagement issues) of LMI group are nearly equal. Indices of Skewness (-.79, SE=.41) and Kurtosis (-.16, SE = .79) show that the distributions is negatively skewed and platykurtic. The ratio between estimated

skewness and its standard error is less than 1.96 and so the estimated skewness is not significant. The ratio between kurtosis and standard error is less than 1.96 and not significant. Mean (42.94), Median (43.00) and Mode (38.00) of Cognitive Citizenship Skills (Dealing with Civic Engagement issues) of Control group are nearly equal. Indices of Skewness (-.28, SE=.41) and Kurtosis (-.89, SE=.79) show that the distribution is slightly negatively skewed and platykurtic. The ratios between Skewness and its standard error, and between kurtosis and its standard error are less than 1.96 and so estimated skewness and kurtosis are not significant. It is concluded that distribution of Cognitive Citizenship Skills (Dealing with Civic engagement issues) of both experimental and control groups are normal.

The nearly equal mean scores of experimental and control groups in Cognitive Citizenship Skills at three levels, viz., Total skills (67.24 & 64.67 respectively), skills dealing with civic information (22.94 & 21.73 respectively), and skills dealing with civic engagement issues (44.30 & 42.93respectively)indicate that both control and experimental groups are match in terms of Cognitive Citizenship Skills as claimed in Methodology.

It is noteworthy that mean scores in total Cognitive Citizenship Skills of LMI group (M=67.24) and Control group (M=64.67) is not so different from the norm mean value of survey sample of ninth standard students (M=68.58). Similarly mean scores in Cognitive Citizenship Skills dealing with information of LMI group (M=22.94) and Control group (M=21.73) are near to norm value of survey sample (M=23.28). Mean scores in Cognitive Citizenship Skills dealing with civic engagement issues of LMI group (M=44.30) and control group (M=42.93) are not so different from norm value of survey sample (M=45.30). These similarities support that treatment groups of the study are true representatives of the population and so the result may be generalized.

To further assess the normality and homogeneity of variances of distribution of scores of Cognitive Citizenship Skills at three levels of skills, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 26.

Table26

Indices of Normality and Homogeneity of Cognitive Citizenship Skills before treatment

Level of objectives	Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
Total Skills	LMI	.91**	6.26 *
	Control	.95*	
Dealing with civic information	LMI	.96*	3.92 *
	Control	.98*	
Dealing with civic engagement	LMI	.92**	4.75 *
	Control	.95*	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.91, df=33, p<.05) indicates that there is a chance of significant deviation from normality in the distribution of Cognitive Citizenship Skills (total skills) of LMI group before intervention. The Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that the distribution of scores of Cognitive Citizenship Skills (total) of control group may be reasonably assumed to be normal. In the case of Cognitive Citizenship Skills(dealing with civic information) of LMI group, Shapiro-Wilk statistic (S-W=.96, df=33, p>.05) indicates that the distribution is normal. Similarly in the case of Cognitive Citizenship Skills (dealing with civic information) of control group, Shapiro-Wilk statistic (S-W.98=, df=33, p<.05) indicates that normality of distribution is reasonably assumable. The Shapiro-Wilk statistic of normality (S-

W=.92, df=33, p<.05) indicates that there is a chance of significant deviation from normality in the distribution of Cognitive Citizenship Skills (dealing with civic engagement issues) of LMI group before intervention. The Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that the distribution of scores of Cognitive Citizenship Skills (dealing with civic engagement issues) of control group may be reasonably assumed to be normal.

Leven's statistics show that variances of Cognitive Citizenship Skills (total) for control and LMI groups are equal (F=6.26, p>.05), variances of Cognitive Citizenship Skills (dealing with civic information) for control and LMI groups are equal (F=3.92, p>.05), and variances of Cognitive Citizenship Skills (dealing with civic engagement issues) for control and LMI groups are equal (F=4.75, p>.05). Hence it can be concluded that scores of Cognitive Citizenship Skills at three levels of skills are homogenous for both control and experimental groups. Further judgment of normality was performed with Q-Q plots as shown in Figure 7.
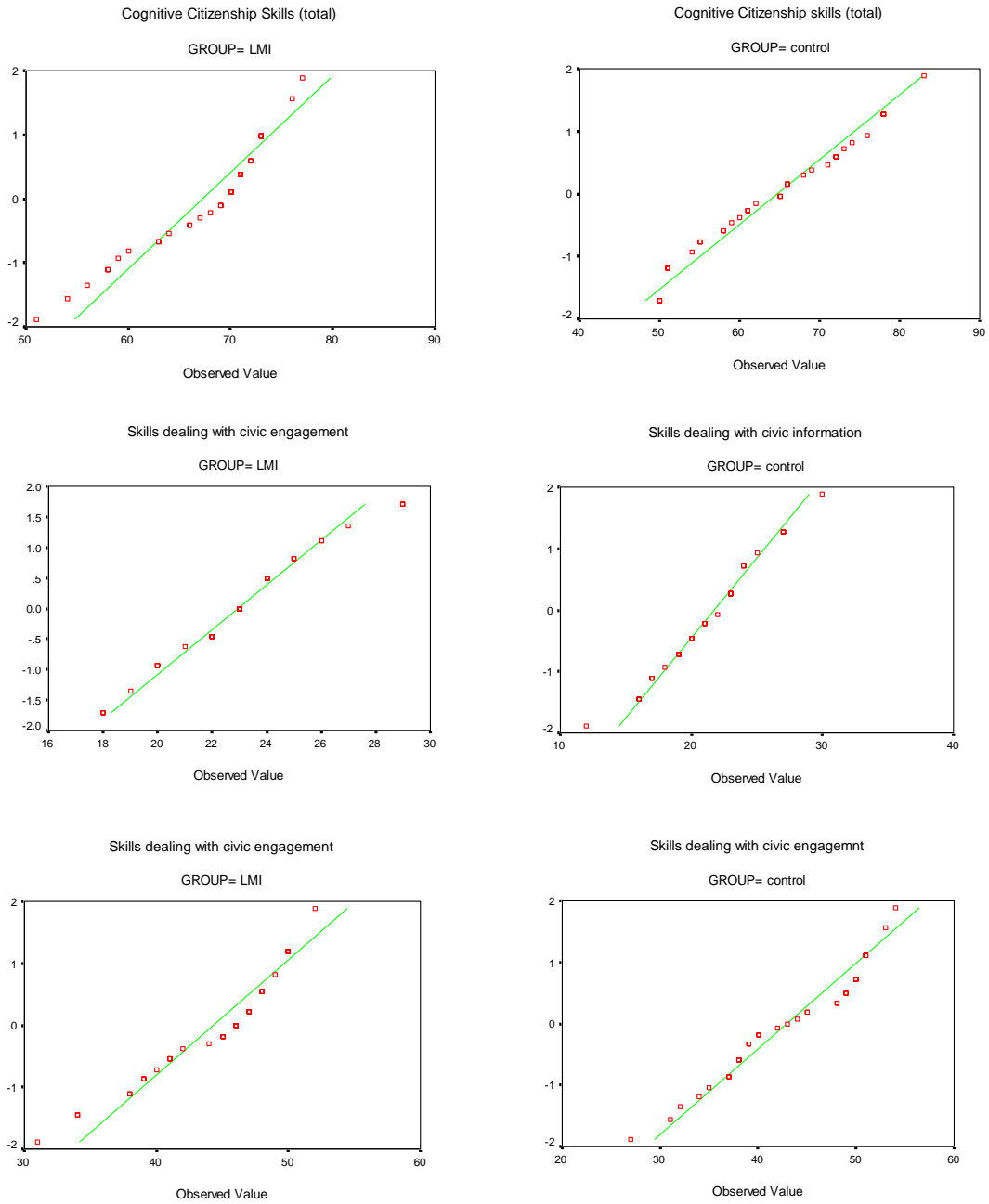
Figure 7. Q-Q Plots of scores of Cognitive Citizenship Skills before intervention at three levels (total skills, skills dealing with civic information and skills dealing with civic engagement issues in LMI and Control groups

Figure 7 shows quintile-quintile plots (Q-Q plots) for the control and LMI groups fit the normal distribution. Though a few points seem deviant, they need not be considered as outliers as they fall within the premise of diagonal line. So the distribution of scores of cognitive skills at three levels both in control and experimental groups may be considered normal.

3. Participatory Citizenship Skills among Secondary School students before treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of the independent variable, Participatory Citizenship Skills before treatment in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group were estimated using pre-test procedure. The results are presented in Table 27

Table27

Statistical Constants of Participatory Citizenship Skills of LMI and Control groups before treatment

Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
LMI	75.30	77.00	78.00	6.19	-.57	-.59
Control	73.48	73.00	79.00	6.47	-.13	-.17

N=33, [a]SE of Skewness = .41 , [b]SE of Kurtosis: .79

The results show that Mean (75.30), Median (77.00), Mode (78.00) of Cognitive Citizenship Skills (Total) of Experimental Group before the treatment are nearly equal. Index of Skewness (-.57, SE=.41) shows that distribution is negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (-.59, SE = .79) shows that the distribution is slightly platykurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated

kurtosis is not significant. Mean (73.48), Median (73.00) and Mode (79.00) of Participatory Citizenship Skills of Control Group are nearly equal. The indices of Skewness (-.13, SE =.41) and Kurtosis (-.17, SE=.79) show that distribution is slightly negatively skewed and platykurtic. The ratio between Skewness and its standard error is less than 1.96 and hence the estimated skewness is not significant. The ratio between Kurtosis and its standard error is less than 1.96 which shows that estimated kurtosis is not significant and hence the distribution is normal.

To further assess the normality and homogeneity of variances of distribution of scores of Participatory Citizenship skills in LMI group and Control group, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 28.

Table 28 Indices of Normality and Homogeneity of Participatory Citizenship   Skills before treatment

Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
LMI	.94**	.01 *
Control	.98*	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.94, df=33, p<.05) indicates that there is a chance of significant deviation from normality in the distribution of Participatory Citizenship Skills of LMI group before intervention. The Shapiro-Wilk statistic (S-W=.98, df=33, p>.05) indicates that the distribution of scores of Participatory Citizenship Skills of control group may be reasonably assumed to be normal. Leven's statistics show that variances of Participatory Citizenship Skills for control and LMI groups are equal (F=.01,

p>.05). Hence it can be concluded that scores of Participatory Citizenship Skills in control group show normality of distribution, but in the case of experimental group a slight deviation from normality is seen. Further judgment of normality was performed with Q-Q plots as shown in Figure 8.
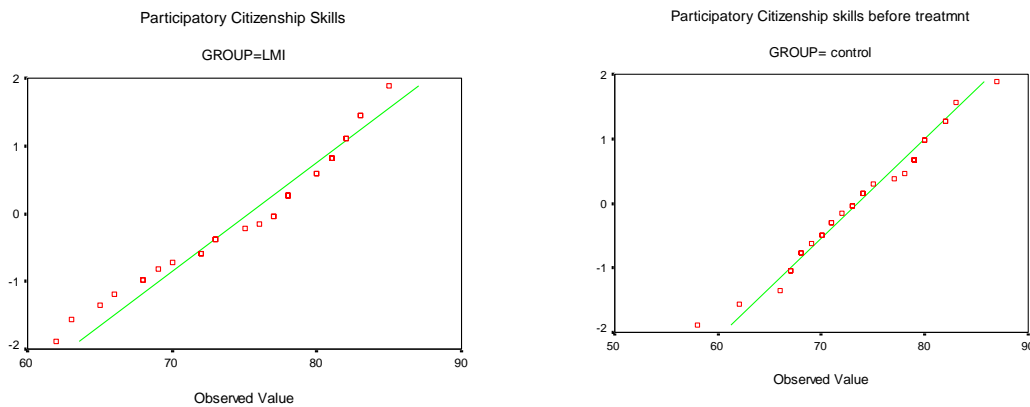
Figure 8. Q-Q Plots of scores of Participatory Citizenship Skills before intervention in LMI and Control groups

Figure 8 shows quintile-quintile plots (Q-Q plots) for the control and LMI groups fit the normal distribution. Though a few points seem deviant, they need not be considered as outliers as they fall within the premise of diagonal line. So the distribution of scores of cognitive skills at three levels both in control and experimental groups may be considered normal.

4. Commitment to Democratic Values among Secondary School students before treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of the independent variable, Commitment to Democratic Values before treatment in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group were estimated using pre-test procedure. The results are presented in Table 29.

Table29

Statistical Constants of Commitment to Democratic Values of LMI and Control groups before treatment

Types of democracy	Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
Total values	LMI	173.64	174.00	163.00	17.17	.33	-.17
	Control	176.03	169.00	175.00	22.72	.67	.00
Ideological democracy	LMI	74.52	76.00	76.00	9.84	-.42	-.48
	Control	76.88	75.00	59.00	14.24	.30	-.81
Practical democracy	LMI	65.61	66.00	66.00	9.45	.20	.07
	Control	66.82	68.00	72.00	8.88	.04	-.62
Socio-economic democracy	LMI	12.00	12.00	12.00	2.61	-.20	.31
	Control	11.73	11.00	10.00	3.01	.24	.04
Ethical democracy	LMI	10.36	10.00	10.00	1.90	.22	.22
	Control	11.15	11.00	10.00	2.32	1.08	1.85

N=33, [a]SE of Skewness = .41, [b]SE of Kurtosis: .79

The results show that Mean (173.64), Median (174.00), Mode (163.00) of Commitment to Democratic Values (Total) of LMI Group before the treatment are nearly equal. Index of Skewness (.33, SE=.41) shows that distribution is slightly positively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (-.17, SE = .79) shows that the distribution is slightly platykurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (176.03), Median (169.00) and Mode (175.00) of Commitment to Democratic Values(Total) of Control Group are nearly equal. The indices of Skewness (.67, SE =.41) and Kurtosis (.00, SE=.79) show that distribution is positively skewed and perfect mesokurtic. The

ratio between Skewness and its standard error is less than 1.96 and hence the estimated skewness is not significant.

Mean (74.52), Median (76.00), Mode (76.00) of Commitment to Democratic Values (Ideological Democracy) of LMI Group before the treatment are nearly equal. Index of Skewness (-.42, SE=.41) shows that distribution is slightly negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (-.48, SE = .79) shows that the distribution is slightly platykurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (76.88) and Median (75.00) of Commitment to Democratic Values (Ideological Democracy) of Control Group are nearly equal. The indices of Skewness (.30, SE =.41) and Kurtosis (-.81, SE=.79) show that distribution is positively skewed and platykurtic. The ratio between Skewness and its standard error is less than 1.96 and hence the estimated skewness is not significant. The ratio between Kurtosis and its standard error is less than 1.96 and hence estimated kurtosis is not significant.

Mean (65.61), Median (66.00), Mode (66.00) of Commitment to Democratic Values (Practical Democracy) of LMI Group before the treatment are nearly equal. Index of Skewness (.20, SE=.41) shows that distribution is slightly positively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.07, SE = .79) shows that the distribution is nearly mesokurtic. Mean (66.82) and Median (68.00) and Mode (72.00) of Commitment to Democratic Values (Practical Democracy) of Control Group are nearly equal. The indices of Skewness (.04, SE =.41) and Kurtosis (-.62, SE=.79) show that distribution is nearly symmetric and platykurtic. The ratio between Kurtosis and its standard error is less than 1.96 and hence estimated kurtosis is not significant.

Mean (12.00), Median (12.00), Mode (12.00) of Commitment to Democratic Values (Socio-economic Democracy) of LMI Group before the treatment are equal. Index of Skewness (-.20, SE=.41) shows that distribution is slightly negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.31, SE = .79) shows that the distribution is slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (11.73) and Median (11.00) and Mode (10.00) of Commitment to Democratic Values (Socio-economic Democracy) of Control Group are nearly equal. The indices of Skewness (.24, SE =.41) and Kurtosis (.04, SE=.79) show that distribution is slightly positively skewed and nearly mesokurtic. The ratio between skewness and its standard error is less than 1.96 and hence estimated skewness is not significant.

Mean (10.36), Median (10.00), Mode (10.00) of Commitment to Democratic Values (Ethical Democracy) of LMI Group before the treatment are equal. Index of Skewness (.22, SE=.41) shows that distribution is slightly positively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.22, SE = .79) shows that the distribution is slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (11.15), Median (11.00) and Mode (10.00) of Commitment to Democratic Values (Ethical Democracy) of Control Group are nearly equal. The indices of Skewness (1.08, SE =.41) and Kurtosis (1.85, SE=.79) show that distribution is positively skewed and leptokurtic. The ratio between skewness and its standard error is more than 1.96 and hence estimated skewness is significant. The ratio between kurtosis and its standard error is more than 1.96 and hence estimated kurtosis is significant.

To further assess the normality and homogeneity of variances of distribution of scores of Commitment to Democratic Values in LMI group and Control group, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 30.

Table 30

Indices of Normality and Homogeneity of Commitment to Democratic Values before treatment

Types of democracy	Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
Total values	LMI	.97*	4.46**
	Control	.95*	
Ideological democracy	LMI	.95*	7.59 **
	Control	.95*	
Practical democracy	LMI	.98*	.01 *
	Control	.98*	
Socio-economic democracy	LMI	.96*	1.75*
	Control	.97*	
Ethical democracy	LMI	.93**	.32*
	Control	.91**	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.97, df=33, p>.05) indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Total) of LMI group before intervention. The Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Total) of control group before intervention. The Shapiro-Wilk statistic of normality (S-W=.95, df=33, p>.05) is same in the

cases of Commitment to Democratic values (Ideological Democracy) of LMI group and Control groups. It indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Ideological Democracy) of LMI group and control group before intervention. The Shapiro-Wilk statistic of normality (S-W=.98, df=33, p>.05) is same in the cases of Commitment to Democratic values (Practical Democracy) of LMI group and Control groups. It indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Practical Democracy) of LMI group and control group before intervention. The Shapiro-Wilk statistic of normality (S-W=.96, df=33, p>.05) indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Socio-economic Democracy) of LMI group before intervention. The Shapiro-Wilk statistic (S-W=.97, df=33, p>.05) indicates that there is chance of reasonable assumption of normality of distribution in Socio-economic values of control group. In the case of Ethical democracy Shapiro-Wilk statistic of LMI group (S-W=.93, df=33, p<.05) and control group (S-W=.91, df=33, p<.05) there is chance of deviation from normality before intervention.

Leven's statistic show that variances of Commitment to Democratic Values (Total) for control and LMI groups are not equal (F=4.46, p<.05). Hence it can be concluded that control group and experimental groups in Commitment to Democratic Values (Total) may not from a homogenous normal population. Similarly, variances of Commitment to Democratic Values (Ideological democracy) for control and LMI groups are not equal (F=7.59, p<.05). Hence it can be concluded that control group and experimental groups in Commitment to Democratic Values (Ideological) may not come from a homogenous normal population. In the case of Commitment to Democratic values (Practical

Democracy) Leven's statistic (1.75, p>.05) indicates that the control and LMI groups are not significantly different in the variances of scores of Commitment to Democratic Values (Practical Democracy) and so come from a homogenous population. In the case of Commitment to Democratic values (Socio-economic Democracy) Leven's statistic (1.75, p>.05) indicates that the control and LMI groups are not significantly different in the variances of scores of Commitment to Democratic Values (Socio-economic Democracy) and so come from a homogenous population. In the case of Commitment to Democratic values (Ethical Democracy) Leven's statistic (.32, p>.05) indicates that the control and LMI groups are not significantly different in the variances of scores of Commitment to Democratic Values (Socio-economic Democracy) and so come from a homogenous population. It can be concluded that though homogeneity is not visible between control and experimental groups in the total and ideological democratic values, they are homogenous in practical, Socio-economic, and ethical democratic values. So there is no strong objection to the normality of the distributions of the scores of commitment to democratic values.

Further judgment of normality was performed with Q-Q plots as shown in Figure 9.
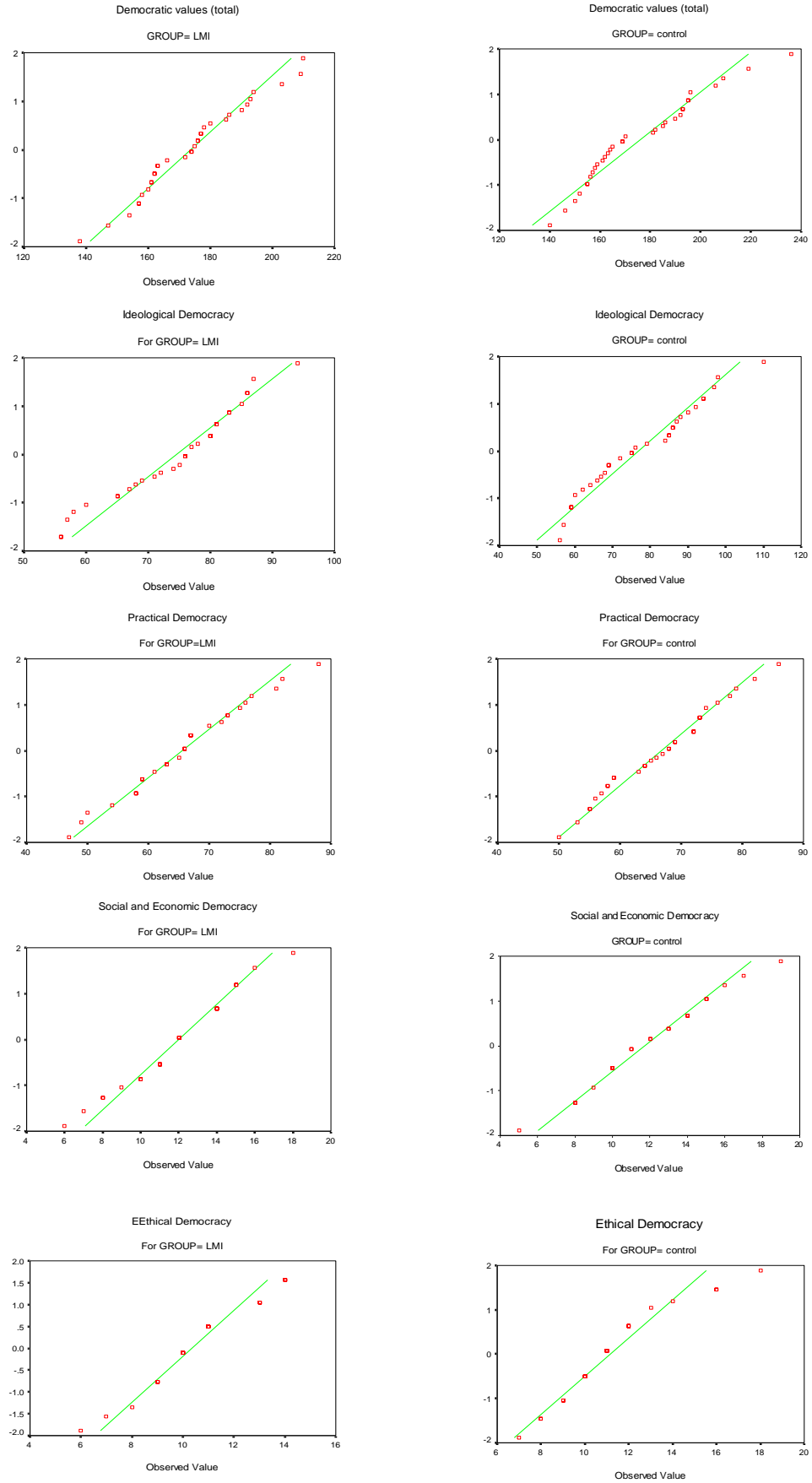
Figure 9 Q-Q Plots of scores of Commitment to Democracy Citizenship Values before intervention in LMI and Control groups.

Figure 9 shows quintile-quintile plots (Q-Q plots) for the control and LMI groups fit the normal distribution in the scores of Commitment to Democratic Citizenship Values at five levels, viz., 1. Total values 2. Ideological Democratic Values 3.Practical Democratic Values 4.Socio-economic Democratic Values 5.Ethical Values. Though a few points seem deviant, they need not be considered as outliers as they fall within the premise of diagonal line. So the distribution of scores of Commitment to Democratic Citizenship Values at five levels may be considered normal both in control and experimental groups.

5. Achievement in Civics among Secondary School students after treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of dependent variable, Achievement in Civics after conducting the experimental treatment – post-test (Total score, Lower Order Objectives of remembering, understanding and application, and Higher Order objectives of analysis, evaluation) in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group were estimated. The results are presented in Table 31.

Table 31

Statistical Constants of Achievement in Civics of LMI and Control groups after treatment

Level of objectives	Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
Total	LMI	16.96	16.00	16.00	3.86	-.25	-.64
	Control	13.12	13.00	9.00	5.01	.19	-1.04
Lower Order	LMI	9.27	8.00	8.00	2.18	.01	-1.22
	Control	6.15	7.00	7.00	2.65	.16	-1.03
Higher Order	LMI	7.69	8.00	8.00	1.99	-.64	-.12
	Control	6.96	7.00	8.00	2.88	.18	-.64

N=33, [a]SE of Skewness .41= , [b]SE of Kurtosis: .79

The results show that Mean (16.96), Median (16.00), Mode (16.00) of Achievement in Civics (Total objectives) of Experimental Group after treatment are nearly equal. Index of Skewness (-.25, SE=.40) shows that distribution is slightly negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (-.64, SE = .79) shows that the distribution is platykurtic. The ratio between Kurtosis and its standard error is less than 1.96 which indicates that the estimated kurtosis is not significant. Mean (13.12), Median (13.00) and Mode (9.00) of Achievement in Civics (Total Objectives) are nearly equal. The indices of Skewness (.19, SE = .40) and Kurtosis (-1.04, SE=.79) show that distribution is slightly positively skewed and platykurtic. The ratio between Skewness and its standard error is less than 1.96. The ratio between Kurtosis and its standard error is less than 1.96 is less than 1.96. It shows that estimated skewness and kurtosis are not significant and hence the distribution is normal.

Mean (9.27), Median (8.00) and Mode (8.00) of Achievement in Civics (Lower Order Objectives) of LMI group are nearly equal. Indices of Skewness (.01, SE = .40) and Kurtosis (-1.22, SE=.79) indicate that the distribution is nearly symmetric and platykurtic. The ratio between kurtosis and its SE is less than 1.96 and so estimated kurtosis is not significant. Mean (6.15), Median (7.00), and Mode (7.00) of Achievement in Civics (Lower Order Objectives) of Control Group are nearly equal. Indices of Skewness (.16, SE =.40) and Kurtosis (-1.03, SE = .79) show that the distribution is slightly positively skewed platykurtic. The ratios of estimated skewness and kurtosis with their standard errors are less than 1.96 which shows that estimated skewness and kurtosis are not significant. So it is concluded that distribution of Achievement in Civics (Lower Order Objectives) of both LMI and Control groups are normal.

Mean (7.69), Median (8.00) and Mode (8.00) of Achievement in Civics (Higher Order Objectives) of LMI group are nearly equal. Indices of Skewness (-.64, SE= .40) and Kurtosis (-.12, SE =.79) show that the distributions is slightly negatively skewed and platykurtic. The ratios between estimated skewness and its standard error, and between kurtosis and its standard error are less than 1.96 and so estimated skewness and kurtosis are not significant. Mean (6.96), Median (7.00) and Mode (8.00) of Achievement in Civics (Higher Order Objectives) of Control group are nearly equal. Indices of Skewness (.18, SE=.40) and Kurtosis (-.64, SE=.79) show that the distribution is slightly positively skewed and platykurtic. The ratios between skewness and its standard error, and between kurtosis and its standard error are less than 1.96 which shows that estimated skewness and kurtosis are not significant. It is concluded that distribution of Achievement in Civics (Higher Order Objectives) of both experimental and control groups are normal.

The mean scores of Experimental and Control groups in Achievement in Civics at three levels of objectives, viz., Total (16.96 &13.12 respectively), Lower Order (9.27 & 6.15 respectively) and Higher Order (7.69 & 6.96 respectively) show mutual difference and hence it can be taken as the indicator of effectiveness of treatment carried out in the LMI group.

To further assess the normality and homogeneity of variances of distribution of scores of Achievement in Civics after treatment at three levels of objectives, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 32.

Table32

Indices of Normality and Homogeneity of Achievement in Civics

Level of objectives	Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
Total Objectives	LMI	.95*	2.47*
	Control	.95*	
Lower Order Objectives	LMI	.91**	1.31*
	Control	.95*	
Higher Order Objectives	LMI	.93**	5.00**
	Control	.96*	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.95, df=33, p>.05) indicates that the normality of distribution is reasonably assumable in Achievement in Civics after experimental treatment (total objectives) of LMI group. Similarly the Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that the distribution of scores of Achievement in Civics (total objectives) of control group also may be reasonably assumed to be normal. In the case of Achievement in Civics of LMI group (Lower order objectives) Shapiro-Wilk statistic (S-W=.91, df=33, p<.05) indicates that the distribution is vulnerable to lack of normality of distribution. But in the case of Achievement in Civics (Lower order objectives) of control group Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that there is chance to reasonably assume that the distribution is normal. The significance of deviation from normality may be accorded to distribution of Achievement in Civics (Higher Order Objectives) of LMI group as shown by Shapiro-Wilk statistics (S-W=.93, df=33,p<.05).

Normality is a reasonable assumption for the scores of Achievement in Civics of (Higher Order Objectives) of control group (S-W=.96, df=33, p>.05).

Leven's statistics show that variances of Achievement in Civics (total objectives) for control and LMI groups are equal (F=2.47, p>.05), variances of Achievement in Civics (Lower order objectives) for control and LMI groups are equal (F=1.31, p>.05), and variances of Achievement in Civics (Higher Order Objectives) for control and LMI groups are not equal (F=5.00, p>.05). Hence it is concluded that scores of Achievement in Civics at total and lower order levels of objectives are homogenous for both control and experimental groups, and the scores are not homogenous for control and LMI groups at higher order level of objectives. Further judgment of normality was performed with Q-Q plots shown in Figure 10.
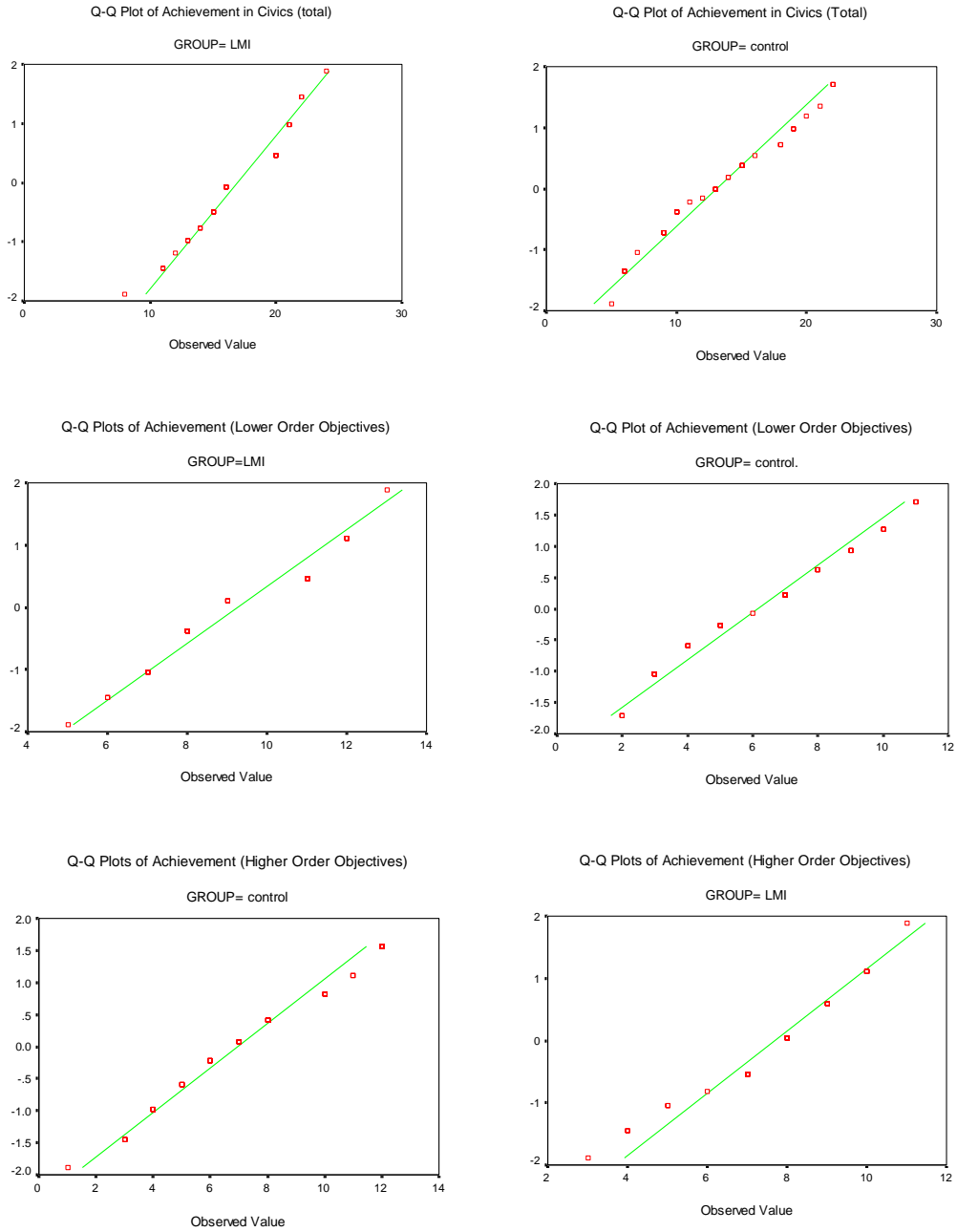
Figure 10 Q-Q Plots of scores of Achievement in Civics at three levels of objectives (total, Lower Order & Higher Order) in LMI and Control groups after experimental treatment

Figure 10 shows that most of Q-Q plots of the scores of Achievement in Civics of both control and LMI groups at three levels of objectives, viz., total, higher order, and lower order fall on the diagonal line of the plot. Hence it is concluded that distribution of Achievement in Civics after experimental treatment (post-test) is normal in both control and experimental groups at three levels of objectives.

6. Cognitive Citizenship Skills among Secondary School students after treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of the independent variable, i.e. Cognitive Citizenship skills at three levels (Total skills, Skills in dealing with Civic Information, and Skills in dealing with civic engagement issues) in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group after employing the experimental treatment were estimated using post-test procedure. The results are presented in Table 33

Table 33

Statistical Constants of Cognitive Citizenship Skills in Civics of LMI and Control groups after treatment

Levels of Skills	Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
Total Skills	LMI	71.36	72.00	72.00	5.28	-.99	.29
	Control	64.00	64.00	57.00	9.25	.14	-.89
Dealing with civic information	LMI	23.94	24.00	23.00	2.39	.12	.33
	Control	21.52	22.00	18.00	3.34	.22	-.65
Dealing with civic engagement	LMI	47.42	49.00	48.00	4.69	-1.23	.69
	Control	42.48	43.00	46.00	6.87	.05	-.76

N=33, [a]SE of Skewness = .41 , [b]SE of Kurtosis: .79

The results show that Mean (71.36), Median (72.00), Mode (72.00) of Cognitive Citizenship Skills (Total) of Experimental Group after treatment are nearly equal. Index of Skewness (-.99, SE=.41) shows that distribution is negatively skewed. The ratio between Skewness and its standard error is higher than 1.96 which indicates that the estimated skewness is significant. Index of Kurtosis (.29, SE = .79) shows that the distribution is slightly leptokurtic. The estimated kurtosis is not significant as the ratio between kurtosis value and its standard error is less than 1.96. Mean (64.00), Median (64.00) and Mode (57.00) of Cognitive Citizenship Skills (Total) of Control Group are nearly equal. The indices of Skewness (.14, SE =.41) and Kurtosis (-.89, SE=.79) show that distribution is slightly positively skewed and leptokurtic. The ratio between Skewness and its standard error is less than 1.96. The ratio between Kurtosis and its standard error is less than 1.96. Hence, the estimated skewness and kurtosis are not significant and so the distributions are normal.

Mean (23.94), Median (24.00) and Mode (23.00) of Cognitive Citizenship Skills (Dealing with information) of LMI group after intervention are nearly equal. Indices of Skewness (.12, SE =.41) and Kurtosis (.33, SE=.79) indicate that the distribution is slightly positively skewed and leptokurtic. The ratios between skewness and its Standard error, and between kurtosis and its standard error are less than 1.96 and so estimated skewness and kurtosis are not significant. Mean (21.52), Median (22.00), and Mode (18.00) of Cognitive Citizenship Skills (Dealing with information) of Control Group are nearly equal. Indices of Skewness (.22, SE =.41) and Kurtosis (-.65, SE =.79) show that the distribution is slightly skewed positively and leptokurtic. The ratios between estimated skewness and its standard error, between kurtosis and its standard error

are less than 1.96. So it is concluded that distribution of Cognitive Citizenship Skills (Dealing with information) of both LMI and Control groups are normal.

Mean (47.42), Median (49.00) and Mode (48.00) of Cognitive Citizenship Skills (Dealing with Civic engagement issues) of LMI group after experimental treatment are nearly equal. Indices of Skewness (-1.23, SE=.41) and Kurtosis (.69, SE = .79) show that the distributions is negatively skewed and leptokurtic. The ratio between estimated skewness and its standard error is higher than 1.96 and so the estimated negative skewness is significant. The ratio between kurtosis and standard error is less than 1.96 and not significant. Mean (42.48), Median (43.00) and Mode (46.00) of Cognitive Citizenship Skills (Dealing with Civic Engagement issues) of Control group after intervention are nearly equal. Indices of Skewness (.05, SE=.41) and Kurtosis (-.76, SE=.79) show that the distribution is nearly symmetrical and platykurtic. The ratio between kurtosis and its standard error is less than 1.96 and so estimated kurtosis is not significant. It is concluded that distribution of Cognitive Citizenship Skills (Dealing with Civic engagement issues) of both experimental and control groups are normal.

To further assess the normality and homogeneity of variances of distribution of scores of Cognitive Citizenship Skills at three levels of skills, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 34.

Table 34

Indices of Normality and Homogeneity of Cognitive Citizenship Skills after treatment

Level of objectives	Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
Total Skills	LMI	.85**	11.67**
	Control	.95*	
Dealing with civic information	LMI	.97*	5.47**
	Control	.95*	
Dealing with civic engagement	LMI	.85**	6.41**
	Control	.97*	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.85, df=33, p<.05) indicates that there is a chance of significant deviation from normality in the distribution of Cognitive Citizenship Skills (total skills) of LMI group after intervention. The Shapiro-Wilk statistic (S-W=.95, df=33, p>.05) indicates that the distribution of scores of Cognitive Citizenship Skills (Total) of control group after intervention may be reasonably assumed to be normal. In the case of Cognitive Citizenship Skills (dealing with civic information) of LMI group, Shapiro-Wilk statistic (S-W=.97, df=33, p>.05) indicates that the distribution is normal. Similarly in the case of Cognitive Citizenship Skills (dealing with civic information) of control group, Shapiro-Wilk statistic (S-W.95=, df=33, p>.05) indicates that normality of distribution is reasonably assumable. The Shapiro-Wilk statistic of normality (S-W=.85, df=33, p<.05) indicates that there is a chance of significant deviation from normality in the distribution of Cognitive Citizenship Skills (dealing with civic engagement issues) of LMI group after intervention. The Shapiro-Wilk statistic (S-W=.97, df=33, p>.05) indicates that

the distribution of scores of Cognitive Citizenship Skills (dealing with civic engagement issues) of control group may be reasonably assumed to be normal.

Leven's statistics show that variances of Cognitive Citizenship Skills (total) for control and LMI groups are not equal (F=11.67, p<.05), variances of Cognitive Citizenship Skills (dealing with civic information) for control and LMI groups are not equal (F=5.47, p<.05), and variances of Cognitive Citizenship Skills (dealing with civic engagement issues) for control and LMI groups are not equal (F=6.41, p<.05). Hence it can be concluded that scores of Cognitive Citizenship Skills at three levels of skills are not homogenous for control and experimental groups after intervention. Further judgment of normality was performed with Q-Q plots as shown in Figure 11.
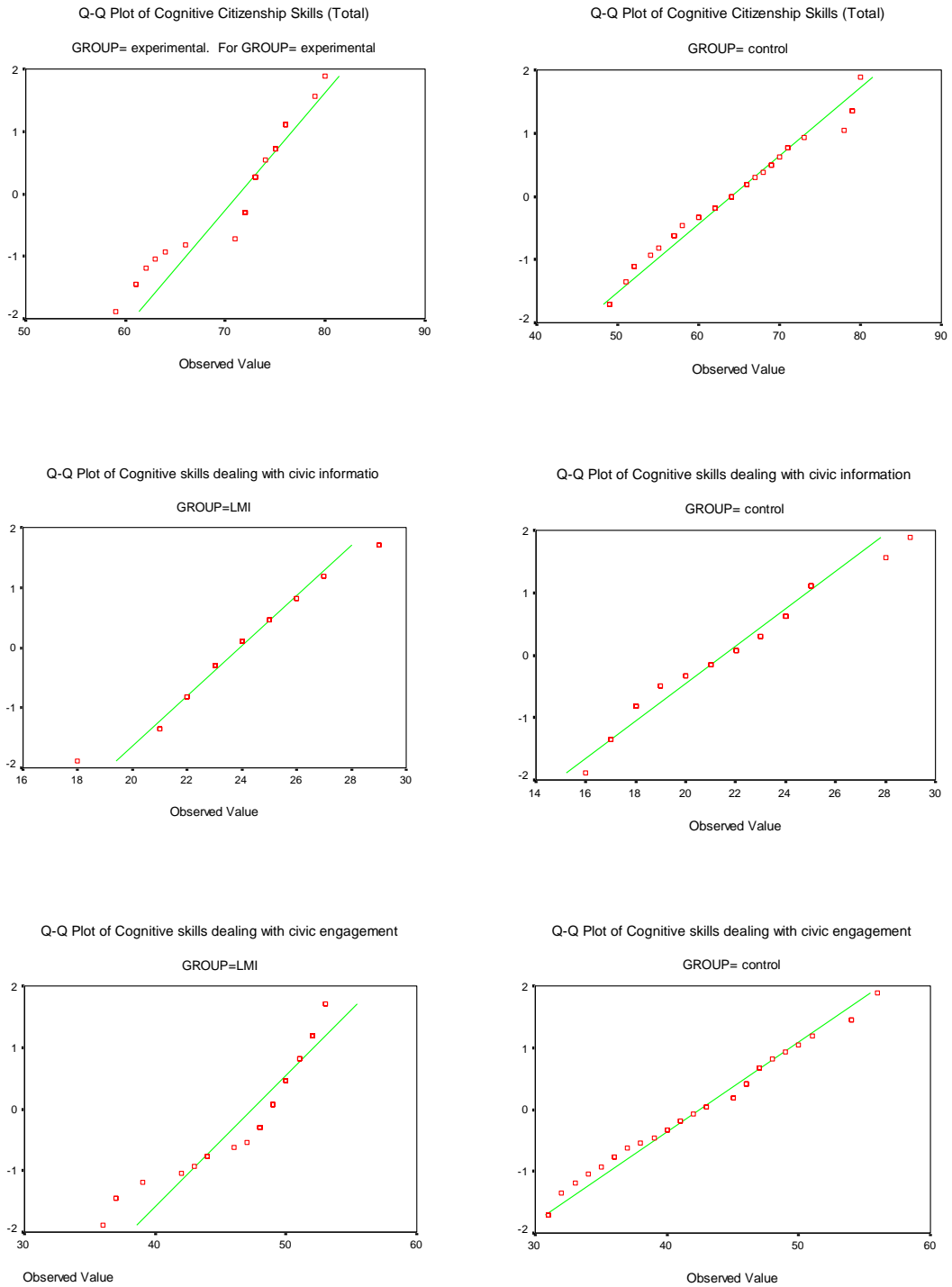
Figure 11. Q-Q Plots of scores of Cognitive Citizenship Skills after intervention at three levels (total skills, skills dealing with civic information and skills dealing with civic engagement issues in LMI and Control groups

Figure 11 shows quintile-quintile plots (Q-Q plots) for the control and LMI groups fit the normal distribution. Though a few points seem deviant, they need not be considered as outsiders as they fall within the premise of diagonal line. So the distribution of scores of cognitive skills at three levels both in control and experimental groups may be considered normal.

7. Participatory Citizenship Skills among Secondary School students after treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of the independent variable, Participatory Citizenship Skills after treatment in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group were estimated using post-test procedure. The results are presented in Table 35

Table 35

Statistical Constants of Participatory Citizenship Skills of LMI and Control groups after treatment

Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
LMI	78.12	77.00	76.00	6.64	.26	-.02
Control	74.30	74.00	73.00	5.18	.06	1.13

N=33, [a]SE of Skewness = .41 , [b]SE of Kurtosis: .79

The results show that Mean (78.12), Median (77.00) and Mode (76.00) of Cognitive Citizenship Skills (Total) of Experimental Group after the treatment are nearly equal. Index of Skewness (.26, SE=.41) shows that distribution shows slight positive skewness. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (-.02 , SE = .79) shows that the distribution is nearly mesokurtic.. Mean (74.30), Median (74.00) and Mode (73.00) of Participatory

Citizenship Skills of Control Group are nearly equal. The indices of Skewness (.06, SE =.41) and Kurtosis (1.13, SE=.79) show that distribution is nearly symmetric and Leptokurtic. The ratio between Kurtosis and its standard error is less than 1.96 which shows that estimated kurtosis is not significant and hence the distribution is normal.

To further assess the normality and homogeneity of variances of distribution of scores of Participatory Citizenship skills in LMI group and Control group, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 36.

Table 36

Indices of Normality and Homogeneity of Participatory Citizenship Skills after treatment

Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
LMI	.97*	1.96 *
Control	.98*	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.97, df=33, p>05) indicates that there is a chance of significant reasonable normality in the distribution of Participatory Citizenship Skills of LMI group after intervention. The Shapiro-Wilk statistic (S-W=.98, df=33, p>.05) indicates that the distribution of scores of Participatory Citizenship Skills of control group may be reasonably assumed to be normal. Leven's statistics show that variances of Participatory Citizenship Skills for control and LMI groups are equal (F=1.96, p>.05). Hence it can be concluded that scores of Participatory Citizenship Skills in control group show normality of distribution in control and LMI groups. Further judgment of normality was performed with Q-Q plots as shown in Figure 12.
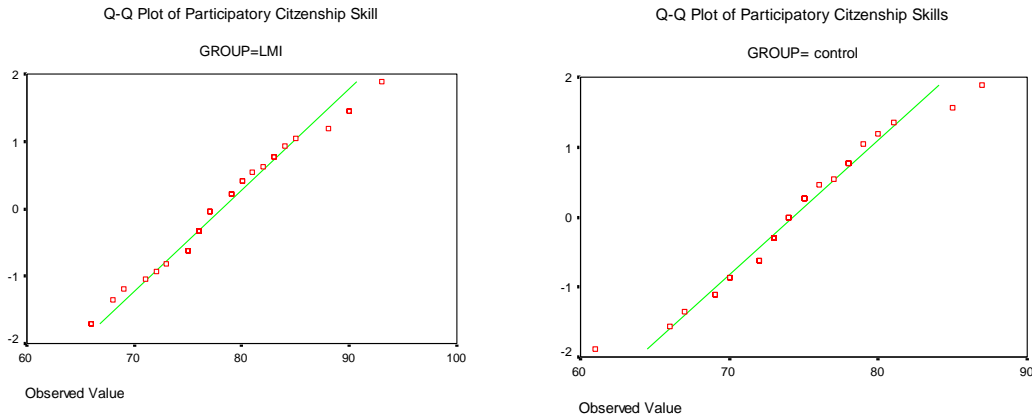
Figure 12. Q-Q Plots of scores of Participatory Citizenship Skills after intervention in LMI and Control groups

Figure 12 shows quintile-quintile plots (Q-Q plots) for the control and LMI groups fit the normal distribution. Though a few points seem deviant, they need not be considered as outsiders as they fall within the premise of diagonal line. So the distribution of scores of cognitive skills at three levels both in control and experimental groups may be considered normal.

8. Commitment to Democratic Values among Secondary School students after treatment

Important statistical indices viz., Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the scores of the independent variable, Commitment to Democratic Values after treatment in each of Experimental Group (Legislative Model of Civics Instruction – LMI) and Control Group were estimated using post-test procedure. The results are presented in Table 37.

Table 37

Statistical Constants of Commitment to Democratic Values of LMI and Control

groups after treatment

Types of democracy	Sample	Mean	Median	Mode	SD	Skewness[a]	Kurtosis[b]
Total values	LMI	201.00	197.00	192.00	19.03	-.41	.21
	Control	189.39	198.00	206.00	20.95	-.55	-.76
Ideological democracy	LMI	92.82	92.00	86.00	10.84	-.59	.39
	Control	84.88	90.00	96.00	14.02	-.54	-.83
Practical democracy	LMI	74.27	75.00	71.00	7.29	-.75	.60
	Control	67.69	69.00	70.00	6.59	-.49	-.10
Socio-economic democracy	LMI	12.85	13.00	13.00	2.62	-.61	-.72
	Control	13.06	13.00	13.00	2.18	.38	.79
Ethical democracy	LMI	10.48	10.00	8.00	2.50	.18	-1.12
	Control	12.81	13.00	10.00	2.89	.09	.16

N=33, [a]SE of Skewness = .41, [b]SE of Kurtosis: .79

The results show that Mean (201.00), Median (197.00), Mode (192.00) of Commitment to Democratic Values (Total) of LMI Group after the treatment are nearly equal. Index of Skewness (-.41, SE=.41) shows that distribution is slightly negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.21, SE = .79) shows that the distribution is slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (189.39), Median (198.00) and Mode (206.00) of Commitment to Democratic Values (Total) of Control Group are not so equal to indicate normality. The indices of Skewness (-.55, SE =.41) and Kurtosis (-.76, SE=.79) show that distribution is slightly negatively skewed and platykurtic. The ratio between Skewness and its standard error is less than 1.96 and hence the estimated skewness is not significant. The ratio between Kurtosis and its

standard error is less than 1.96 and hence the estimated kurtosis can't be taken as significant.

Mean (92.82), Median (92.00), Mode (86.00) of Commitment to Democratic Values (Ideological Democracy) of LMI Group after the treatment are nearly equal. Index of Skewness (-.59, SE=.41) shows that distribution is slightly negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.39, SE = .79) shows that the distribution is slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (84.88), Median (90.00) and Mode (96.00) of Commitment to Democratic Values (Ideological Democracy) of Control Group are nearly equal. The indices of Skewness (.30, SE =-.54) and Kurtosis (-.83, SE=.79) show that distribution is slightly positively skewed and platykurtic. The ratio between Skewness and its standard error is less than 1.96 and hence the estimated skewness is not significant. The ratio between Kurtosis and its standard error is less than 1.96 and hence estimated kurtosis is not significant.

Mean (74.27), Median (75.00), and Mode (71.00) of Commitment to Democratic Values (Practical Democracy) of LMI Group after the treatment are nearly equal. Index of Skewness (-.75, SE=.41) shows that distribution is negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.60, SE = .79) shows that the distribution is slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (67.69) and Median (69.00) and Mode (70.00) of Commitment to Democratic Values (Practical Democracy) of Control Group are nearly equal. The indices of Skewness (-.49, SE =.41) and Kurtosis (-.10,

SE=.79) show that distribution is slightly negatively skewed and platykurtic. The ratio between skewness and its standard error is less than 1.96 and hence not significant. The ratio between Kurtosis and its standard error is less than 1.96 and hence estimated kurtosis is not significance.

Mean (12.85), Median (13.00) and Mode (13.00) of Commitment to Democratic Values (Socio-economic Democracy) of LMI Group after the treatment are nearly equal. Index of Skewness (-.61, SE=.41) shows that distribution is slightly negatively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (.31, SE = .79) shows that the distribution is slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (13.06) and Median (13.00) and Mode (13.00) of Commitment to Democratic Values (Socio-economic Democracy) of Control Group are equal. The indices of Skewness (.38, SE =.41) and Kurtosis (.79, SE=.79) show that distribution is slightly positively skewed and nearly leptokurtic. The ratios between skewness and its standard error, and between kurtosis and its standard error are less than 1.96 and hence estimated skewness and kurtosis are not significant.

Mean (10.48), Median (10.00) and Mode (8.00) of Commitment to Democratic Values (Ethical Democracy) of LMI Group after the treatment are nearly equal. Index of Skewness (.18, SE=.41) shows that distribution is slightly positively skewed. The ratio between Skewness and its standard error is less than 1.96 which indicates that the estimated skewness is not significant. Index of Kurtosis (-1.12, SE = .79) shows that the distribution is slightly platykurtic. The ratio between kurtosis and its standard error is less than 1.96 and so the estimated kurtosis is not significant. Mean (12.81), Median (10.00) and Mode (13.00) of Commitment to Democratic Values (Ethical Democracy) of Control Group are

nearly equal. The indices of Skewness (.09, SE =.41) and Kurtosis (.16, SE=.79) show that distribution is nearly symmetric and slightly leptokurtic. The ratio between kurtosis and its standard error is less than 1.96 and hence estimated kurtosis is not significant.   To further assess the normality and homogeneity of variances of distribution of scores of Commitment to Democratic Values in LMI group and Control group, Shapiro-Wilk test for normality and Levene's test for homogeneity were done. The results are summarized in Table 38.

Table 38

Indices of Normality and Homogeneity of Commitment to Democratic Values after treatment

Types of democracy	Sample	Shapiro-Wilk Statistic (S-W)[a]	Levene's Statistic [b]
Total values	LMI	.94*	.84*
	Control	.93**	
Ideological democracy	LMI	.95*	4.51 **
	Control	.93**	
Practical democracy	LMI	.95*	.67 *
	Control	.97*	
Socio-economic democracy	LMI	.89**	2.38*
	Control	.96*	
Ethical democracy	LMI	.94*	.11*
	Control	.97*	

[a] df =33 *p>.05, **p<.05 , [b] df1=1, df2=64

The Shapiro-Wilk statistic of normality (S-W=.94, df=33, p>.05) indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Total) of LMI group after intervention. The Shapiro-Wilk statistic (S-W=.93, df=33, p<.05) indicates that

there is chance of reasonable assumption of deviation from normality of distribution of Commitment to Democratic Values (Total) of control group after intervention. The Shapiro-Wilk statistic of normality (S-W=.95, df=33, p>.05) shows that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Ideological Democracy) of LMI group. Normality assumption is not attributable to the case of distribution of Commitment to Democratic Values (Ideological democracy) of control groups as is shown by the statistic (S-W=.93, df=33, p<.05). The Shapiro-Wilk statistic of normality (S-W=.95, df=33, p>.05) shows that the distribution of scores of Commitment to Democratic values (Practical Democracy) of LMI group may be attributed normality. Distribution of scores of Commitment to democratic values (Practical democracy) of control groups is significantly reasonable to claim normality (S-E=.97, df=33, p>.05). The Shapiro-Wilk statistic of normality (S-W=.89, df=33, p<.05) indicates that there is no chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Socio-economic Democracy) of LMI group after intervention. The Shapiro-Wilk statistic (S-W=.96, df=33, p>.05) indicates that there is chance of reasonable assumption of normality of distribution of Commitment to Democratic Values (Socio-economic democracy) of control group after intervention. In the case of LMI (SE=.94, df =33, p>.05) and control group (SE=.94, df=33, p>.05) distribution of scores of democratic values (ethical) can be attributed significant normality.

Leven's statistic show that variances of Commitment to Democratic Values (Total) is equal for control group and LMI groups (F=.84, p>.05). Variances of Commitment to Democratic Values (Ideological democracy) for control group and LMI groups are not equal (F=.4.51, p<.05). In the case of Commitment to Democratic values (Practical Democracy) Leven's statistic (.67,
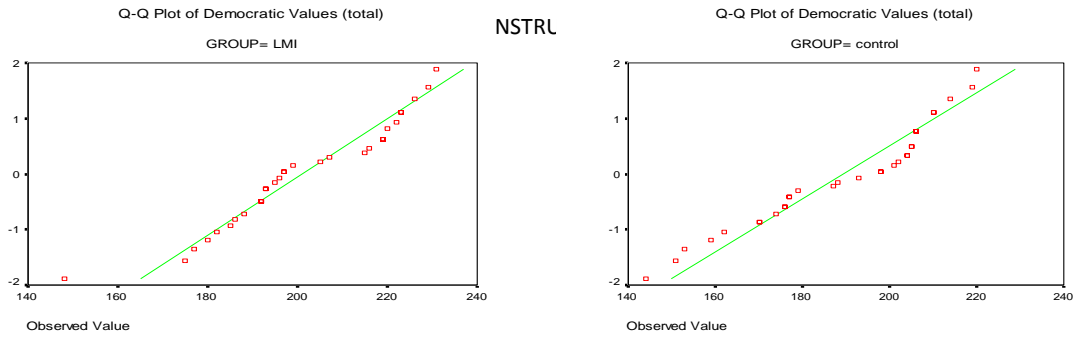
Q-Q Plot of Democratic Values (total)
GROUP= LMI

Q-Q Plot of Democratic Values (total)
GROUP= control

NSTRL

p>.05) indicates that the control and LMI groups are not significantly different in the variances of scores. In the case of Commitment to Democratic values (Socio-economic Democracy) Leven's statistic (2.38, p>.05) indicates that the control and LMI groups are not significantly different in the variances of scores. In the case of Commitment to Democratic values (Ethical Democracy) Leven's statistic (.11, p>.05) indicates that the control and LMI groups are not significantly different in the variances of scores.

Further judgment of normality was performed with Q-Q plots as shown in Figure13.
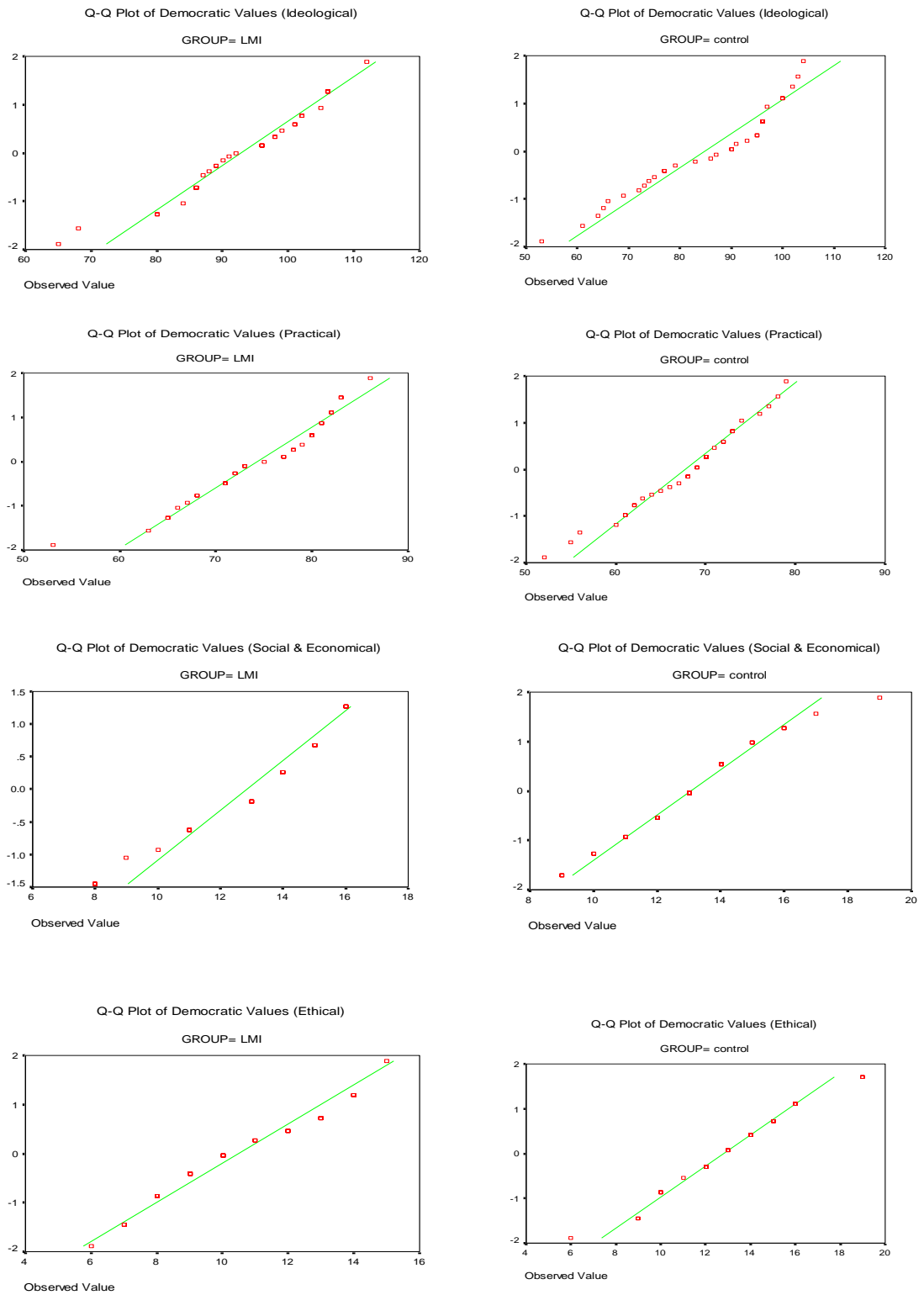
Figure 13. Q-Q Plots of Democratic values after intervention in LMI and Control groups.

Figure 13 shows quintile-quintile plots (Q-Q plots) for the control and LMI groups fit the normal distribution in the scores of Commitment to Democratic Citizenship Values after intervention at five levels, viz., 1. Total Democratic values 2. Ideological Democratic Values 3.Practical Democratic Values 4.Socio-economic Democratic Values 5.Ethical Democratic Values. Though a few points seem deviant, they need not be considered as outliers as they fall within the premise of diagonal line. So the distribution of scores of Commitment to Democratic Citizenship Values at five levels may be considered normal, both in control and experimental groups.

9. Comparison of Previous Knowledge in Civics of Secondary school students before treatment

Scores of control group and LMI group students on the Test of Previous Knowledge in Civics were compared using Test of significance of difference between means. This was done with the purpose of verifying whether the control group and LMI group are alike or separate on control variable, Previous Knowledge in Civics. The results are given in Table 39.

Table39

Comparison of Mean scores of Democratic Citizenship Knowledge of Secondary School students before treatment

Level of Achievement	Groups	Mean	SD	SE_{mean}	Critical Ratio
Total	LMI	9.72	6.61	.35	.13^{NS}
	Control	9.66	9.65	.34	
Lower Order	LMI	7.67	2.74	.26	.22^{NS}
	Control	7.57	3.83	.33	
Higher Order	LMI	2.06	5.38	.15	-.14^{NS}
	Control	2.09	7.17	.15	

NS=Not significant

From table 39 it is clear that Mean scores of LMI group (9.72) and control group (9.66) do not differ too much. The difference in mean scores was analyzed for significance by t-test. T-value (.13) is less than the tabled value, 1.96 and so not significant which further shows that the control and experimental groups do not differ significantly in Previous Knowledge in Civics (total). This trend repeats in the case of lower order Achievement in Citizenship Knowledge and higher order Achievement in Citizenship Knowledge as the estimated t-values (.22 & -.14) are not significant due to the fact they are less than tabled value required for significance of difference. The distributions of two sets of scores, scores of control group and scores of LMI groups were compared graphically which is presented in Figure 14.
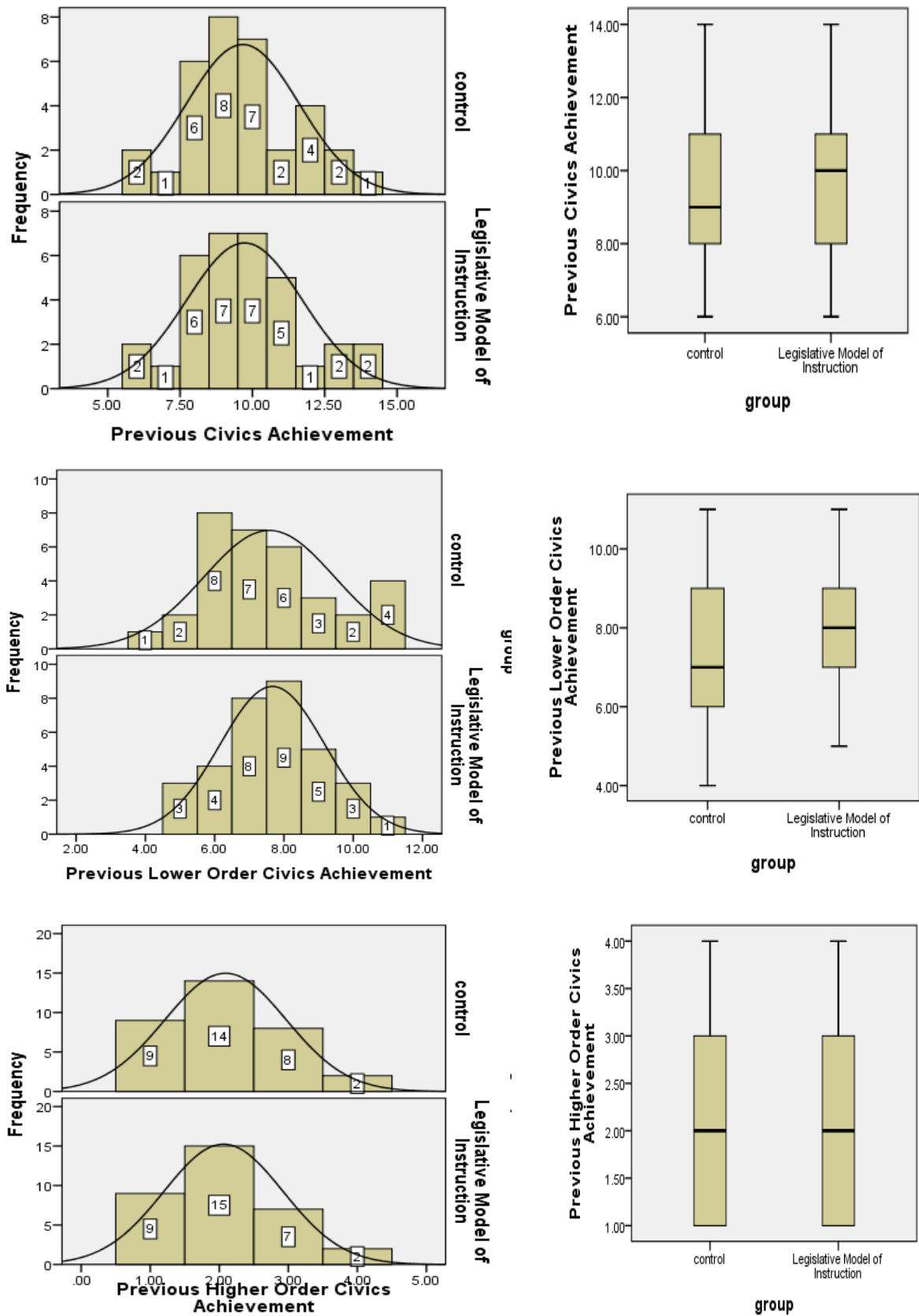
Figure 14. Histograms and Box- plots showing comparison of control and LMI groups on scores of Previous Knowledge in Civics

Histograms show that frequency curves of control and LMI groups seem to be similar. Minimum score, Maximum score, Peaked point, and the mean position… all are almost same for both groups in three levels of objectives, total, higher order and lower order. Box-plots shows that the median position, box length, whisker length are almost same in higher order achievement. It indicates that higher order achievement of both control and experimental groups are of same nature. In the case of total civics achievement, length of boxes and whiskers are same, the only difference is the median position. It reveals the equality of two groups in Civics achievement. In the case of lower order objectives, a slight difference is seen in the length of lower whiskers and lower parts of the boxes which indicates that there may be slight differences between the two distributions. T-values, Histograms, and box-plots helped to conclude that control and LMI groups are almost equally as the Citizenship Knowledge is taken into account.

10. Comparison of Cognitive Citizenship Skills of Secondary School students before treatment

Scores of cognitive citizenship skills of both control and LMI groups were compared to analyze the extent of match between two in Cognitive skills. T-test was done to find out the significance of difference between means of two groups, the results of which are provided in Table 40.

Table40

Comparison of Mean scores of Cognitive Citizenship Skills of Secondary School students before treatment

Level of Skills	Groups	Mean	SD	SE_{mean}	Critical Ratio
Total Skills	LMI	67.24	6.61	1.15	1.26^{NS}
	Control	64.67	9.65	1.68	
Skills dealing with civic information	LMI	22.94	2.74	.48	1.48^{NS}
	Control	21.73	3.83	.67	
Skills dealing with civic engagement	LMI	44.30	5.38	.94	$.87^{NS}$
	Control	42.93	7.17	1.25	

NS=Not significant

Table 40 shows that Mean scores of LMI group is slightly higher than control groups in total skills and two components, viz., skills dealing with information and skills dealing with civic engagement issues. T-values for these three cases show that the difference between two means or the advantage of LMI group over control groups is not significant (1.26, 1.48 & .87) as they are below tabled-value of significance 1.96.

The nature of distributions of control and LMI groups were compared using graphical plotting of distributions in histograms and box-plots. Histograms and box-plots of the distribution of scores of Cognitive citizenship skills for control and LMI groups are given in Figure 15.
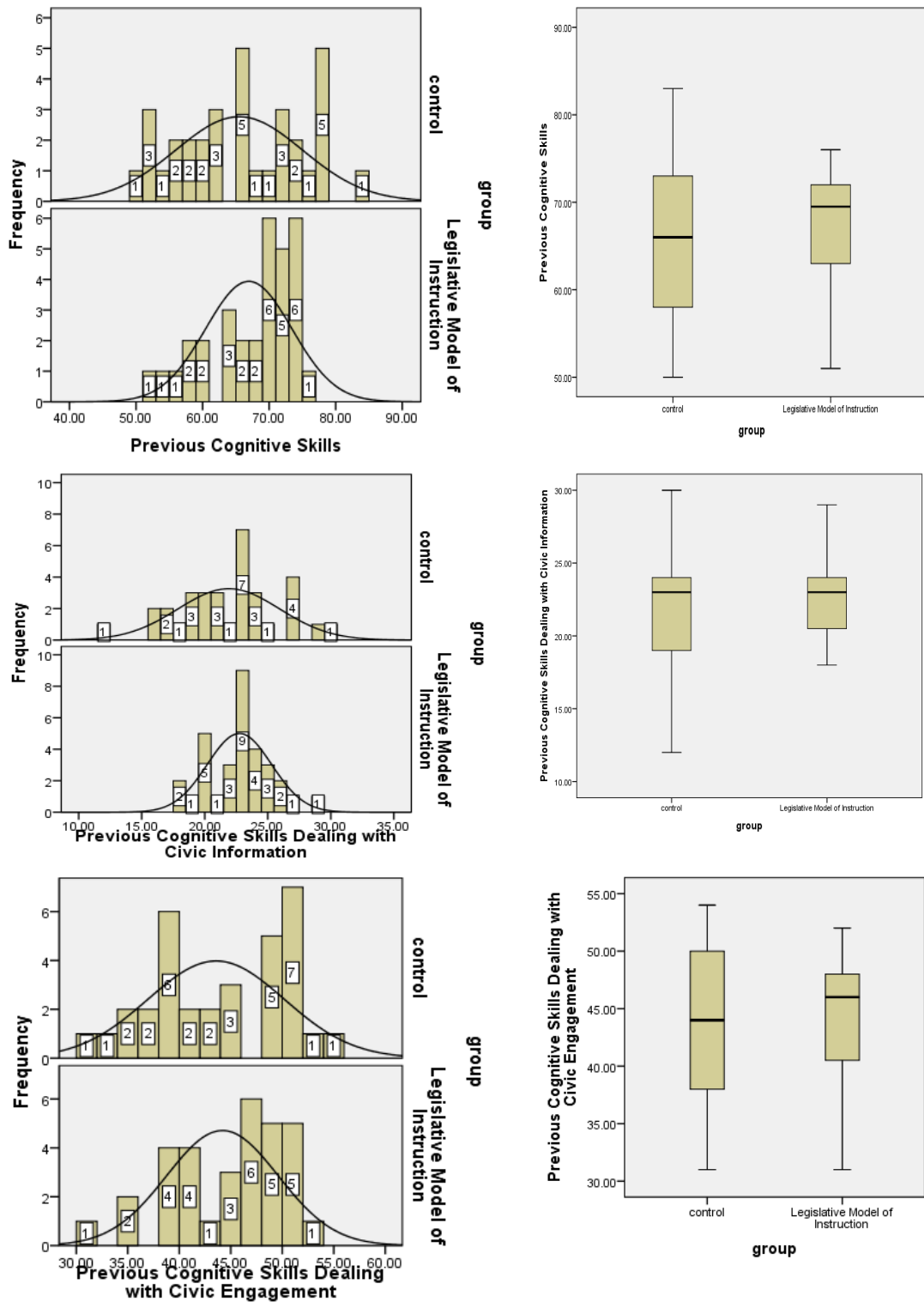
Figure 15. Histograms showing comparison of Control and LMI groups on scores of Cognitive Citizenship Skills before treatment

From the histograms a slight difference between control and LMI groups can clearly be read. More frequency bars are seen there in control groups in all of the three cases 1. Total skills 2.Skills dealing with civic information and 3.Skills dealing with civic engagement. But the difference couldn't create changes in frequency curve which shows that distributions of scores of cognitive skills of control and LMI groups are almost equal. Box plots vividly picturize the difference in the nature of distributions. Median positions in three cases of skills nearly coincide between control and LMI groups. But the boxes of LMI group are short in three instances of total skills and two components which indicate that scores of LMI group are homogenous. The counter boxes of control groups are longer which shows that scores of control groups are widely scattered which is evident from number of bars in the histograms. T-values, histograms and box plots demonstrates slight differences between control and experimental groups in cognitive skill, the difference is not significant and accountable and so the two groups can be considered as match in cognitive skills.

11. Comparison of Participatory Citizenship Skills of Secondary School students before treatment

Self-rated scores of Participatory Citizenship skills of control and LMI groups were compared before treatment by using t-test. The results are given in Table 41.

Table41

Comparison of Mean scores of Participatory Citizenship Skills of Secondary School students before treatment

Groups	Mean	SD	SE_{mean}	Critical Ratio
LMI	75.30	77.00	1.08	1.55^{NS}
Control	73.48	73.00	1.12	

NS = not significant

Mean scores of control and LMI groups in Participatory skills are almost equal. Still, mean score of LMI group is higher than that of control groups. The difference in the mean scores are not significant as the t-value explores (t=1.55). The mean score comparison are furthered by plotting the distributions in histograms and box-plots which are given in Figure 16.
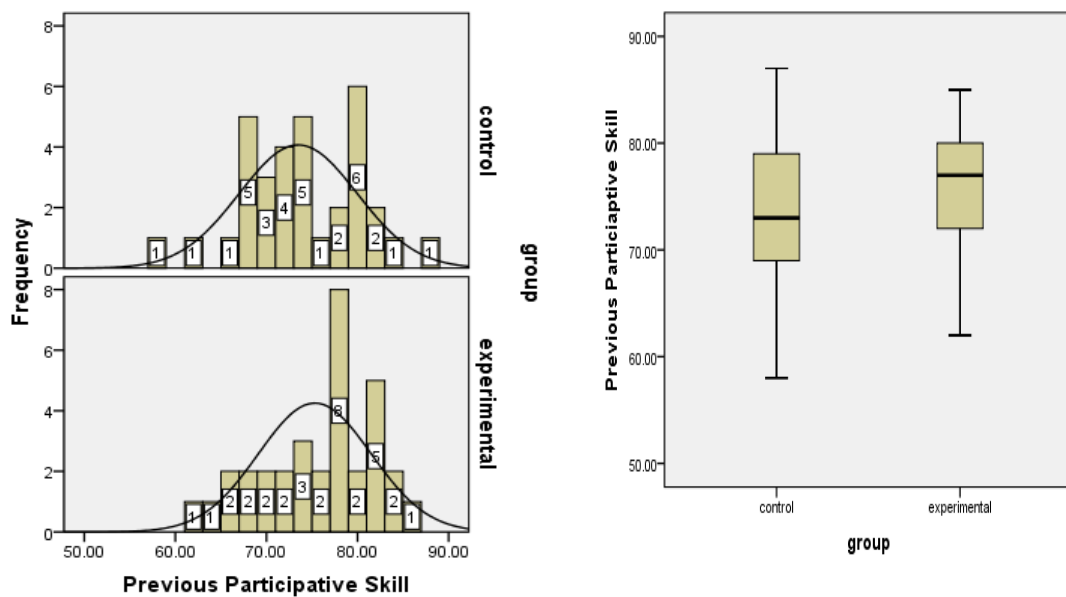
Figure 16. Histogram and box-plot showing comparisons of the scores of Participatory Citizenship Skills before treatment

The histogram shows that there is explicit difference in the count of various frequencies between control and LMI groups. But the frequency curves upon the two are almost same. Box-plot of the experimental group is short in upper and lower whiskers compared to lengthy whiskers of control group. T-value, histogram, and box-plot help to conclude that both control and LMI groups are match in the distribution of scores of cognitive skills before treatment.

12. Comparison of Commitment to Democratic values of Secondary School students before treatment

Scores of commitment to democratic values of control and LMI groups before treatment were compared analyzing the mean scores and testing the significance of mean difference. The detailed values of comparison are provided in Table 42.

Table42

Comparison of Mean scores of Commitment to Democratic Values of Secondary School students before treatment

Level of values	Groups	Mean	SD	SE_{mean}	Critical Ratio
Total Values	LMI	173.64	17.17	2.98	$-.48^{NS}$
	Control	176.03	22.72	3.96	
Ideological democracy	LMI	74.52	9.84	1.71	$-.78^{NS}$
	Control	76.88	14.24	2.48	
Practical democracy	LMI	65.61	9.45	1.64	$-.54^{NS}$
	Control	66.82	8.88	1.54	
Socio-economic democracy	LMI	12.00	2.61	.45	$.39^{NS}$
	Control	11.73	3.01	.52	
Ethical democracy	LMI	10.36	1.90	.33	-1.51^{NS}
	Control	11.15	2.32	.40	

NS=Not significant

Table 42 shows that Mean scores of control group are higher than mean scores of LMI groups in Total democratic values, ideological values, practical values and ethical values. Mean score of LMI group in social-economic aspect is higher than control group. But the differences in mean scores between control and LMI groups are not significant. None of five t-values estimated for assessing the significance of difference between means was found significant. The distribution of scores of democratic values is plotted in the Figure 17.
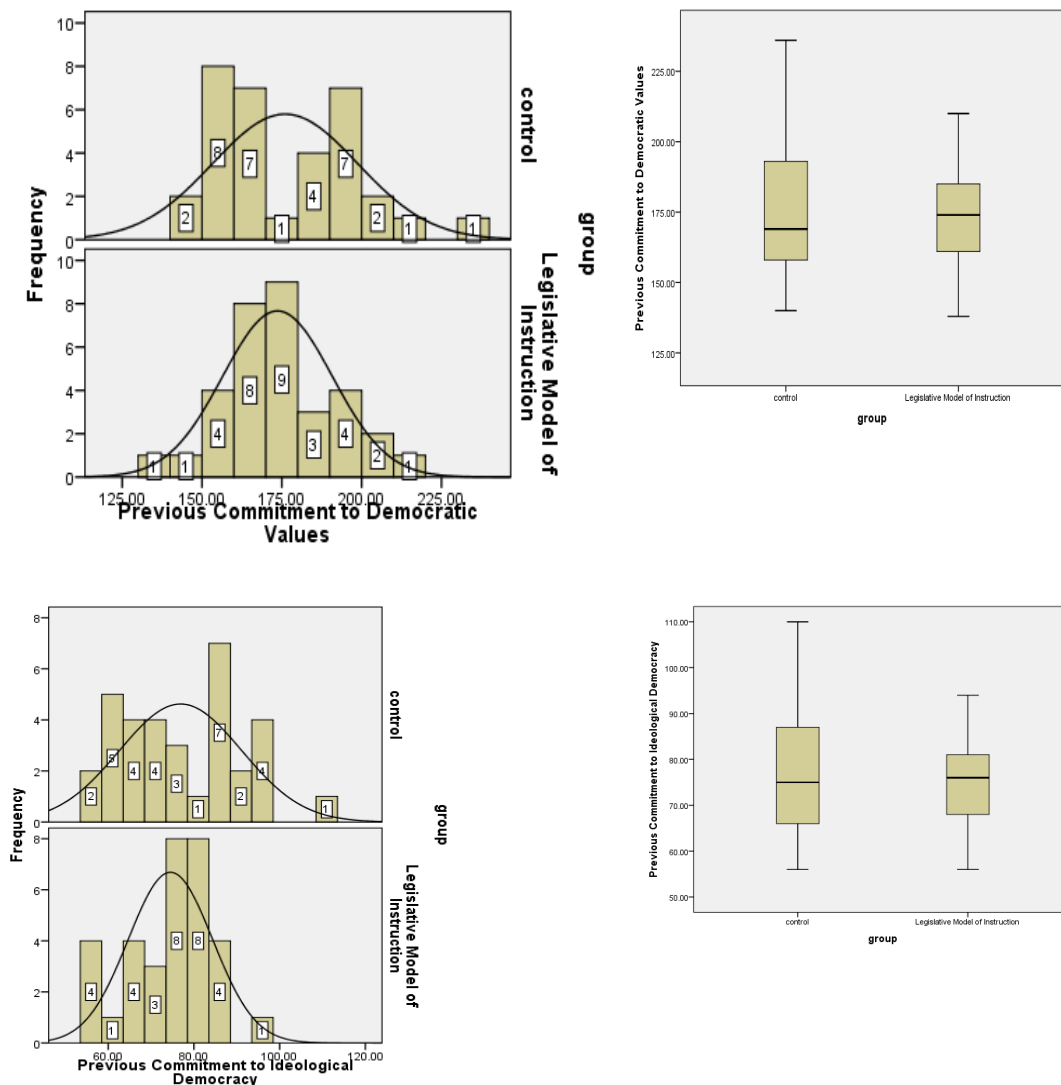
Figure 17. (continue) Histogram and box-plot comparing the scores of commitment to democratic values of control and LMI groups before treatment
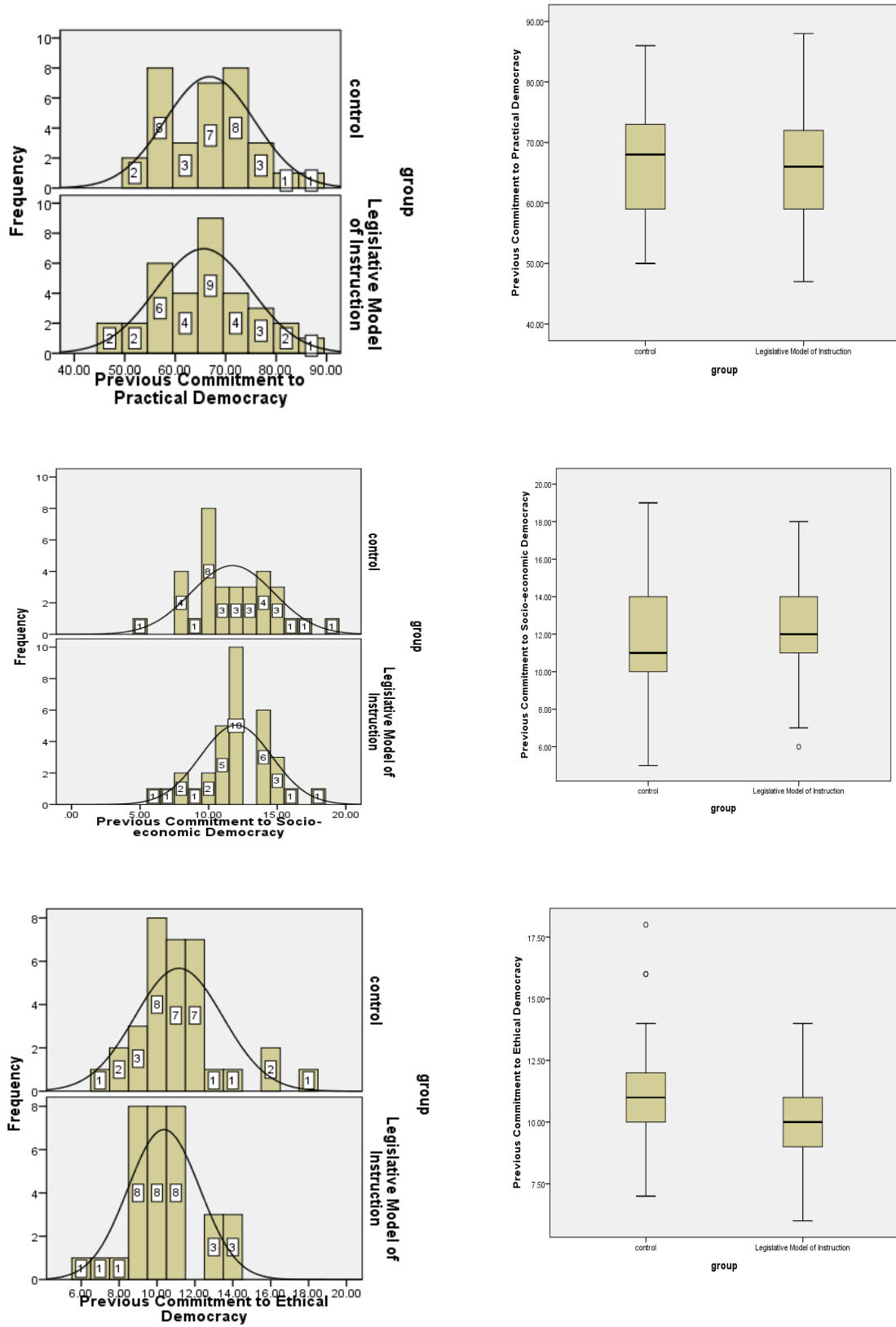
Figure 17. (continue) Histogram and box-plot comparing the scores of commitment to democratic values of control and LMI groups before treatment

The frequency curves in the histograms are almost equal for control and LMI groups which shows that differences which are latent in the distributions of scores of commitment to democracy, and the distributions of scores of five components of democratic values are not worthy enough to substantiate a significant difference. Median lines in almost all of the box-plots coincide for control and experimental groups. The length of whiskers show difference between control and LMI groups but the length of boxes are almost same in all cases. T-values, histograms, and box-plots convince that control and LMI groups are match or not significantly different in the scores of commitment to democratic values.

Discussion

Distributions of scores of dependent variables and control variable are examined in terms of normality, skewness, kurtosis, and homogeneity using various statistical techniques and graphical presentations. Distribution of scores of Previous Knowledge in Civics (total, lower order, and higher order) of LMI and control groups , distribution of scores of Knowledge in Civics (total, lower order, and higher order) of LMI and control groups in post-phase of experimentation, distributions of scores of Cognitive Citizenship Competencies (total skills, skills dealing with civic information, and skills dealing with civic engagement issues) of LMI and control group in pre and post phases of experimentation, distribution of scores of Participatory Citizenship Skills of LMI and control groups in pre and post phases of experimentation, distribution of scores of Commitment to Democratic Values (total values, ideological values, practical values, socio-economic values, and ethical values) were checked and proved to bear normality in most of the statistical analyses employed and graphical presentations. Distributions of scores of all dependent variables and

control variable were authenticated to meet basic assumptions of parametric statistical tests.

On the comparison of scores of Previous Knowledge it is found that both LMI and control groups do not exhibit considerable difference in total, lower order and higher order objectives. On the comparison of scores of Cognitive Citizenship Competencies before experimental treatment, LMI an control groups are found to be match in total skills, skills dealing with civic information and skills dealing with civic engagement issues. On the comparison of scores of Participatory Citizenship Competencies before treatment, it was found that LMI and control groups do no differ too much to violate matching. On the comparison of scores of Commitment to Democratic Values before treatment, LMI and control groups are found to be match in total values, ideological values, practical values, socio-economic values and ethical values. Therefore, it is concluded that both LMI and control groups are proved to be match before treatment in terms of all relevant variables. Also, the mean scores of LMI and control groups in Citizenship Knowledge and Cognitive Citizenship Competencies are found be nearly equal to norm mean values of the wider population of secondary schools set up through the survey phase of the research. The treatment groups are comparable mutually and with wider population they represent.

Effectiveness of Legislative Model of Civics Instruction

Major analysis focused on examining the effectiveness of Legislative Model of Civics instruction on promoting democratic citizenship competencies among secondary school students. This section is presented in four subheadings. Mean difference analysis and effect size estimation were employed in this part. The results are discussed under four sub sections.

I. Effect of Legislative Model of Civics Instruction on Democratic Citizenship Knowledge

To find out the effect of experimental treatment of employing Legislative Model of Civics Instruction, the mean scores of Achievement in Civics of control group and LMI group (Legislative Model of Civics Instruction) were compared using test of significance of difference between means (t-test). Also the effect size was also estimated to find out the extent of the effect the new Instructional Model exerts upon the democratic citizenship knowledge in Civics.

The mean scores of Democratic Citizenship Knowledge of control group and LMI group were compared using test of significance of difference between means. The results are given in Table 43.

Table 43

Effect of LMI on Democratic Citizenship Knowledge of secondary school students

Level of Achievement	Groups	Mean	SD	SE_{mean}	Critical Ratio	Cohen's d
Total achievement	LMI	16.96	3.86	.67	3.49**	.30
	Control	13.12	5.01	.87		
Lower Order objectives	LMI	9.27	2.18	.38	5.23**	.45
	Control	6.15	2.65	.46		
Higher Order Objectives	LMI	7.69	1.99	.35	1.19^{NS}	
	Control	6.96	2.88	.50		

** indicates p<.01, NS=Not significant

Table 43 shows that Critical Ratio obtained for the comparison of mean scores of Democratic Citizenship Knowledge of control group and LMI group is 3.49 and is significant at .01 level. The significantly higher mean score of Post test scores of LMI group (16.96) than the mean score of control group (13.12)

shows that Legislative Model of Civics Instruction is effective than existent instructional method of Civics in improving Democratic Citizenship Knowledge among secondary school students. Effect size (Cohen's d=.30) shows that Legislative Model of Civics Instruction can be expected to improve Citizenship Knowledge of secondary school students by approximately one third of a standard deviation over existent method. LMI has modest effect on improving Democratic Citizenship Knowledge of secondary school students.

Critical Ratio obtained for comparison of mean scores of Lower Order Achievement in Civics between control and LMI groups is 5.23 which is significant at .01 level. The significantly higher mean score of LMI group shows that after receiving the experimental treatment the lower order citizenship knowledge of LMI group (M=9.27, SD=2.18) is significantly higher than (p<.01) that of control group (M=6.15, SD=2.65). Hence LMI method is more effective than existent method in improving lower order civics achievement of secondary school students. Effect size (Cohen's d=.45) shows that there is modest effect for LMI method on lower order civics achievement than existent method. LMI method can be expected to improve lower order knowledge in civics of secondary schools by approximately half of a standard deviation.

T-value obtained for comparison of higher order citizenship knowledge is not significant (t=1.19). Mean score of LMI group (M=7.69, SD=1.99) is higher than that of control group (M=6.96, SD=2.88) but not significantly higher. This shows that LMI method is not expected to make considerable improvement in higher order citizenship knowledge of secondary school students.

Histograms and box-plots of the scores of Citizenship Knowledge are given in Figure 18.
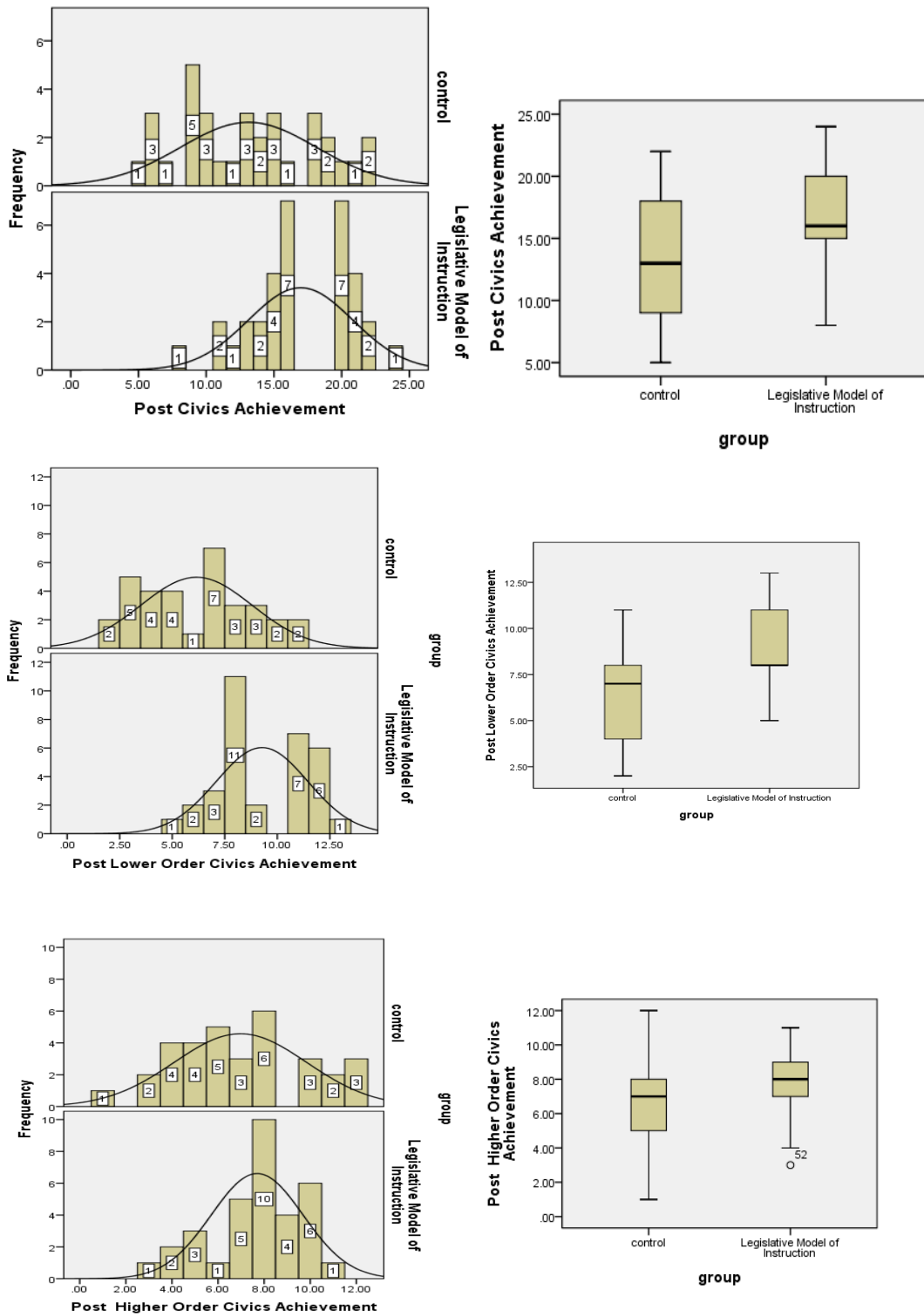
Figure 18. Histograms showing effect of LMI on Democratic Citizenship Knowledge

Figure 18 shows that in the distribution of Citizenship knowledge, peak of the frequency curve of LMI groups is shifted towards right, compared to control group. A large number of students in LMI group are seen scored maximum which in turn indicates that Citizenship Knowledge of LMI group is enhance by the effect of experimental treatment. The peak of LMI group in lower order achievement also moved towards right showing that the new method has resulted in improving the lower order achievement of a great portion of students. The peak of the LMI group in higher order achievement is forward than that of control group, but doesn't show a visible shift or move.

The box-plots clearly show that boxes of LMI groups falls in an upper position than control group, median lines of LMI group lies nearly in the bottom of the box in total achievement and lower order achievement. It indicates that majority of students in LMI group fall in the higher position of Citizenship total knowledge and lower order achievement. In the case of higher order achievement boxes are nearly in an equal position showing no much significant improvement in LMI group than control group.

II. Effect of Legislative Model of Civics Instruction on Cognitive Citizenship Skills

The major thrust of the study is to find out the effect of LMI on cognitive citizenship skills of secondary school students. It was done by estimating t-value of comparison between mean scores of control and LMI groups and effect size in cognitive skills (total), skills in dealing with civic information and skills in dealing with civic engagement issues. The results are given in Table 44.

Table44

Effect of LMI on Cognitive Citizenship Skills of secondary school students

Level of Skills	Groups	Mean	SD	SE$_{mean}$	Critical Ratio	Cohen's d
Total Skills	LMI	71.36	5.28	.92	3.97**	.76
	Control	64.00	9.25	1.61		
Skills dealing with civic information	LMI	23.94	2.39	.42	3.39**	.63
	Control	21.52	3.34	.58		
Skills dealing with civic engagement	LMI	47.42	4.69	.82	3.41**	.69
	Control	42.48	6.87	1.19		

** indicates p<.01

The results reveal that t-values obtained for comparison of mean scores of 1. Total Cognitive Skills (t=3.97), 2. Skills dealing with civic information (t=3.39) and 3. Skills dealing with civic engagement issues are significant at .01 level. Mean scores of LMI group stand higher than that of control groups in three cases. It shows that LMI method has significantly improved the Cognitive Citizenship skills of secondary school students than done by the extant method. The effect size shows that as the total cognitive skills are taken into account LMI method can be expected to make change of three fourth of a standard deviation in secondary school students than the existent method. The effect is statistically explained as moderate. Compared to the effect of LMI in improving Civics Knowledge (Cohen's d=.30) it's effect in producing increase in cognitive skills (Cohen's d=.76) is higher. Considering the skills in dealing with civic information Cohen's d value is .63 and the skills in dealing with civic engagement issues Cohen's d value is .69. Both show moderate effect which indicate that LMI is expected to make a change of one fourth of a standard deviation in improving both types of skills. The effect of LMI on cognitive skills is further analyzed using histograms and box-plots given in Figure 19.
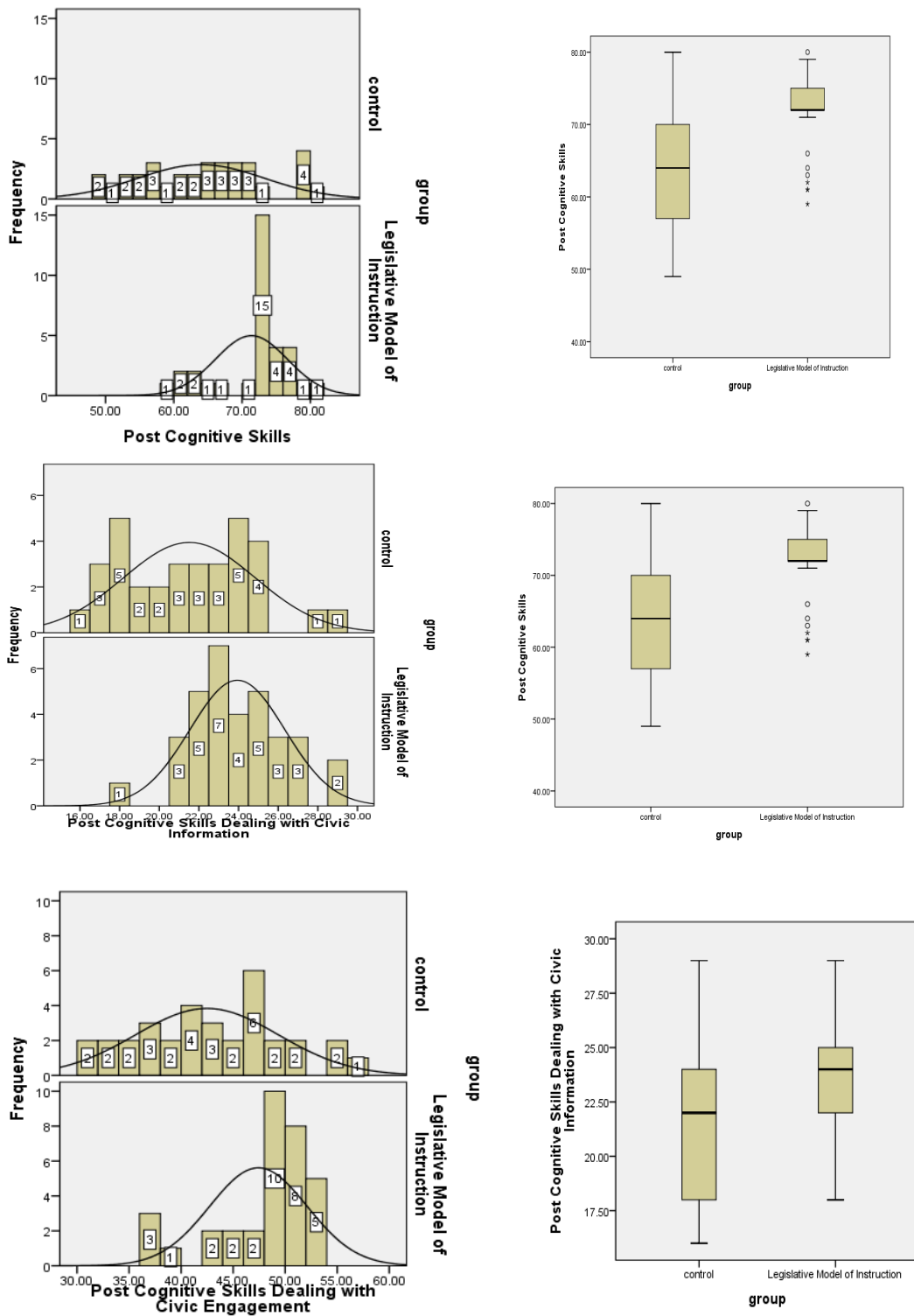
Figure 19. Histograms showing effect of LMI on Cognitive Citizenship Skills

Histograms show that peak of frequency curve in LMI group compared to control group is shifted forward in total cognitive skills, skills dealing with civic

information and skills in dealing with civic engagement. This is a visible proof for the significant effect of LMI in improving the cognitive citizenship competencies of secondary school students. The box-plots also show that boxes of LMI group in total skills, skills dealing with civic information and skills in dealing with civic engagement lie in a position above that of control groups. In total skills and skills of civic information, the bottom of LMI boxes lie above the top of the control boxes. These marks are good indicators of significant effect of LMI method in improving cognitive skills than existent method.

III. Effect of Legislative Model of Civics Instruction on Participatory Citizenship Skills

Exploring effect of LMI on Participatory skills was another thrust area of the study. Data on the participatory skills were collected using self-rating of students on Self-rating version of Rubric of Participatory Citizenship Skills and teacher observation based rating of groups as a whole unit using Teacher version of Rubric of Participatory Citizenship Skills. The data and results are discussed in two separate sections. A. Effect of LMI on Self-Perceived Participatory Skills and B. Effect of LMI on Teacher-Perceived Participatory Skills

A. Effect of LMI on Self-Perceived Participatory Skills

The self-rated scores of Participatory Citizenship Mean scores of control and LMI groups were compared using t-test and treated to effect size estimation. The results are given in Table 45.

Table 45

Effect of LMI on Participatory Citizenship Skills of secondary school students

Groups	Mean	SD	SE_{mean}	Critical Ratio	Cohen's D
LMI	78.12	6.64	1.16	2.61**	.59
Control	74.30	5.18	.90		

** indicates p<.01

The results show that t-value obtained for comparison of mean scores of control and LMI groups in Participatory citizenship skills (2.61) is greater than tabled value, 2.56 required for significance at .01 level and hence the difference is significant. The significantly higher mean score of LMI group (M=78.12, SD= 6.64) over the control group (M=74.30, SD = 5.18) indicates that students of LMI group perform well in the participatory skills compared to control group and hence the LMI method can be considered as contributing significantly to improve Participatory Citizenship skills among secondary school students. The effect size (Cohen's d= .59) shows that LMI has moderate effect than Existent method in improving Participatory Citizenship skills. LMI is expected to make change of about two third of a standard deviation in Participatory Citizenship skills of secondary school students. Compared to effect of LMI on achievement (Cohen's d=.30) the effect on participatory skills is higher (Cohen's d=.59) and it is lesser in comparison to the effect on cognitive skills (Cohen's d = .76). The effect of LMI on participatory skills was further checked in graphical manner using histograms and box-plots which are given in Figure 20.
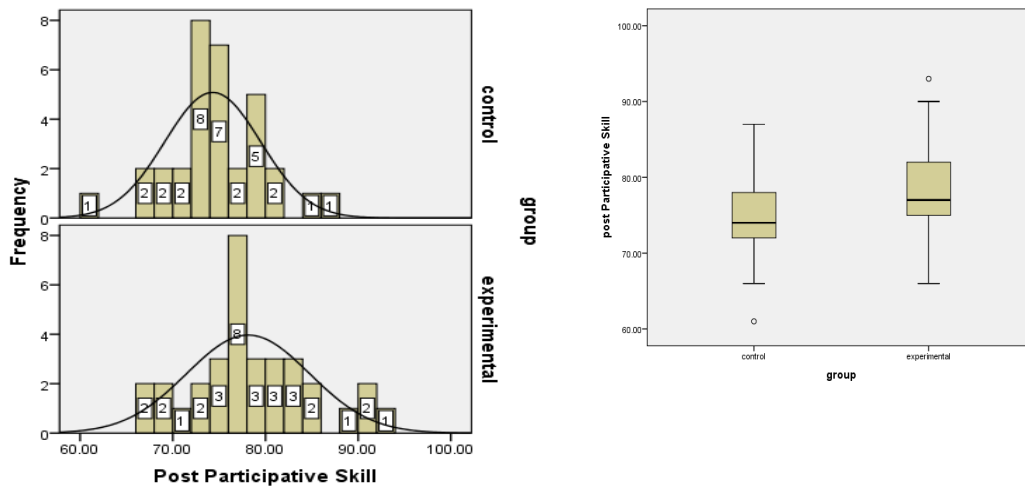
Figure 20. Histogram and box-plot showing effect of LMI on Participatory Citizenship skills

Histogram shows that the mean score of Participatory skills of LMI group is near to 78 and that of control group is near to 74. Number of those scored above 64 is only two in control group, but nine LMI group. The distribution of control group ends by 88 itself but it extends to 94 in LMI group. These facts show that LMI method has significant effect in improving participatory citizenship skills among secondary school students. The box plot shows that the box of LMI group lies in a position above the control group which indicates that higher level achievers are more in LMI group compared to control group.

B. Effect of LMI on Teacher-Perceived Participatory Skills

Participatory Citizenship skills of students were measured through self-rating of students and teacher observation. The teachers using the rubric of Participatory Citizenship Skills observed the classroom while conducting activity oriented sessions such as debate, or discussion in a way to assure maximum participation of the members and active involvement from the participants.

Student rated or self-rated scores of Participatory Citizenship skills were analyzed using t-test and effect size estimation. The results of self-rated scores

were already discussed which show that LMI method has significant effect than existent method on improving Participatory Citizenship skills among secondary school students (t=2.61, Cohen's d= .59). The self-rating scores bears the chance of including unreal measures due to factors connected with self-boosting or self-exaltation. So these scores were further checked against the teacher evaluation of the Participatory skills of groups as a whole unit by using observer version of the Rubric of Participatory Citizenship Skills. Four teachers have observed the control group and LMI group activity sessions in pre and post phases of treatment. The data and results of Chi^2 analysis are provided in the following nine sub sections.

i. Effect of LMI on Citizenship on Participatory Citizenship Skills

Chi^2 test was done to analyze the data of measuring the participatory citizenship skills of students collected through teacher observations. Observers rated the performance of total group in each of eight participatory skills. Their four graded ratings were converted to labels, viz., 1. Very High, 2.High, 3.Low, and 4. Very Low.The data and results of Chi2 test for total Participatory Citizenship Skills (eight skills) are given in Table 46.

Table 46
Results of Chi Square tests for Participatory Citizenship Skills by Control-Experimental Group before and after treatment

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	17	73	37	1	128	.32 NS	0	14	64	50	128	80.04 **
Control	18	76	33	1	128		3	67	55	3	128	
Total	35	149	70	2	256		3	81	119	53	256	

NS = not significant, N=256, df=3   **<.01, N=256, df=3

The results show that Chi^2 value of comparison between control and LMI group in the performance on the total eight skills before treatment is .32 which is not significant. It shows that there is no significant difference between control and LMI group in the performance on total participatory skills before experimental treatment. In the post phase of experimental treatment Chi^2 value of comparison between control and LMI groups in the performance on total participatory skills is 80.84 which is significant at .01 level. It shows that there is significant difference in performance on total participatory skills between control and LMI groups in the post-phase of experimental treatment. It further indicates that there is significant effect for Legislative Model of Civics Instruction in improving Participatory Citizenship Skills among secondary school students.

The data used for Chi^2 analysis is presented graphically in Figure 21.

Figure 21. Bar charts showing frequencies of Participatory Citizenship skills of control and LMI groups before and after treatment

Figure 21 shows that the three rating levels, Very Low, Low, and High are almost equally represented by control and LMI groups and so there is no much difference between control and LMI groups in pre-treatment phase of

experimental study in the performance over Participatory Citizenship Skills. But in post phase of treatment only LMI group has represented. In high rating level LMI group shows a slight prominence. The Low level is mostly occupied by Control group. The very low level is represented only by control group. It further shows that LMI group performed well in the post phase of treatment on the Participatory Citizenship skills.

ii. Effect of LMI on Citizenship on Communication Skill

Chi square results of observation ratings of Communication skills of both control and LMI groups before and after treatment are given in Table 47.

Table 47
Results of Chi Square test for Communication Skills by Control-Experimental Group before and after treatment

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	3	11	2	0	16	1.69 NS	0	0	11	5	16	16.47 **
Control	1	14	1	0	16		0	10	6	0	16	
Total	4	25	3	0	32		0	10	17	5	32	

NS = not significant, N=32, df=2   **<.01, N=32, df=2

Table 47 shows that the estimated Chi^2 value of difference in communication skill before treatment by the difference in groups, LMI or Control is 1.69 (N=32, df=2) which is not significant. It indicates that there is no significant difference between control and LMI groups in their performance on Communication skill before conducting the experimental treatment. The Chi^2 value of difference in communication skill after treatment by the difference in treatment group is 16. 47 which is significant at .01 level. It shows that there

exists significant difference between control and LMI groups in communication skill after treatment.

The graphic presentation of the Chi^2 data of scores of communication skill of control and experimental groups is given in Figure 22.
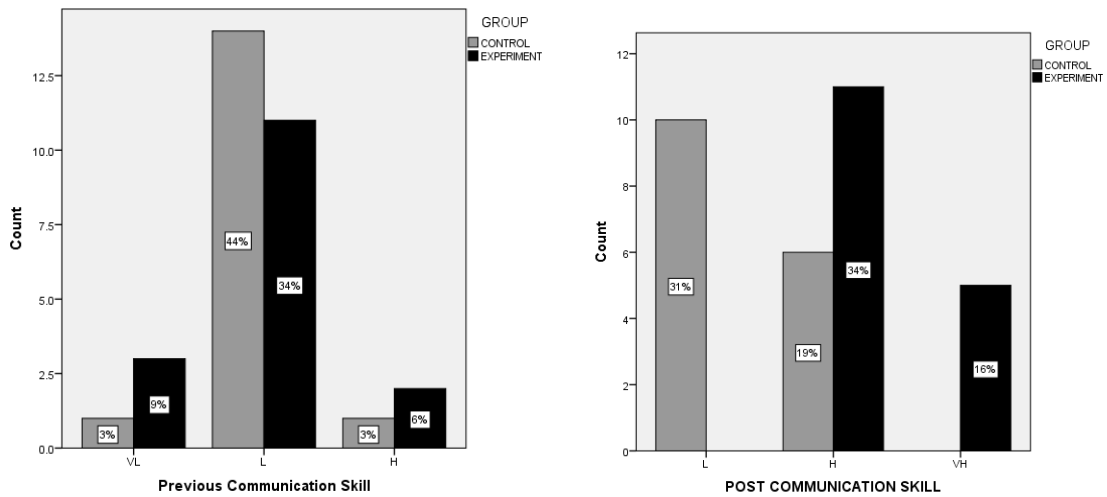
Figure 22. Bar charts showing frequencies of communication skill of control and LMI groups before and after treatment

Figure 22 shows that before treatment both control and LMI groups are almost equal in three levels of rating, very low, low and High. After treatment frequencies of communication skill are vividly different between control and LMI groups. In the Low rating level there is no representation for LMI group after treatment. In the Very high level only LMI group is present. It clearly indicates that after treatment the LMI group performed well in Communication skill and it can be taken as a good mark of effectiveness of Legislative Model of Civics instruction in improving communication skill among secondary school students.

iii. Effect of LMI on Civic Problem Solving Skill

Chi^2 test was done to compare the scores of Control and LMI groups in Civic Problem Solving skill. Four individual teacher observation ratings were collected for each of the two groups before and after treatment which were treated to this analysis. Data and results of Chi^2 test in Civic Problem Solving skill are provided in Table 48.

Table 48

Results of Chi Square test for Civic Problem Solving Skill by Control-Experimental Groups before and after treatment

	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	4	8	4	0	16	.20^{NS}	0	6	8	2	16	3.29^{NS}
Control	4	9	3	0	16		0	10	6	0	16	
Total	8	17	7	0	32		0	16	14	2	32	

NS = not significant, N=32, df=2   NS = not significant, N=32, df=2

Table 48 shows that the Chi^2 value estimated to compare the observation scores of Civic Problem Solving skill between control and LMI groups before treatment is .20 which is not significant. The Chi^2 value estimated to compare the observation scores of Civic Problem Solving skill between control and LMI groups after treatment is 3.29 which is not significant. Therefore, it is concluded that there is no significant difference in Civic Problem Solving abilities before and after treatment between control and LMI groups which further shows that the application of Legislative Model of Civics Instruction has no too powerful influence to improve Civic Problem Solving abilities of secondary school students.

The graphic representation of frequencies of rating levels of Civic Problem Solving skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 23.

Figure 23. Bar charts showing frequencies of Civic Problem Solving skill of control and LMI groups before and after treatment

Figure 23 shows that in pretreatment phase both control and LMI groups possessed almost equal frequencies in three rating levels, viz., Very low, Low and High. But in the post phase of treatment the Low level of rating is occupied largely by control group, High level of rating is occupied by higher frequencies of LMI group than control group, Very High level is occupied only by LMI group. It shows that there is difference between control and LMI groups in post Civic Problem Solving skills but it is not significant statistically.

iv. Effect of LMI on Team Work Skill

Chi^2 test was done to compare the scores of Control and LMI groups in Team Work skill. Four individual teacher observation ratings were collected for each of the two groups before and after treatment which were treated to Chi^2 analysis. Data and results of thetest are provided in Table 49.

Table 49

Results of Chi Square test for Team Work Skill by Control-Experimental Groups before and after treatment

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	0	9	6	1	16		0	2	7	7	16	
Control	0	10	5	1	16	.14^{NS}	0	7	8	1	16	7.34*
Total	0	19	11	2	32		0	16	14	2	32	

NS = not significant, N=32, df=2   ** <.05, N=32, df=2

Table 49 shows that the Chi^2 value estimated to compare the observation scores of team work skill between control and LMI groups before treatment is .14 which is not significant. The Chi^2 value estimated to compare the observation scores of team work skill between control and LMI groups after treatment is 7.34 which is significant at .05 level. Therefore, it is concluded that there is no significant difference in team work abilities before treatment between control and LMI groups, but there is significant difference in scores of team work skill after treatment between control and LMI groups. It further indicates that the application of Legislative Model of Civics Instruction has too powerful influence to improve team work abilities of secondary school students.

The graphical representation of frequencies of rating levels of team work skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 24.
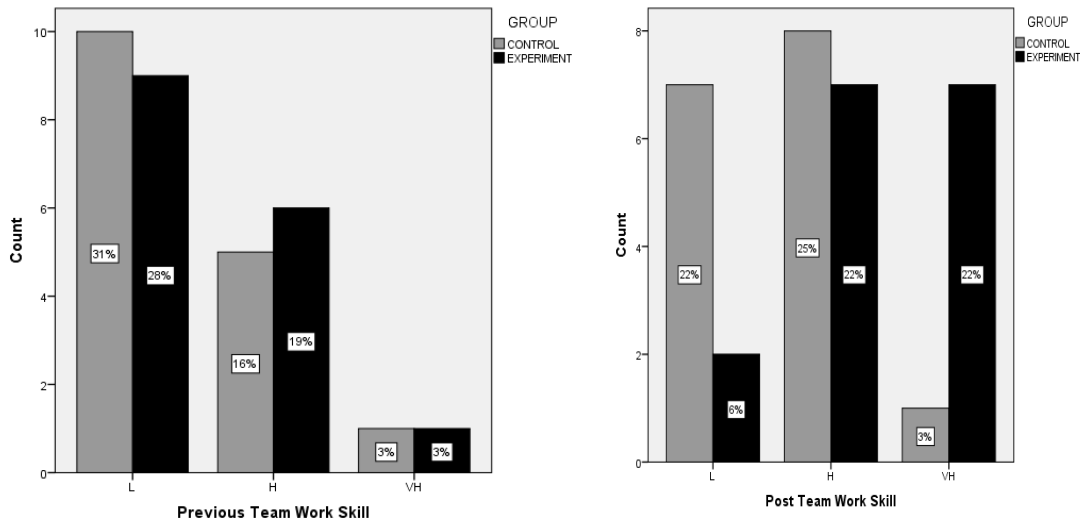
Figure 24. Bar charts showing frequencies of team work skill of control and LMI groups before and after treatment

Figure 24 shows that in pretreatment phase both control and LMI groups possessed almost equal frequencies in three rating levels, viz., Low, High and Very High. But in the post phase of treatment the Low level of rating is occupied largely by control group, High level of rating is occupied by almost equal frequencies of LMI group and control group, Very High level is occupied mostly by LMI group. It shows that there is significant difference between control and LMI groups in postteam work. It enables to conclude that Legislative Model of Civic Instruction is expected to make significant improvement in Team Work skill among secondary school students.

v. Effect of LMI on Leadership Skill

Chi^2 test was done to compare the scores of Control and LMI groups in Leadership skill. Four individual teacher observation ratings were collected for each of the two groups before and after treatment which were treated to Chi^2 analysis. Data and results of thetest are provided in Table 50

Table 50

Results of Chi Square test for Leadership Skill by Control-Experimental Groups before and after treatment

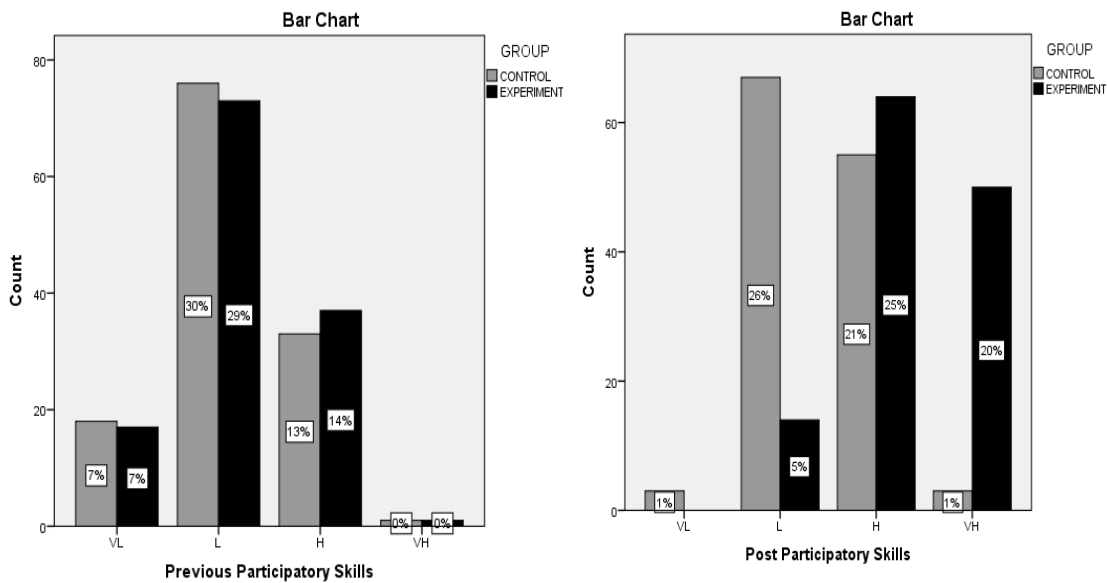| Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	2	12	2	0	16	2.80^{NS}	0	2	9	5	16	8.66**
Control	2	8	6	0	16		0	8	8	0	16	
Total	4	20	8	0	32		0	10	17	5	32	

NS = not significant, N=32, df=2   ** <.01, N=32, df=2

Table 50 shows that the Chi^2 value estimated to compare the observation scores of Leadership skill between control and LMI groups before treatment is 2.80 which is not significant. The Chi^2 value estimated to compare the observation scores of leadership skill between control and LMI groups after treatment is 8.66 which is significant at .01 level. Therefore, it is concluded that there is no significant difference in leadership abilities before treatment between control and LMI groups, but there is significant difference in scores leadership skill after treatment between control and LMI groups. It further indicates that the application of Legislative Model of Civics Instruction has too powerful influence to improve leadership abilities of secondary school students.

The graphical representation of frequencies of rating levels of leadership skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 25.
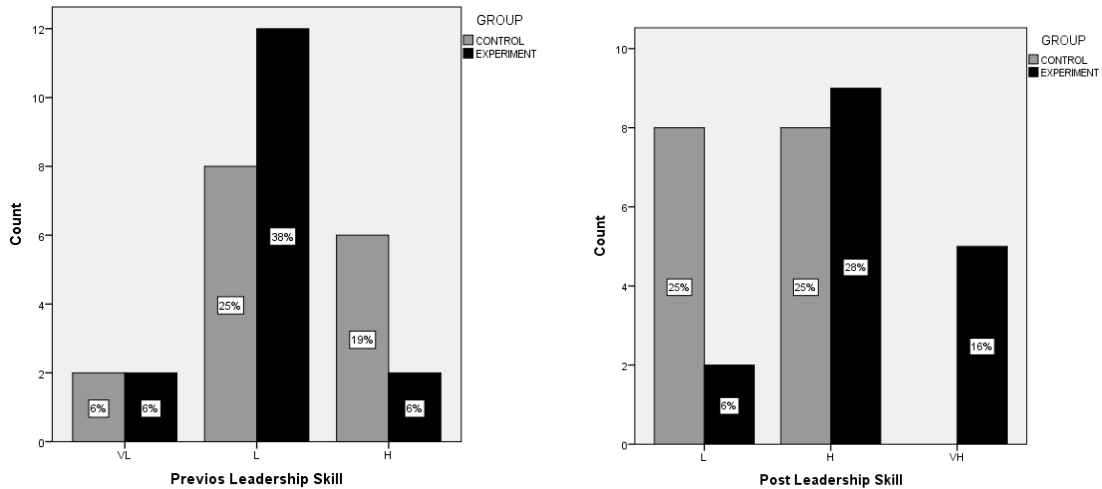
Figure 25. Bar charts showing frequencies of Leadership skill of control and LMI groups before and after treatment

Figure 25 shows that in pretreatment phase both control and LMI groups possessed almost equal frequencies in Very low level. Experimental group had higher frequency than Control Group in Low level. In the case of High Level Control group had prominence. In the post phase of treatment the Low level of rating is occupied largely by control group, High level of rating is occupied by almost equal frequencies of LMI group and control group, Very High level is occupied only by LMI group. It shows that there is significant difference between control and LMI groups in post Leadership skill. It enables to conclude that Legislative Model of Civic Instruction is expected to make significant improvement in Leadership skill among secondary school students.

vi. Effect of LMI on Building Relationship Skill

Chi2 test was done to compare the scores of Control and LMI groups in Building Relationship skill. Four individual teacher observation ratings were collected for each of the two groups before and after treatment which were treated to Chi2 analysis. Data and results of the test are provided in Table 51.

Table 51

Results of Chi Square test for Building Relationship Skill by Control-
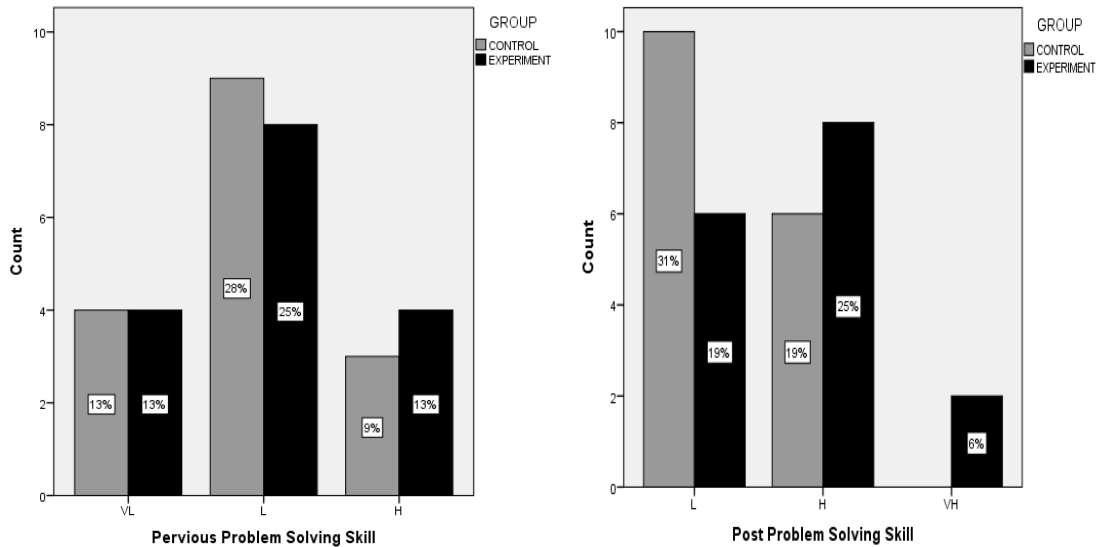*Experimental Groups before and after treatment*

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	1	5	10	0	16		0	1	7	8	16	
Control	0	8	8	0	16	1.92^{NS}	0	3	12	1	16	7.76*
Total	1	13	18	0	32		0	4	19	9	32	

NS = not significant, N=32, df=2   * <.05, N=32, df=2

Table 51 shows that the Chi2 value estimated to compare the observation scores of Building Relationship skill between control and LMI groups before treatment is 1.92 which is not significant. The Chi2 value estimated to compare the observation scores of Building Relationship skill between control and LMI groups after treatment is 7.76 which is significant at .05 level. Therefore, it is concluded that there is no significant difference in Building Relationship abilities before treatment between control and LMI groups, but there is significant difference in Building Relationship skill after treatment between control and LMI groups. It further indicates that the application of Legislative Model of Civics Instruction has too powerful influence to improve Building Relationship abilities of secondary school students.

The graphical representation of frequencies of rating levels of Building Relationship skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 26.
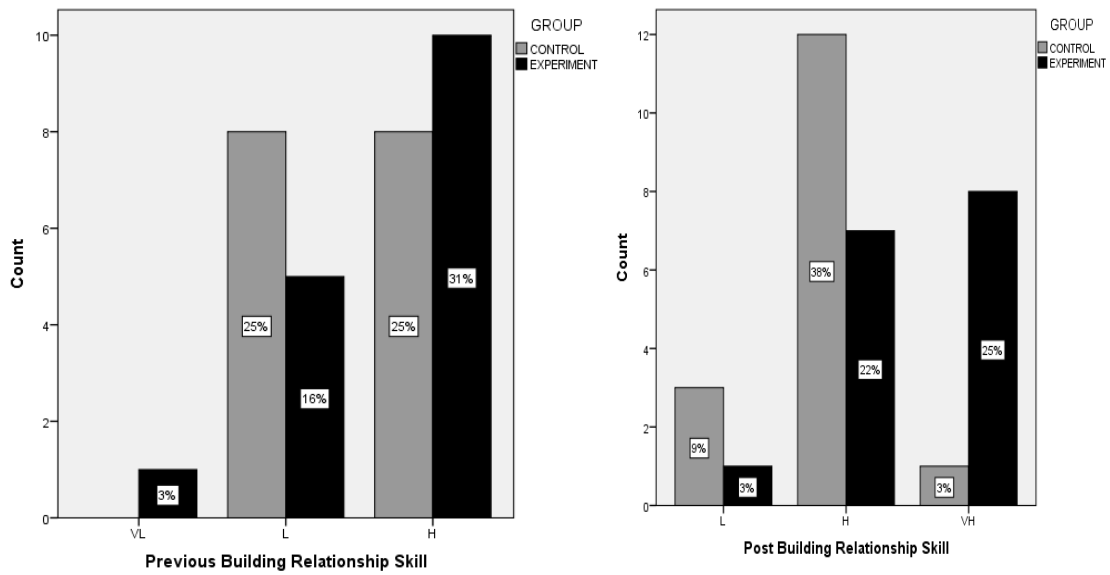
Figure 26. Bar charts showing frequencies of Building Relationship skill of control and LMI groups before and after treatment

Figure 26 shows that in pretreatment phase only LMI group has represented Very Low state. In the low level Control group had higher frequency than experimental group. In the High level Experimental group had somewhat prominence. In the post phase of treatment the Low level of rating is occupied largely by control group, High level of rating is occupied by largely by Control group, Very High level is occupied mostly by LMI group. It shows that there is significant difference between control and LMI groups in post Building Relationship skill. It enables to conclude that Legislative Model of Civic Instruction is expected to make significant improvement in Building Relationship skill among secondary school students.

vii. Effect of LMI on Role performance Skill

Chi^2 test was done to compare the scores of Control and LMI groups in Role performance skill. Four individual teacher observation ratings were

collected for each of the two groups before and after treatment which were treated to Chi^2 analysis. Data and results of thetest are provided in Table 52.

Table52

Results of Chi Square test for Role Performance Skill by Control-Experimental Groups before and after treatment

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	3	9	4	0	16	.51^{NS}	0	0	2	14	16	22.93**
Control	4	7	5	0	16		0	11	4	1	16	
Total	7	16	9	0	32		0	11	6	15	32	

NS = not significant, N=32, df=2   ** <.01, N=32, df=2

Table 52 shows that the Chi^2 value estimated to compare the observation scores of Role Performance skill between control and LMI groups before treatment is .51 which is not significant. The Chi2 value estimated to compare the observation scores of Role Performance skill between control and LMI groups after treatment is 22.93 which is significant at .01 level. Therefore, it is concluded that there is no significant difference in Role Performance abilities before treatment between control and LMI groups, but there is significant difference in Role Performance skill after treatment between control and LMI groups. It further indicates that the application of Legislative Model of Civics Instruction has too powerful influence to improve Role Performance abilities of secondary school students.

The graphical representation of frequencies of rating levels of Role Performance skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 27.
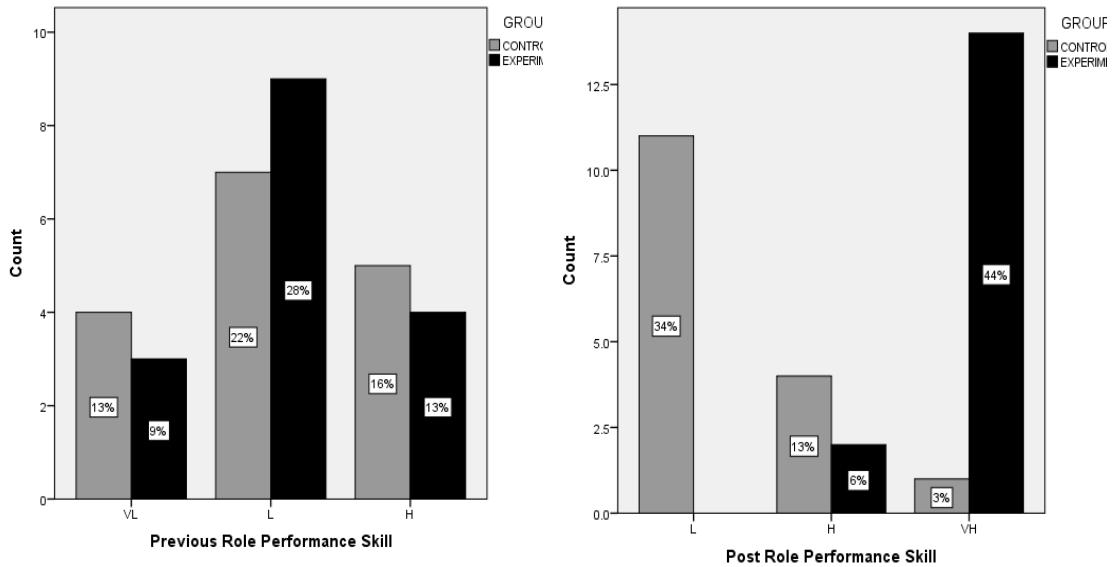
Figure 27 : Bar charts showing frequencies of Role Performance skill of control and LMI groups before and after treatment

Figure 27 shows that in pretreatment phase LMI group and Control group have represented Very Low stage almost equally. In the low level Experimental group had slightly higher frequency than control group. In the High level Control group had a slight prominence. In the post phase of treatment the Low level of rating is occupied largely by control group, High level of rating is occupied largely by Control group, Very High level is occupied mostly by LMI group. It shows that there is significant difference between control and LMI groups in post Role Performance skill. It enables to conclude that Legislative Model of Civic Instruction is expected to make significant improvement in Role Performance skill among secondary school students.

viii. Effect of LMI on Citizenship on Public Discussion Skill

Chi[2] test was done to compare the scores of Control and LMI groups in Public Discussion skill. Four individual teacher observation ratings were collected for each of the two groups before and after treatment which were treated to Chi[2] analysis. Data and results of thetest are provided in Table 53.

Table 53
*Results of Chi Square test for Public Discussion Skill by Control-Experimental Groups before and after treatment*

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	3	9	4	0	16	.86^{NS}	0	2	9	5	16	12.59**
Control	4	10	2	0	16		2	9	5	0	16	
Total	7	19	6	0	32		2	11	14	5	32	

NS = not significant, N=32, df=2   ** <.01, N=32, df=3

Table 53 shows that the Chi[2] value estimated to compare the observation scores of Public Discussion skill between control and LMI groups before treatment is .86 which is not significant. The Chi[2] value estimated to compare the observation scores of Public Discussion skill between control and LMI groups after treatment is 12.59 which is significant at .01 level. Therefore, it is concluded that there is no significant difference in Public Discussion abilities before treatment between control and LMI groups, but there is significant difference in Public Discussion skill after treatment between control and LMI groups. It further indicates that the application of Legislative Model of Civics Instruction has too powerful influence to improve Public Discussion abilities of secondary school students.

The graphical representation of frequencies of rating levels of Public Discussion skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 28.
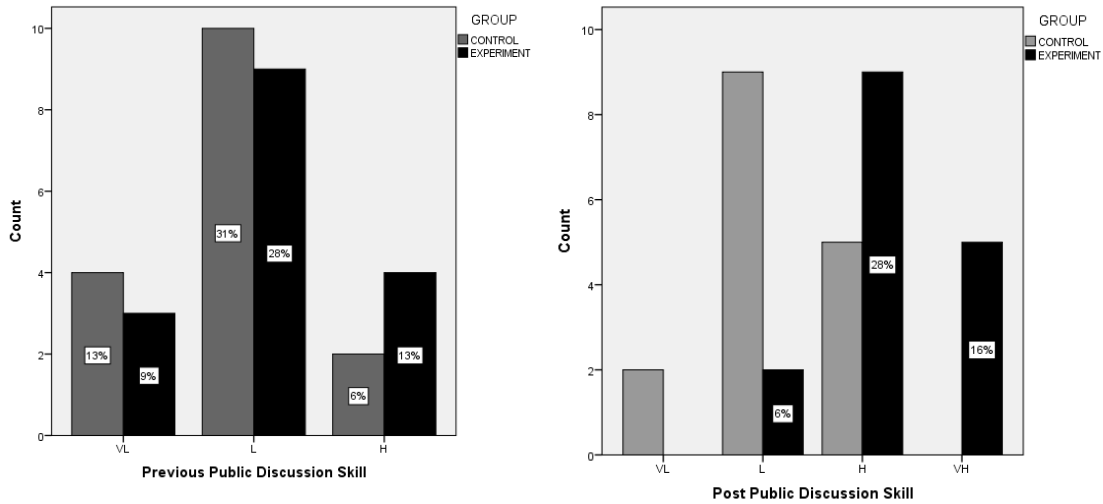
Figure 28. Bar charts showing frequencies of Public Discussion skill of control and LMI groups before and after treatment

Figure 28 shows that in the Pre-treatment phase there is only a slight difference between control and LMI groups in all of three rating levels of performance, Very Low, Low and High. In Post-treatment phase Very low level is represented only by Control group. In the Low level Control group show very high representation by Control Group. In the level, High, Experimental group shows great prominence. The Very High stage is represented only by LMI group. It indicates that LMI group has significant prominence over control group in the performance on Public Discussion Skill after treatment.

ix. Effect of LMI on Citizenship on Organization Skill

Chi^2 test was done to compare the scores of Control and LMI groups in Organization skill. Four individual teacher observation ratings were collected for

each of the two groups before and after treatment which were treated to Chi^2 analysis. Data and results of thetest are provided in Table 54.

Table 54

*Results of Chi Square test for Organization Skill by Control-Experimental Groups before and after treatment*

Treatment	Before treatment						After treatment					
	Very Low	Low	High	Very High	Total	χ^2	Very Low	Low	High	Very High	Total	χ^2
LMI	1	10	5	0	16		0	1	11	4	16	
Control	3	10	3	0	16	1.50^{NS}	1	9	6	0	16	12.87**
Total	4	20	8	0	32		1	10	17	4	32	

NS = not significant, N=32, df=2   ** <.01, N=32, df=3

Table 54 shows that the Chi^2 value estimated to compare the observation scores of Organization skill between control and LMI groups before treatment is .1.50 which is not significant. The Chi^2 value estimated to compare the observation scores of Organization skill between control and LMI groups after treatment is 12.87 which is significant at .01 level. Therefore, it is concluded that there is no significant difference in Organization abilities before treatment between control and LMI groups, but there is significant difference in Organization skill after treatment between control and LMI groups. It further indicates that the application of Legislative Model of Civics Instruction has too powerful influence to improve Organization abilities of secondary school students.

The graphical representation of frequencies of rating levels of Organization skill in control and LMI groups before and after treatment, used for Chi^2 analysis, is given in Figure 29.
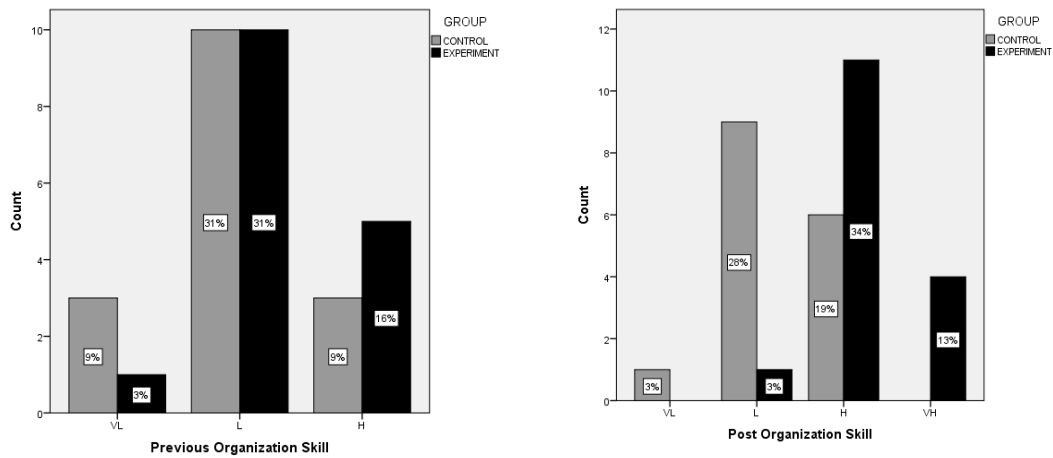
Figure 29. Bar charts showing frequencies of Organization skill of control and LMI groups before and after treatment

Figure 29 shows that in the Pre-treatment phase there is only a slight difference between control and LMI groups in two rating levels of performance, Very Low and High. In low level control and LMI groups are equal. In Post-treatment phase Very low level is represented only by Control group. In the Low level Control group show very high representation. In the level, High, Experimental group shows great prominence. The Very High stage is represented only by LMI group. It indicates that LMI group has significant prominence over control group in the performance on Organization Skill after treatment.

IV. Effect of Legislative Model of Civics Instruction on Commitment to Democratic Values

Effect of LMI method on commitment to democratic values was analyzed by comparing the mean scores of control and LMI groups in commitment to democratic values, total and its four components, viz., 1. Commitment to Ideological democracy, 2.Commitment to Practical democracy, 3.Commitment to Socio-economic democracy and 4.Commitment to Ethical democracy. Effect size was estimated where mean difference has resulted in significant prominence of

LMI group. The results of mean difference analysis and effect size are given in Table 55

Table 55

Effect of LMI on Commitment to Democratic Values of secondary school students

Level of Values	Groups	Mean	SD	SE_{mean}	Critical Ratio	Cohen's d
Total Values	LMI	201.00	19.03	3.31	2.36*	.51
	Control	189.39	20.95	3.65		
Ideological democratic values	LMI	92.82	10.84	1.89	2.57*	.56
	Control	84.88	14.02	2.44		
Practical democratic values	LMI	74.27	7.29	1.27	3.84**	.74
	Control	67.69	6.59	1.15		
Socio economic values	LMI	12.85	2.62	.46	-.36[NS]	-
	Control	13.06	2.18	.38		
Ethical values	LMI	10.48	2.50	.44	-3.51**	-
	Control	12.81	2.89	.51		

** indicates p<.01, NS=Not significant

The results show t-value obtained for comparison of difference in mean scores of Democratic Values-total (2.36) is significant at .05 level. T-value obtained for comparison of mean scores of Commitment to ideological democracy (2.57) is significant at .05 level. T-value obtained for comparison of mean scores of commitment to practical democracy (3.84) is significant at .01 level. T-values obtained for comparison of mean scores of commitment to Socio-economic democracy (-.36) is not significant and shows nearly nil effect of LMI on democratic values. T-value estimated for comparison of mean scores of commitment to Ethical democracy (-3.51) is negative and show a significant reverse effect, i.e. mean score of control group in ethical democracy is

significantly higher than that of LMI group. Estimated effect size of LMI on total democratic values is .51 which shows that LMI has a moderate effect than existent method in improving democratic citizenship values among secondary school students. LMI method is expected to make change of half of a standard deviation in the scores of democratic values. Effect size of LMI on ideological democratic values than control group is .56 which shows that LMI method has a moderate effect on improving ideological democratic values. The effect size of LMI on practical democracy (.74) is comparatively higher than the counterpart effect sizes on democratic values. It may because of the fact the new teaching model, LMI, gives more importance to practice oriented learning-teaching experiences. The nil effect of LMI in socio-economic democracy and reverse effect of LMI in ethical democracy shows that these components may had been neglected while planning and designing lesson plans in the experimental treatment of the current study and it necessitates to incorporate further needed changes in framing lesson plans based on LMI method.

The effect of LMI on democratic values was further analyzed graphically using histograms and box-plots which are given in Figure 30.
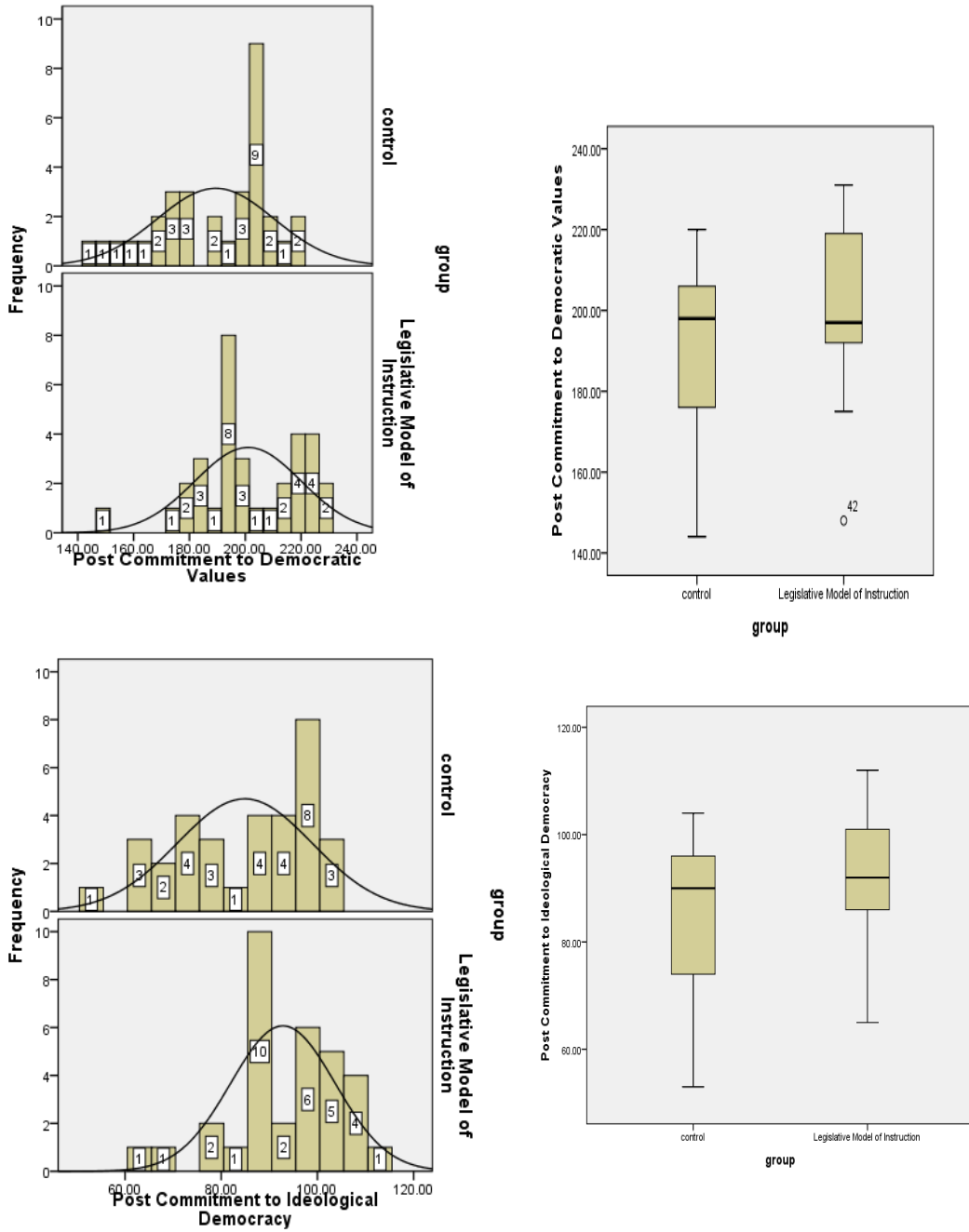
Figure 30. Histograms showing effect of LMI on Commitment to Democratic Values
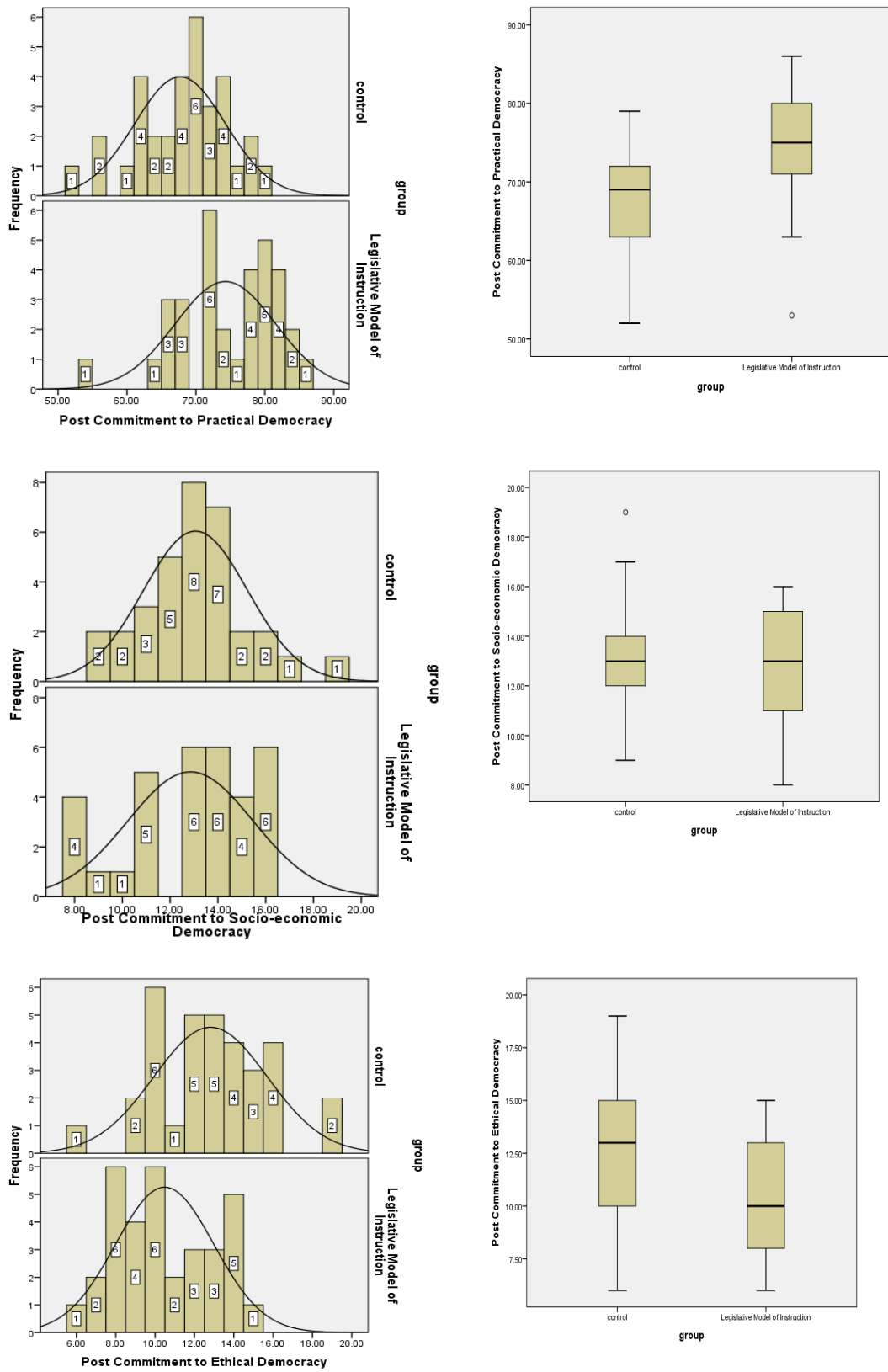
Figure 30. (continue) Histograms showing effect of LMI on Commitment to Democratic Values

Histograms in figure 30 show that peak of frequency curves in total democratic values, ideological democracy and practical democracy is moved forward in LMI group compared to control group. This fact indicates that higher level achievers are more in number in LMI group as far total values and ideological, practical values are considered. In the case of socio-economic democracy peaks of scores in LMI group and control groups are almost equal which indicates nil effect of the LMI treatment. In the case of ethical democracy peak of frequency curve is moved forward in control group than the LMI group which shows that existent teaching method has significant power than LMI in producing ethical democracy. Box-plots also reassure the mentioned facts. In the first three cases of total values, ideological democracy and practical democracy boxes and whiskers are above their counter parts in control group which indicates to the higher strength of above average achievers in LMI group.

DISCUSSION

Results of Analyses helped to conclude that Legislative Model of Civics Instruction makes significant enhancing effect on Democratic Citizenship Knowledge (Total objectives and Lower Order Objectives). Citizenship Knowledge of Higher Order Objectives is not affected significantly by LMI. Legislative Model of Civics Instruction makes significant enhancing effect on Cognitive Citizenship Competencies (Total, Skills dealing with civic Information and Skills dealing with civic engagement issues). Legislative Model of Civics Instruction makes significant enhancing effect on Participatory Citizenship Competencies (Total skills, Individual skills except Civic Problem Solving). Legislative Model of Civics Instruction is found to enhance significantly Democratic Citizenship Values (Total Values, Values of Ideological democracy and Values of Practical Democracy). No effect is found for Legislative Model of

Civics Instruction on Values of Socio-economic democracy and Values of Ethical democracy. Legislative Model of Civics Instruction is too effective to enhance Democratic Citizenship Competencies of Secondary School Students in terms of Civic Knowledge, Cognitive Citizenship Skills, Participatory Citizenship Skills and Democratic Citizenship Values.

Major Findings of the Study

I. **Achievement in civics especially in terms of Knowledge in civics concepts is weak among secondary school students**

1. Civics Knowledge by the end of standard VIII is not up to the expected level of previous knowledge (M=38%) necessary for optimum learning of Civics in Standard IX in Kerala secondary school students.

2. Only 13/40 civics concepts (32%) fall within the category of scored correctly by 50 or more percentage of standard IX students.

3. Around 90 per cent of the standard IX students do not have awareness about applicability of cultural right. Eighty per cent of standard IX students do not have knowledge of formulation of Indian Constitution, application of fundamental right to equality, Directive Principles in the constitution and logic behind passing the budget in the Parliament.

4. Extent of cognitive citizenship skills among secondary school students is higher compared to the extent of civic knowledge (%mean=78). Cognitive skills dealing with civic information is comparatively less (% mean= 73) than cognitive skills dealing with civic engagement issues (%mean= 81) among secondary school students.

II. **Legislative Model of Civics Instruction is effective than existent instructional method of Civics in improving Democratic Citizenship Knowledge**

5. Legislative Model of Civics Instruction is effective than existent instructional method of Civics in improving Democratic Citizenship

Knowledge among secondary school students (p<.01). Legislative Model of Civics Instruction improves Citizenship Knowledge of secondary school students by approximately one third of a standard deviation over existent method. Legislative Model of Civics Instruction has modest effect on improving Democratic Citizenship Knowledge of secondary school students (Cohen's d=.30).

6. Lower order citizenship knowledge of Legislative Model of Civics Instruction group (M=9.27, SD=2.18) is significantly higher than (p<.01) that of control group (M=6.15, SD=2.65). Legislative Model of Civics Instruction is more effective than existent method in improving lower order civics achievement of secondary school students. Legislative Model of Civics Instruction on lower order civics achievement than existent method. Legislative Model of Civics Instruction can be expected to improve lower order knowledge in civics of secondary schools by approximately half of a standard deviation (Cohen's d=.45).

7. Mean score of higher order citizenship knowledge in Legislative Model of Civics Instruction group (M=7.69, SD=1.99) is not significantly higher than that of control group (M=6.96, SD=2.88) (p>.05). Legislative Model of Civics Instruction is not making improvement in higher order citizenship knowledge of secondary school students over and above extant method of civics teaching in secondary schools of Kerala.

III. **Legislative Model of Civics Instruction is improving the cognitive citizenship competencies of secondary school students better than extant civics instruction**

7. There is significant effect of Legislative Model of Civics Instruction in improving the cognitive citizenship competencies of secondary school students. Legislative Model of Civics Instruction has significantly improved the cognitive Citizenship skills of secondary

school students than done by the existent method in terms of Total Cognitive Skills (t=3.97, p<.01), 2. Skills dealing with civic information (t=3.39, p<.01) and 3. Skills dealing with civic engagement issues (t=3.41, p<.01). Legislative Model of Civics Instruction can be expected to make change of cognitive Citizenship skills moderately (by three fourth of a standard deviation) in secondary school students than the existent method.

a. Compared to the effect of Legislative Model of Civics Instruction in improving Civics Knowledge (Cohen's d=.30) its effect in producing increase in cognitive skills (Cohen's d=.76) is higher.

IV. **Legislative Model of Civics Instruction significantly improve Participatory Citizenship skills as rated by students and teachers**

8. Legislative Model of Civics Instruction (M=78.12, SD= 6.64) significantly improve Participatory Citizenship skills (self-rated) over the extant method of Civics instruction (M=74.30, SD = 5.18) among secondary school students, (t=2.61, p<.01).Legislative Model of Civics Instruction is expected to make change of about two third of a standard deviation in Participatory Citizenship skills of secondary school students(Cohen's d=.59).

9. There is significant effect for Legislative Model of Civics Instruction in improving Participatory Citizenship Skills among secondary school students as observed teachers of civics in secondary schools. The proportion of rating of Participatory Citizenship Skills on a four point scale as Very Low, Low, High, and Very High was better for students who received Legislative Model of Civics Instruction better than that of those who received extant method of civics instruction [χ^2(3, N = 256) = 80.04, p < .01]. This was true for the components of Participatory Citizenship Skills like Communication Skills [χ^2 (2, N = 32) = 16.47, p < .01], Team Work Skill [χ^2 (2, N = 32) = 7.34, p < .05], Leadership Skill [χ^2(2, N = 32) = 8.66, p < .01], Building

Relationship Skill[χ^2 (2, N = 32) = 7.76, p < .05], Role Performance Skill [χ^2 (2, N = 32) = 22.93, p < .01],Public Discussion Skill[χ^2(2, N = 32) = 12.59, p < .01],Organization Skill[χ^2 (2, N = 32) = 12.59, p < .01], but not for Civic Problem Solving skill, [χ^2 (2, N = 32) = 3.29, p > .05].

V. **Legislative Model of Civics Instruction improvecommitment to ideological and practical democratic citizenship values better than extant civic instruction**

10. Legislative Model of Civics Instruction has a moderate effect (M=201.00, SD= 19.03) over and above existent method (M=189.39, SD= 20.95)in improving democratic citizenship values among secondary school students(t=2.36, p<.01). This is true especially for commitment to Ideological democratic values and commitment to Practical democratic values (p<.01), but not of commitment to Socio economic democratic values, and Ethical democratic values, where Legislative Model Of Civics Instruction has no significant positive effect over and above extant method of civics instruction. The effect size of Legislative Model of Civics Instruction on practical democracy (.74) is comparatively higher than the counterpart effect sizes on democratic values.

Tenability of Hypotheses

1. The first hypothesis states that Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

   Democratic citizenship knowledge of Legislative Model of Civics Instruction group (M=16.96, SD=3.86) is significantly higher than (t=3.49, p<.01) that of control group (M=13.12, SD=5.01). Legislative Model of

Civics Instruction is more effective than existent method in improving Citizenship Knowledge of secondary school students. Legislative Model of Civics Instruction can be expected to improve Citizenship Knowledge of secondary schools by approximately one third of a standard deviation (Cohen's d=.30).

Therefore, the hypothesis 1 is accepted.

2. The second hypothesis states that Higher Order Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Mean score of Higher Order Citizenship Knowledge in Legislative Model of Civics Instruction group (M=7.69, SD=1.99) is not significantly higher than that of control group (M=6.96, SD=2.88) (t=1.19, p>.05). Legislative Model of Civics Instruction is not making improvement in Higher Order Citizenship Knowledge of secondary school students over and above extant method of civics teaching in secondary schools of Kerala.

Hence the second hypothesis is not subtatiated.

3. The third hypothesis states that Lower Order Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Lower order Citizenship Knowledge of Legislative Model of Civics Instruction group (M=9.27, SD=2.18) is significantly higher than (t=5.23, p<.01) that of control group (M=6.15, SD=2.65). Legislative Model of Civics Instruction is more effective than existent method in improving lower order civics achievement of secondary school students. Legislative Model of Civics Instruction can be expected to improve lower order knowledge in civics of

secondary schools by approximately half of a standard deviation (Cohen's d=.45).

Therefore, the third hypothesis is accepted.

4. The fourth hypothesis states that Cognitive Citizenship Skills among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Legislative Model of Civics Instruction (M=71.36, SD=5.28) has significantly improved (t=3.97, p<.01) the Cognitive Citizenship Skills of Secondary School Students than done by the existent method (M=64.00, SD=9.25). Legislative Model of Civics Instruction can be expected to make change of Cognitive Citizenship skills moderately (by three fourth of a standard deviation) in secondary school students than the existent method (Cohen's D=.76).

Hence, the fourth hypothesis is authenticated.

5. The fifth hypothesis states that Cognitive Skills in dealing with Civic Information among Secondary School Students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Mean score of Cognitive Citizenship Skills dealing with Civic Information in Legislative Model of Civics Instruction group (M=23.94, SD=2.39) is significantly higher than that of control group (M=21.52, SD=3.34) (t=3.39p<.01). Legislative Model of Civics Instruction is making improvement in Cognitive Citizenship Skills dealing with Civic Information of Secondary School Students over and above extant method of civics teaching in secondary schools of Kerala. Legislative Model of Civics Instruction can be expected to make

change of Cognitive Citizenship skills dealing with Civic Information moderately (by two third of a standard deviation) in secondary school students than the existent method (Cohen's d= .63).

Hence, the fifth hypothesis is substantiated.

6. The sixth hypothesis states that Cognitive Skills in dealing with Civic Engagement issues among Secondary School Students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Mean score of Cognitive Citizenship Skills dealing with Civic Engagement issues in Legislative Model of Civics Instruction group (M=47.42, SD=4.69) is significantly higher than that of control group (M=42.48, SD=6.87) (t= 3.41, p<.01). Legislative Model of Civics Instruction is making improvement in Cognitive Citizenship Skills dealing with Civic Engagement issues of Secondary School Students over and above extant method of civics teaching in secondary schools of Kerala. Legislative Model of Civics Instruction can be expected to make change of Cognitive Citizenship skills dealing with Civic Engagement issues moderately (by approximately three fourth of a standard deviation) in secondary school students than the existent method (Cohen's d= .69).

Hence, the sixth hypothesis is substantiated.

7. The seventh hypothesis states that Participatory Democratic Citizenship Skills among Secondary School Students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Mean score of Participatory Citizenship Skills in Legislative Model of Civics Instruction group (M=78.12, SD=6.64) is significantly higher than that of control group (M=74.30, SD=5.18) (t= 2.61, p<.01). Legislative Model of Civics Instruction is making improvement in Participatory Citizenship Skills of Secondary School Students over and above extant method of civics teaching in secondary schools of Kerala. Legislative Model of Civics Instruction can be expected to make change of Participatory Citizenship Skills moderately (by more than half of a standard deviation) in secondary school students than the existent method (Cohen's d= .59). Also, there is significant effect for Legislative Model of Civics Instruction in improving Participatory Citizenship Skills among secondary school students as observed by teachers of civics in secondary schools. The proportion of rating of Participatory Citizenship Skills on a four point scale as Very Low, Low, High, and Very High was better for students who received Legislative Model of Civics Instruction better than that of those who received extant method of civics instruction [χ^2(3, N = 256) = 80.04, p < .01].

Hence, the seventh hypothesis is substantiated.

8. The eighth hypothesis states that Commitment to Democratic Values among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Legislative Model of Civics Instruction has a moderate effect (M=201.00, SD= 19.03) over and above existent method (M=189.39, SD= 20.95) in improving democratic citizenship values among secondary school students (t=2.36, p<.01). Legislative Model of Civics Instruction can be expected to make change of Commitment to Democratic Values moderately (by half of a standard deviation) in secondary school students than the existent method (Cohen's d= .51).

Hence, the eighth hypothesis is substantiated.

9. The ninth hypothesis states that Commitment to Ideological Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

   Legislative Model of Civics Instruction has an enhancing effect (M=92.82, SD= 10.84) over and above existent method (M=84.88, SD= 14.02) in improving values of Ideological Democracy among Secondary School students (t=2.57, p<.01). Legislative Model of Civics Instruction can be expected to make change of Commitment to Values of Ideological Democracy moderately (by more than half of a standard deviation) in secondary school students than the existent method (Cohen's d= .56).

   Hence, the ninth hypothesis is accepted.

10. The tenth hypothesis states that Commitment to Practical Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

    Legislative Model of Civics Instruction has an enhancing effect (M=74.27, SD= 7.29) over and above existent method (M=67.69, SD= 6.59) in improving values of Practical Democracy among Secondary School students (t=3.84, p<.01). Legislative Model of Civics Instruction can be expected to make change of Commitment to Values of Practical Democracy moderately (by three fourth of a standard deviation) in secondary school students than the existent method (Cohen's d= .74).

    Hence, the ninth hypothesis is accepted.

11. The eleventh hypothesis states that Commitment to Socio-Economic Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

    Legislative Model of Civics Instruction has no enhancing effect (M=12.85, SD= 2.62) over and above existent method (M=13.06, SD= 2.18)

in improving values of Socio-economic Democracy among Secondary School students (t=-.36, p>.05).

Hence, the eleventh hypothesis is not accepted.

12. The twelfth hypothesis states that Commitment to Ethical Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

Legislative Model of Civics Instruction has no enhancing effect (M=10.48, SD= 2.50) over and above existent method (M=12.81, SD= 2.89) in improving values of Ethical Democracy among Secondary School students (t=--3.51, p>.05).

Hence, the twelfth hypothesis is not substantiated.

SUMMARY, FINDINGS, AND SUGGESTIONS

⇨ **STUDY IN RETROSPECT**

⇨ **MAJOR FINDINGS OF THE STUDY**

⇨ **CONCLUSION**

⇨ **EDUCATIONAL IMPLICATIONS**

⇨ **SUGGESTIONS FOR FURTHER RESEARCH**

This chapter makes an overall retrospection to the objectives, hypotheses, procedures of execution, and major findings of the study. The concise presentation of the study will be followed by the educational implications of the study and suggestions for further research. It collects major findings of the study and tries to make them applicable to field level educational practices and further follow-up connotations.

The chapter is presented as organized into headings, Study in Retrospect, Major Findings of the study, Conclusion, Educational Implications of the Study and Suggestions for further research.

Study in Retrospect

The study focuses on developing an instructional Method for Civics, namely Legislative Model of Civics Instruction, sourcing from the Legislative procedures carried out in People's representative houses such as parliament. Legislative bodies of democratic countries are the real play-fields of competent citizens, where they plan, visualize, and practice upon civic affairs utilizing a vast repertoire of citizenship competencies. The study attempts to catch up the spirit of legislative procedures and apply to Civics classrooms. The new model is validated and found to be effective in attainment of democratic citizenship competencies through the experimental investigation.

Restatement of the Problem

"Effectiveness of Legislative Model of Civics Instruction in Attainment of Democratic Citizenship Competencies among Secondary School Students". The study is to develop and validate Legislative Model of Civcis instruction in effecting Citizenship Competencies among secondary school students.

Variables of the Study

The study adopted quasi experimental design. It employed independent variables, dependent variable and control variable.

Independent variable

Civics Instructional Method is the Independent variable of this study. Two instructional methods are compared here in effecting the desired outcomes of Civics. They are 1. Newly developed Legislative Model of Civics Instruction and 2. Extant Method of Civics Instruction followed in the learning-teaching practices of the Secondary schools of Kerala.

Dependent variables

Dependent variable of the study is the Democratic Citizenship Competencies which are measured at four levels.

1. Democratic Citizenship Knowledge

2. Cognitive Citizenship Skills

   It constitutes two components.

   1. Cognitive Skills in dealing with Civic Information

   2. Cognitive Skills in dealing with Civic engagement issues

3. Participatory Citizenship Skills

4. Commitment to Democratic Values

   This variable comprises four components

   1. Commitment to values of Ideological democracy

2. Commitment to values of Practical democracy

3. Commitment to values of Socio-economic democracy

4. Commitment to values of Ethical democracy

Control variables

Two types of control are used in this study. They are 1. Holding factors constant and 2. Matching the groups.

The following factors were held constant.

1. Teacher

2. Time or duration of instruction

3. Type of Institution.

Two groups of this study were matched on

1. Previous Knowledge in Civics

2. Cognitive Citizenship Skills

3. Participatory Citizenship Skills

4. Commitment to Democratic Values

5. Gender ratio

Objectives of the Study

The major objective of the study is to develop a new model of Civics instruction by incorporating democratic procedures adopted in legislative bodies and to test its effectiveness in promoting the democratic citizenship

competencies among secondary school students. This objective encompasses the following minor objectives.

1. To develop Legislative Model of Civics Instruction sourcing from democratic procedures of legislative bodies to improve the process of school civics instruction.

2. To assess the a) democratic citizenship knowledge b) cognitive citizenship skills c) participatory citizenship skills of secondary school students.

3. To test the effectiveness of legislative model of civics instruction on the democratic citizenship knowledge of secondary school students

4. To test the effectiveness of legislative model of civics instruction on the cognitive citizenship skills of secondary school students.

5. To test the effectiveness of legislative model of civics instruction on the participatory citizenship skills of secondary school students.

6. To test the effectiveness of legislative model of civics instruction on the commitment to democratic values of secondary school students.

Research Questions

Can the Legislative Model of Civics Instruction developed by absorbing the spirit of legislative procedures of people's representative assemblies such as parliament into the class room practices increase democratic citizenship competencies in terms each of i) Civic Knowledge ii) Cognitive citizenship skills c) Participatory citizenship skills d) Commitment to democratic Values among a representative sample of secondary school students of Kerala? If so, is the increase in those competencies significantly higher in comparison to what could be achieved with Extant Method of Civics Instruction advocated in teachers Handbooks for schools in Kerala? Can the enhancement in Civics Knowledge be achieved both for Lower Order Objectives and Higher Order Objectives of

Civics Instruction? Is the enhancement in Cognitive citizenship skills after Legislative Model of Instruction observed in dealing with both Civic Information and Civic engagement issues? How does the enhancement in Commitment to democratic Values after Legislative Model of Instruction apply to Ideological, Practical, Socio-Economic and Ethical dimensions of Democracy?

Hypotheses of the Study

1. Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

2. Higher Order Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

3. Lower Order Democratic Citizenship Knowledge among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

4. Cognitive Citizenship Skills among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

5. Cognitive Skills in dealing with civic information among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction.

6. Cognitive Skills in dealing with civic engagement issues among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

7. Participatory Democratic Citizenship Skills among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

8. Commitment to Democratic Values among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

9. Commitment to Ideological Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

10. Commitment to Practical Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

11. Commitment to Socio-Economic Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

12. Commitment to Ethical Democracy among secondary school students will be significantly higher with Legislative Model of Civics Instruction than with Extant Method of Civics Instruction

Methodology

Design of experimentation

$$G_1: \quad O_1 \quad X_{LMI} \quad O_2$$

$$G_2: \quad O_3 \quad X_E \quad O_4$$

O_1, O_3 : Pre-tests in Democratic Citizenship Competencies

X_E : Application of Control treatment - Existent instructional method

X_{LMI} : Application of experimental treatment-Legslative model of

  instruction

Samples used in the study

Survey phase of the study used 424 students of standard eight and 421 students of standard nine in Malappuram District of Kerala, drawn by stratified random sampling. The experimental sample consists of two intact sections of standard nine with 33 students in each, comparable on sex, age, previous achievement in civics and the democratic citizenship competencies from a high school of the same district as the survey sample. The comparability of experimental sample with the larger population on the relevant variables of the study is ensured.

Tools used for the study

1. Lesson plans based on the newly developed teaching model of Civics instruction.

2. Lesson Plans based on the Conventional method of Civics Instruction

3. Test of Previous Knowledge in Civics

4. Test of Achievement in Civics

5. Scale of Citizenship Cognitive Skills

6. Rubric of Citizenship Participatory skills.

7. Scale of Commitment to Democratic Values

Development of Legislative Model of Civcis Instruction

Legislative Model of civics instruction is the model of teaching developed in this study based on the idea of absorbing the spirit of legislative procedures carried out in the people's representative assemblies such as parliament into the

class room practices. This model is designed with the intention to support the curriculum transaction of civics at the secondary level of schooling.

This model of teaching follows certain phases.

Phase I: Orientation to Legislative Procedure

Phase II. Listing the roles

Phase III. Choosing the roles

Phase IV: Rehearsal

Phase V:Playing the procedure

Phase VI: Analysing the procedure

Statistical Techniques Used in the Study

Along with the usual descriptive statistical procedures, the study utilizes the following techniques.

1. Mean Difference Analysis

2. Cohen's Effect Size Calculation

3. Factor Analysis

4. Percentage Analysis

5. Chi-Square Test

Major Findings of the Study

I.   Achievement in civics especially in terms of Knowledge in civics concepts is weak among secondary school students

1. Civics Knowledge by the end of standard VIII is not up to the expected level of previous knowledge (M=38%) necessary for optimum learning of Civics in Standard IX in Kerala secondary school students.

2. Only 13/40 civics concepts (32%) fall within the category of scored correctly by 50 or more percentage of standard IX students.

3. Around 90 per cent of the standard IX students do not have awareness about applicability of cultural right. Eighty per cent of standard IX students do not have knowledge of formulation of Indian Constitution, application of fundamental right to equality, Directive Principles in the constitution and logic behind passing the budget in the Parliament.

4. Extent of cognitive citizenship skills among secondary school students is higher compared to the extent of civic knowledge (%mean=78). Cognitive skills dealing with civic information is comparatively less (% mean= 73) than cognitive skills dealing with civic engagement issues (%mean= 81) among secondary school students.

II. Legislative Model of Civics Instruction is effective than existent instructional method of Civics in improving Democratic Citizenship Knowledge

5. Legislative Model of Civics Instruction is effective than existent instructional method of Civics in improving Democratic Citizenship Knowledge among secondary school students (p<.01). Legislative Model of Civics Instruction improves Citizenship Knowledge of secondary school students by approximately one third of a standard deviation over existent method. Legislative Model of Civics Instruction has modest effect on improving Democratic Citizenship Knowledge of secondary school students (Cohen's d=.30).

6. Lower order citizenship knowledge of Legislative Model of Civics Instruction group (M=9.27, SD=2.18) is significantly higher than (p<.01) that of control group (M=6.15, SD=2.65). Legislative Model of Civics Instruction is more effective than existent method in improving lower order civics achievement of secondary school students. Legislative Model of Civics Instruction on lower order civics achievement than existent method. Legislative Model of Civics Instruction can be expected to improve lower order knowledge in civics of secondary schools by approximately half of a standard deviation (Cohen's d=.45).

7. Mean score of higher order citizenship knowledge in Legislative Model of Civics Instruction group (M=7.69, SD=1.99) is not significantly higher than that of control group (M=6.96, SD=2.88) (p>.05). Legislative Model of Civics Instruction is not making improvement in higher order citizenship knowledge of secondary school students over and above extant method of civics teaching in secondary schools of Kerala.

III. Legislative Model of Civics Instruction is improving the cognitive citizenship competencies of secondary school students better than extant civics instruction

7. There is significant effect of Legislative Model of Civics Instruction in improving the cognitive citizenship competencies of secondary school students. Legislative Model of Civics Instruction has significantly improved the cognitive Citizenship skills of secondary school students than done by the existent method in terms of Total Cognitive Skills (t=3.97, p<.01), 2. Skills dealing with civic information (t=3.39, p<.01) and 3. Skills dealing with civic engagement issues (t=3.41, p<.01). Legislative Model of Civics

Instruction can be expected to make change of cognitive Citizenship skills moderately (by three fourth of a standard deviation) in secondary school students than the existent method.

a. Compared to the effect of Legislative Model of Civics Instruction in improving Civics Knowledge (Cohen's d=.30) its effect in producing increase in cognitive skills (Cohen's d=.76) is higher.

IV. Legislative Model of Civics Instruction significantly improve Participatory Citizenship skills as rated by students and teachers

8. Legislative Model of Civics Instruction (M=78.12, SD= 6.64) significantly improve Participatory Citizenship skills (self-rated) over the extant method of Civics instruction (M=74.30, SD = 5.18) among secondary school students, (t=2.61, p<.01).Legislative Model of Civics Instruction is expected to make change of about two third of a standard deviation in Participatory Citizenship skills of secondary school students(Cohen's d=.59).

9. There is significant effect for Legislative Model of Civics Instruction in improving Participatory Citizenship Skills among secondary school students as observed teachers of civics in secondary schools. The proportion of rating of Participatory Citizenship Skills on a four point scale as Very Low, Low, High, and Very High was better for students who received Legislative Model of Civics Instruction better than that of those who received extant method of civics instruction [χ^2(3, N = 256) = 80.04, p < .01]. This was true for the components of Participatory Citizenship Skills like Communication Skills [χ^2 (2, N = 32) = 16.47, p < .01], Team Work Skill [χ^2 (2, N = 32) = 7.34, p < .05], Leadership Skill [χ^2(2, N = 32) = 8.66, p < .01], Building Relationship Skill[χ^2 (2, N = 32) = 7.76, p < .05], Role Performance

Skill [χ^2 (2, N = 32) = 22.93, p < .01],Public Discussion Skill[χ^2(2, N = 32) = 12.59, p < .01],Organization Skill[χ^2 (2, N = 32) = 12.59, p < .01], but not for Civic Problem Solving skill, [χ^2 (2, N = 32) = 3.29, p > .05].

V. Legislative Model of Civics Instruction improvecommitment to ideological and practical democratic citizenship values better than extant civic instruction

10. Legislative Model of Civics Instruction has a moderate effect (M=201.00, SD= 19.03) over and above existent method (M=189.39, SD= 20.95)in improving democratic citizenship values among secondary school students(t=2.36, p<.01). This is true especially for commitment to Ideological democratic values and commitment to Practical democratic values (p<.01), but not of commitment to Socio economic democratic values, and Ethical democratic values, where Legislative Model Of Civics Instruction has no significant positive effect over and above extant method of civics instruction. The effect size of Legislative Model of Civics Instruction on practical democracy (.74) is comparatively higher than the counterpart effect sizes on democratic values.

Conclusion

The study has resulted in the development of a new Instructional method of Civics, namely Legislative Model of Civics Instruction which is validated to be effective in nurturing Democratic Citizenship Competencies among Secondary School Students. Weakness of present day Civics instructional practices in secondary schools of Kerala, revealed through the survey phase of the study and it's call for rejuvenation have to catch attention of researchers,

curriculum planning bodies and administrators. The study attempted to try out a new Civics instructional Model which is expected to meet the neglected areas of Civics education. Civic or political knowledge is focused in the running school programmes, letting cognitive, affective, and participatory domains walk out. The new model attempted to bring the drive of Civics into the right channel of aiming what ought to be aimed in citizenship education. Cognitive and participatory skills have been brought into focus so that Civics instruction can put on life oriented, practice centred outfits.

The study explored a number of citizenship cognitive and participatory competencies. Literature review helped to examine the vast array of competencies, find out their underlying features of shared nature, finally come down to a handful number of competencies. This would help to make the programmes and practices of Civics instruction amenable to individual handling and plausible to educational assessment. International and national programmes and Curriculum bodies have listed the competencies in a way to baffle the field level educationists and teachers. The study has tried to cluster the competencies into groups of similar characteristics and thereby producing a comprehensive list of cognitive and participatory citizenship skills.

Relevant tools developed for the study are Scale of Cognitive citizenship Skills and Rubric of Participatory Citizenship Skills. These would help to alleviate the deficiency of measures in the field of citizenship education. The projects and programmes of Civics often become out of access to evaluation and validation only due to the absence of realistic measures of civic competencies. Even the reputed international projects of Civics such get limited to Citizenship Knowledge domain. They fail to push Civics out of the traditional mechanisms into blossomed realms of cognitive and participatory skills. To check whether the student can name the Chief Minister, leader of Opposition, or Secretary Generals

of International organizations yield nothing as fruitful. The present study with its focus on cognitive and participatory citizenship skills and developing adequate measures would help to go beyond the limited peripheries of political information into vast lawns of active and energetic social civic competences.

Legislative Model of Civics instruction is significantly enhancing Civics specific Knowledge but not higher order objectives. It clearly indicates the weakness of new programme in stimulating higher order cognitive objectives such as analyzing, evaluating and creating. This drawback is to be rectified by further researching the planning and development of curricular materials and constructive and creative works of the field level educational activists. Legislative Model of Civics instruction is significantly enhancing cognitive citizenship skills whatever the component is considered, Skills dealing with civic information and skills dealing with civic engagement. Legislative Model of Civics instruction is significantly enhancing participatory citizenship skills but not civic problem solving skill. The model is enhancing commitment to democratic values, especially of ideological and practical democracy. But, values of Socio-economic and ethical democracies are found not met by the new model. Weak areas identified are to be strengthened.

Civics education is to equip younger and upcoming generations with information, skills like critical approach to policies, validating sources, arguing and defending own positions, reflect one's own actions and arguments, civic imagination and creativity, civic judgment, and civic assessment. Ability to participate in collective decision making for the welfare of all by nurturing communication, civic problem solving, team work, leadership, building relationship, role performance, public discussion and organization. It is also to instill values like fellow feeling, peaceful co-existence, tolerance, gender sensitivity, coping up with different cultures, self-actualizing capacity, in an

increasingly complex and diverse milieu. This is of significance not only from a political angle but also from more personal and creative aspects of human life. If education is to prepare humanity for a richer, fuller and egalitarian life, Civics education in schools requires better attention than it gets at present.

Educational Implications

Civics instruction is to get attention than at the present in its content, methods and assessments. Assessment in Civics is to become equally center on both informational and participatory aspects of instruction.

Process dimensions of Civics like democratic descent, Collective decision making, consensus building, being responsible and accountable to the larger societal welfare, peaceful assertions of one's own viewpoints are to receive as much importance as knowledge of Constitution, legislative procedures and rights and responsibilities.

Classrooms are to be turned into living democracies not only in vision and spirit but also in believes and procedures. Teachers are to become the facilitators of not only learning and reflection but also of democratic decision making and way of life in and out of the classroom.

Systematic and timely assessment and feedback of democratic citizenship competencies has to be supported through the development of elaborate yet practical, technically correct yet meaningful, devices and strategies. Standardized Measures of citizenship cognitive skills, Participatory skills and tests of achievement help to alleviate deficiency of standard tools in citizenship education.

New instructional model of civics is proved to be effective in normal classroom setting of a government school. It can be used by the teachers to

enhance civic competencies. Teachers can be trained to utilize and work upon this method.

Legislative and other Models of Civics instruction known to enhance civic capabilities are to become part of repertoire of regular classroom teaching. Parliamentary legislative procedures need to be built up into classroom practices especially in civics in a content and context appropriate way. Legislative methods like Submission, Calling attention, need not be limited to Civics instruction in the classroom but can be extended to conduct and improvement of democratic management of the school as a whole.

Current instructional practices in social studies especially in civics lack support of research and empirical applications. The study helps to formulate research bases for civics instructional theory and practice.

Group methods like seminars, discussion, brain-storming, disputation have to come out of methodology textbooks and become part of the day to day Civics classrooms.

Educational institutions are to aspire for becoming seedbeds of democratic living and decision making.

Researchers, educationists and student- teacher mentors have to model the ways by which Civics instruction be transformed through the use of Students Council, Surveys, Social Service, Visits to Legislatures, Morning Assembly, Debates, Clubs, Educational tours, Celebration of nationally days, organizing programmes.

Schools can experiment the means through which school community conduct itself in the vision of a school-swaraj by equipping future citizens for taking up civic responsibilities in a graded and age appropriate.

Suggestions for Further Research

Further researches are needed to identify methods by which student's entrenched beliefs, preferences and dispositions be challenged and altered to turn younger generations into progressive democratic citizens.

Studies may be taken up to further validate the newly developed Legislative Model of Civics instruction by building it into the pre-service and in-service teacher preparations and obtaining the practical issues in implementations as well as observing the student outcomes thereupon.

Grade wise adaptations of the new model are to be developed and tested. Legislative Model of Civics Instruction can be tested against other competing methods of Civics at varying levels of schooling to observe impacts on diverse objectives of Civics Instruction. Effectiveness of new method in Gender and ability groups needs to be tested.

Further studies needs to be done to search for better methods by which higher order cognitive objectives of Civics instruction and students' commitment to social economic and ethical aspects of democracy can be strengthened.

Multidimensional measures of civic skills such as communication, civic problem solving, team work, leadership, building relationship, role performance, public discussion and organization need to be developed and validated.

Attempts to identify levels of civics achievement in schools are to be made at state and national levels. Sources of citizenship competencies are to be found out in order to prepare basis for civics oriented projects and innovations.

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APPENDIX IA

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
TEST OF PREVIOUS KNOWLEDGE IN CIVICS (DRAFT)

Dr. K.Abdul Gafoor   **P.Muhammed Asaraf**
Associate Professor   Research Scholar

നിർദ്ദേശങ്ങൾ

പൗരധർമ്മവുമായി ബന്ധപ്പെട്ട 36 ചോദ്യങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഒന്നു മുതൽ 32 വരെ ചോദ്യ ങ്ങൾക്ക് നാല് പ്രതികരണങ്ങൾ വീതം നൽകിയിട്ടു ്. ഇവയിൽ ഒന്നു മാത്രമേ ശരിയായിട്ടുള്ളൂ. ശരിയായ ത് തെരഞ്ഞെടുത്ത് ഉത്തരക്കടലാസിൽ ✓ ചിഹ്നം അടയാളപ്പെടുത്തുക. 33 മുതൽ 36 വരെയുള്ള പ്രസ്താവ നകൾ ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ചെഴുതുക. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതേ താണ്.

1. ഒരു പാർലമെന്റ് തെരഞ്ഞെടുപ്പിൽ നിങ്ങൾ വോട്ട് ചെയ്യുന്നുവെന്ന് കരുതുക. അതിൽ വിജയിക്കുന്ന സ്ഥാനാർത്ഥി ഏത് ജനപ്രതിനിധി സഭയിലേക്കാണ് തെരഞ്ഞെടുക്കപ്പെടുന്നത് ?

    എ. നിയമസഭ   ബി. ലോക്സഭ   സി. രാജ്യസഭ   ഡി. മന്ത്രിസഭ

2. ഇന്ത്യൻ ഭരണഘടനയുടെ ശിൽപി എന്നറിയപ്പെടുന്നതാര് ?

    എ. ഗാന്ധിജി   ബി. ജവഹർലാൽ നെഹ്റു

    സി. ബി.ആർ. അംബേദ്കർ   ഡി. ഡോ.രാജേന്ദ്രപ്രസാദ്

3. ഇന്ത്യയുടെ രാഷ്ട്രത്തലവൻ ആരാണ്?

    എ. പ്രധാനമന്ത്രി   ബി. രാഷ്ട്രപിതാവ്   സി. രാഷ്ട്രപതി   ഡി. ചീഫ് ജസ്റ്റിസ്

4. ലോകത്തെ ഏറ്റവും വലിയ ലിഖിത ഭരണഘടന ഏതു രാജ്യത്തിന്റെതാണ്?

    എ. അമേരിക്ക   ബി. ബ്രിട്ടൻ   സി. ആസ്ട്രേലിയ   ഡി. ഇവയൊന്നുമല്ല.

5. റിപ്പബ്ലിക്ക് ദിനമായി ആചരിക്കുന്ന ദിനമേത്?

    എ. ആഗസ്റ്റ് 15   ബി. ജനുവരി 26   സി. ഒക്ടോബർ 2   ഡി. നവംബർ 1

6. സംസ്ഥാനത്തിന്റെ മുഴുവൻ അധികാരങ്ങളും ആരിൽ നിക്ഷിപ്തമായിരിക്കുന്നു?

    എ. ഗവർണർ   ബി. ഐ.ജി   സി. മുഖ്യമന്ത്രി   ഡി. ആഭ്യന്തര മന്ത്രി

7. ഒരു രാഷ്ട്രത്തിന്റെ അടിസ്ഥാന പ്രമാണമായി പരിഗണിക്കുന്നത് എന്തിനെയാണ്?

    എ. നിയമങ്ങൾ   ബി. മൗലികാവകാശങ്ങൾ

    സി. ഭരണഘടന   ഡി. സുപ്രീം കോടതി വിധികൾ

8. നിയമസഭകളിൽ അദ്ധ്യക്ഷ്യത വഹിക്കുന്നത് ആരാണ്?

    എ. ഗവർണർ   ബി. മുഖ്യമന്ത്രി   സി. സ്പീക്കർ   ഡി. ചീഫ് വിപ്പ്

9. തെരഞ്ഞെടുപ്പ് തിരിച്ചറിയൽ കാർഡിൽ രേഖപ്പെടുത്താത്ത വിവരമേതാണ്?

    എ. അഡ്രസ്   ബി. ഫോട്ടോ   സി. വിദ്യാഭ്യാസ യോഗ്യത   ഡി. പ്രായം

10. സ്ഥാനത്തെ മുഖ്യമന്ത്രിയെ നിയമിക്കുന്നത് ആരാണ്?

    എ. രാഷ്ട്രപതി   ബി. പ്രധാനമന്ത്രി   സി. ഗവർണർ   ഡി. നിയമസഭാംഗങ്ങൾ

11. കേന്ദ്ര ഗവൺമെന്റിന്റെ മാത്രം അധികാര പരിധിയിൽ വരുന്ന കാര്യമേത് ?

    എ. ക്രമസമാധാനം   ബി. വിദ്യാഭ്യാസം   സി. പഞ്ചായത്ത്   ഡി. പ്രതിരോധം

12. താഴെ നൽകിയവയിൽ കേന്ദ്രഭരണ പ്രദേശം ഏതാണ്?

എ. കാശ്മീർ   ബി. മാലിദ്വീപ്   സി. ലക്ഷദ്വീപ്   ഡി. ഗോവ

13. ഒരു രാഷ്ട്രത്തിന്റെ ഭരണഘടനയിൽ ഉൾപ്പെടുന്നത് എന്താണ്?

എ. ആദർശങ്ങൾ   ബി. നിയമാവലികൾ   സി. അവകാശങ്ങൾ   ഡി. ഇവയെല്ലാം

14. ജനപ്രതിനിധി സഭകളിൽ ഭൂരിഭാഗം അംഗങ്ങൾ ആഗ്രഹിക്കുന്ന പക്ഷം ഇന്ത്യൻ ഭരണഘടനയിൽ മാറ്റ ങ്ങൾ വരുത്തുക സാധ്യമാണോ?

എ. സാധ്യമല്ല   ബി. പ്രക്ഷോഭത്തിലൂടെ മാറ്റാൻ സാധിക്കും.

സി .സാധ്യമാണ്   ഡി. യു.എൻ.ഒ ഇടപെട്ടാൽ സാധിക്കും.

15. ഇന്ത്യയിൽ ലോക്സഭ/നിയമസഭ മണ്ഡലങ്ങൾ പുനർനിർണ്ണയം നടത്തുന്നത് എന്തടിസ്ഥാനത്തിലാണ്?

എ. ജില്ലാ കലക്ടറുടെ ഉത്തരവ്   ബി. സെൻസസ

സി. എം. പി../ എം. എൽ. എ. യുടെ ശുപാർശ   ഡി. ജനാഭിലാഷം

16. ഇന്ത്യൻ ഭരണഘടനയിൽ പരാമർശിക്കുന്ന ഭരണ സംവിധാനം ഏതാണ്?

എ. കേന്ദ്രഭരണം   ബി. സംസ്ഥാനഭരണം

സി. കേന്ദ്രഭരണ പ്രദേശങ്ങളുടെ ഭരണം.   ഡി. ഇവയെല്ലാം.

17. എം.എൽ.എ. യുടെ കാലാവധി 5 വർഷം. രാജ്യസഭാമെമ്പറുടെത് 6 വർഷം. ലോക്സഭാ മെമ്പറുടെ കാ ലാവധി എത്ര വർഷം?   എ. 5   ബി. 6   സി. 7   ഡി. 4

18. ജനപ്രതിനിധിസഭയുടെ ഏറ്റവും പ്രധാനപ്പെട്ട ഉത്തരവാദിത്തം ഏതാണ്?

എ. റോഡ് നന്നാക്കൽ   ബി. വൈദ്യുതി എത്തിക്കൽ

സി. നിമയനിർമ്മാണം   ഡി. സ്കൂളുകൾ സ്ഥാപിക്കൽ

19. ഇന്ത്യൻ ഭരണഘടനയിലെ മൗലികാവകാശങ്ങളിൽ പുതുതായി ഉൾപ്പെടുത്തിയത് ഏതാണ്?

എ. സ്വത്തവകാശം   ബി. വിദ്യാഭ്യാസം   സി. ഭക്ഷണാവകാശം   ഡി. പാർപ്പിടാവകാശം

20. നിയമസഭയിൽ കേവല ഭൂരിപക്ഷമുള്ള പാർട്ടിയാണ് അധികാരത്തിലെത്തുന്നത്. കേവല ഭൂരിപക്ഷത്തിന് എത്ര അംഗങ്ങളുടെ പിന്തുണയാണ് വേ ത്?

എ. പകുതി അംഗങ്ങളുടെ   ബി. മൂന്നിൽ ര ˘

സി. മൂന്നിലൊന്ന്   ഡി. പകുതിയിലധികം അംഗങ്ങളുടെ

21. ഇന്ത്യൻ ഭരണഘടന പ്രകാരം രാഷ്ട്രത്തിന്റെ ഔദ്യോഗിക മതം ഏതാണ്.

എ. ഹിന്ദുമതം   ബി. പ്രാകൃതമതം   സി. എല്ലാ മതങ്ങളും   ഡി. മതമില്ല

22. മന്ത്രിസഭയെ താഴെയിറക്കാൻ ഉദ്ദേശിക്കുന്ന പ്രതിപക്ഷത്തിന് നിയമസഭയിൽ പ്രയോഗിക്കാവുന്ന പ്രധാന ആയുധമേതാണ്?

എ. അടിയന്തര പ്രമേയം   ബി. അഴിമതി ആരോപണം

സി. ബഹിഷ്ക്കരണം   ഡി. അവിശ്വാസ പ്രമേയം

23. ഭരണ ഘടന പ്രകാരം ഇന്ത്യൻ പൗരന് എവിടെയെല്ലാം സഞ്ചരിക്കാം?

എ. സ്വന്തം സംസ്ഥാനത്ത് മാത്രം   ബി. കശ്മീർ ഒഴികെ രാജ്യത്തെവിടെയും

സി. രാജ്യത്തെവിടെയും   ഡി. കേന്ദ്രഭരണപ്രദേശമൊഴികെ എല്ലാ സ്ഥലത്തും

24. കേരളത്തിൽ പഞ്ചായത്ത് ഭരണം നടത്തുന്ന ഭരണവകുപ്പ് ഏതാണ്?

എ. ആഭ്യന്തര വകുപ്പ്   ബി. തദേശസ്വയം ഭരണ വകുപ്പ്

സി. പഞ്ചായത്ത് വകുപ്പ്   ഡി. പൊതുഭരണ വകുപ്പ്

25. ലൈസൻസിന് 18 വയസ്സ് തികയണം. വിവാഹത്തിന് പുരുഷന് 21 –ും സ്ത്രീക്ക് 18 – ും. വോട്ടവകാശം ലഭിക്കാൻ സ്ത്രീക്ക് എത്ര വയസ്സാകണം?

എ. 18   ബി. 16   സി. 21   ഡി. 15

26. കേരളത്തിലെ രാജ്യസഭാ മണ്ഡലങ്ങൾ 9 ആണ്. കേരളത്തിലെ ലോക്സഭാ മണ്ഡലങ്ങൾ എത്ര?

എ. 18   ബി. 10   സി. 12   ഡി. 20

27. നിയമസഭയിലേക്ക് നടക്കുന്ന തെരഞ്ഞെടുപ്പിൽ നിങ്ങൾ വോട്ട് രേഖപ്പെടുത്തുന്നുവെന്ന് കരുതുക. തെരഞ്ഞെടുപ്പ് പങ്കാളിത്തം വഴി നിങ്ങൾക്ക് ചെയ്യാൻ സാധിക്കുന്നത് എന്താണ്?

എ. പുതിയ മുഖ്യമന്ത്രിയെ നിശ്ചയിക്കുന്നു.   ബി. മന്ത്രിമാരെ തെരഞ്ഞെടുക്കുന്നു

സി. നിയമസഭാ പ്രതിനിധിയെ തെരഞ്ഞെടുക്കുന്നു. ഡി. മേൽപറഞ്ഞവയെല്ലാം

28. ഇന്ത്യൻ പൗരന് എത് മതത്തിൽ വിശ്വസിക്കാനും പ്രചരിപ്പിക്കാനും അവകാശമു ്. ഈ പ്രസ്താവന താഴെ നൽകിയിരിക്കുന്ന ആശയങ്ങളിൽ ഏതിനെയാണ് സൂചിപ്പിക്കുന്നത് ?

എ. മതേതരത്വം   ബി. മത സൗഹാർദ്ധം   സി. മതരാഹിത്യം   ഡി. മതസ്വാതന്ത്ര്യം

29. ഇന്ത്യയിൽ ദരിദ്ര വിഭാഗങ്ങൾക്ക് മതമോ ജാതിയോ നോക്കാതെ കുറഞ്ഞ നിരക്കിൽ റേഷനരി വിതരണം ചെയ്യപ്പെടുന്നു. ഇതിലൂടെ ഇന്ത്യാരാജ്യത്തെ ഭരണഘടന ലക്ഷ്യം വെക്കുന്ന ഏതു ആശയത്തെയാണ് യാഥാർത്ഥ്യമാക്കാൻ ശ്രമിക്കുന്നത്?

എ. സോഷ്യലിസം   ബി. ജനാധിപത്യം   സി. മതേതരത്വം   ഡി. പരമാധികാരം

30. ഇന്ത്യയിൽ അനേകം നിയമങ്ങൾ നിലനിൽക്കുന്നു ്. നിയമങ്ങൾക്കനുസരിച്ചാണ് കോടതി വിധി പ്രഖ്യാപിക്കുന്നത്. ഇന്ത്യയിലെ നിയമങ്ങൾ രൂപീകരിക്കുന്ന ഏജൻസി ഏത്?

എ. പാർലമെന്റ്   ബി. സുപ്രീം കോടതി

സി. രാഷ്ട്രപതി ഭവൻ   ഡി. നിയമവകുപ്പ് ഉദ്യോഗസ്ഥർ

31. ഭരണഘടനയിൽ ഇന്ത്യയെ പരമാധികാര റിപ്പബ്ലിക് ആയി പ്രഖ്യാപിച്ചിട്ടു ്. ഇത് പ്രകാരം ഇന്ത്യയിൽ ഭരണത്തിന്റെ പരമാധികാരം ആരിലാണ് നിക്ഷിപ്തമായിരിക്കുന്നത്?

എ. പ്രധാനമന്ത്രി   ബി. രാഷ്ട്രപതി   സി. ജനങ്ങൾ   ഡി. സൈനികത്തലവൻ

32. ഭരണഘടനാ പ്രകാരം ഇന്ത്യ ഒട്ടേറെ സംസ്ഥാനങ്ങളുടെ യൂണിയനായാണ് വിഭാവനം ചെയ്യപ്പെട്ടിട്ടു ള്ളത്. ഏതെങ്കിലും സംസ്ഥാനത്തെ ജനങ്ങൾ ഇന്ത്യൻ യൂണിയനിൽ നിന്ന് വേറിട്ട് പോകാൻ താൽപര്യപ്പെട്ടാൽ ഭരണഘടനാപ്രകാരം അത് സാധ്യമാണോ ?

എ. സാധ്യമാണ്   ബി. രാഷ്ട്രപതി അംഗീകരിച്ചാൽ സാധിക്കും.

സി. നിയമസഭ പാസ്സാക്കിയാൽ സാധ്യമാണ്   ഡി. സാധ്യമല്ല

താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവനകൾ ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ച് രേഖപ്പെടുത്തുക.

33. ഇന്ത്യൻ ഭരണഘടന നിർമ്മിച്ചത് യഥാർത്ഥത്തിൽ ബ്രിട്ടീഷുകാരാണ്. ഇന്ത്യക്കാർ അതിൽ ചില്ലറ മാറ്റങ്ങൾ വരുത്തിയിട്ടു ്ന്ന് മാത്രം.

34. ഇന്ത്യൻ പൗരത്വം ലഭിക്കാൻ ഇന്ത്യയിൽ ജനിച്ചാൽ മാത്രം പോര. അഞ്ച് വയസ്സ് വരെയെങ്കിലും ഇവിടെ താമസിക്കുകയും വേണം.

35. ഭരണഘടനയിലെ മൗലികാവകാശങ്ങൾ ലംഘിച്ചാൽ സുപ്രീം കോടതിക്ക് തന്നെ ഇടപെടാവുന്നതാണ്.

36. ഇന്ത്യയിൽ രാഷ്ട്രപതി ഗവർണർമാരെ നിയമിക്കുന്നു. ഗവർണർ സംസ്ഥാനത്തെ മുഖ്യമന്ത്രിയെ നിയമിക്കുന്നു.

APPENDIX IB

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
TEST OF PREVIOUS KNOWLEDGE IN CIVICS (FINAL-MALAYALAM VERSION)

Dr. K.Abdul Gafoor   **P.Muhammed Asaraf**
Associate Professor   Research Scholar

നിർദ്ദേശങ്ങൾ

പൗരധർമ്മവുമായി ബന്ധപ്പെട്ട 20 ചോദ്യങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഒന്നു മുതൽ 17 വരെ ചോദ്യ ങ്ങൾക്ക് നാല് പ്രതികരണങ്ങൾ വീതം നൽകിയിട്ടു ്. ഇവയിൽ ഒന്നു മാത്രമേ ശരിയായിട്ടുള്ളൂ. ശരിയായ ത് തെരഞ്ഞെടുത്ത് ഉത്തരക്കടലാസിൽ √ ചിഹ്നം അടയാളപ്പെടുത്തുക. 18 മുതൽ 20 വരെയുള്ള പ്രസ്താവ നകൾ ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ചെഴുതുക. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതേ താണ്.

1. ഇന്ത്യൻ ഭരണഘടനയുടെ ശിൽപി എന്നറിയപ്പെടുന്നതാര് ?

    എ. ഗാന്ധിജി   ബി. ജവഹർലാൽ നെഹ്റു

    സി. ബി.ആർ. അംബേദ്കർ   ഡി. ഡോ.രാജേന്ദ്രപ്രസാദ്

2. ഇന്ത്യയുടെ രാഷ്ട്രത്തലവൻ ആരാണ്?

    എ. പ്രധാനമന്ത്രി   ബി. രാഷ്ട്രപിതാവ്   സി. രാഷ്ട്രപതി   ഡി. ചീഫ് ജസ്റ്റിസ്

3. തെരഞ്ഞെടുപ്പ് തിരിച്ചറിയൽ കാർഡിൽ രേഖപ്പെടുത്താത്ത വിവരമേതാണ്?

    എ. അഡ്രസ്   ബി. ഫോട്ടോ   സി. വിദ്യാഭ്യാസ യോഗ്യത   ഡി. പ്രായം

4. സ്ംസ്ഥാനത്തെ മുഖ്യമന്ത്രിയെ നിയമിക്കുന്നത് ആരാണ്?

    എ. രാഷ്ട്രപതി   ബി. പ്രധാനമന്ത്രി   സി. ഗവർണർ   ഡി. നിയമസഭാംഗങ്ങൾ

5. താഴെ നൽകിയവയിൽ കേന്ദ്രഭരണ പ്രദേശം ഏതാണ്?

    എ. കാശ്മീർ   ബി. മാലിദ്വീപ്   സി. ലക്ഷദ്വീപ്   ഡി. ഗോവ

6. ഒരു രാഷ്ട്രത്തിന്റെ ഭരണഘടനയിൽ ഉൾപ്പെടുന്നത് എന്താണ്?

    എ. ആദർശങ്ങൾ   ബി. നിയമാവലികൾ

    സി. അവകാശങ്ങൾ   ഡി. ഇവയെല്ലാം

7. ഇന്ത്യയിൽ ലോക്സഭ/നിയമസഭ മണ്ഡലങ്ങൾ പുനർനിർണ്ണയം നടത്തുന്നത് എന്തടിസ്ഥാനത്തിലാണ്?

    എ. ജില്ലാ കലക്ടറുടെ ഉത്തരവ്   ബി. സെൻസസ്

    സി. എം. പി../ എം. എൽ. എ. യുടെ ശുപാർശ   ഡി. ജനാഭിലാഷം

8. ഇന്ത്യൻ ഭരണഘടനയിൽ പരാമർശിക്കുന്ന ഭരണ സംവിധാനം ഏതാണ്?

    എ. കേന്ദ്രഭരണം   ബി. സംസ്ഥാനഭരണം

    സി. കേന്ദ്രഭരണ പ്രദേശങ്ങളുടെ ഭരണം.   ഡി. ഇവയെല്ലാം.

9. എം.എൽ.എ. യുടെ കാലാവധി 5 വർഷം. രാജ്യസഭാമെമ്പറുടെത് 6 വർഷം. ലോക്സഭാ മെമ്പറുടെ കാ ലാവധി എത്ര വർഷം?   എ. 5   ബി. 6   സി. 7   ഡി. 4

10. ജനപ്രതിനിധിസഭയുടെ ഏറ്റവും പ്രധാനപ്പെട്ട ഉത്തരവാദിത്തം ഏതാണ്?

    എ. റോഡ് നന്നാക്കൽ   ബി. വൈദ്യുതി എത്തിക്കൽ

സി. നിമയനിർമ്മാണം   ഡി. സ്കൂളൂകൾ സ്ഥാപിക്കൽ

11. ഭരണ ഘടന പ്രകാരം ഇന്ത്യൻ പൗരന് എവിടെയെല്ലാം സഞ്ചരിക്കാം?

എ. സ്വന്തം സംസ്ഥാനത്ത് മാത്രം   ബി. കശ്മീർ ഒഴികെ രാജ്യത്തെവിടെയും

സി. രാജ്യത്തെവിടെയും   ഡി. കേന്ദ്രഭരണപ്രദേശമൊഴികെ എല്ലാ സ്ഥലത്തും

12. കേരളത്തിൽ പഞ്ചായത്ത് ഭരണം നടത്തുന്ന ഭരണവകുപ്പ് ഏതാണ്?

എ. ആഭ്യന്തര വകുപ്പ്   ബി. തദ്ദേശസ്വയം ഭരണ വകുപ്പ്

സി. പഞ്ചായത്ത് വകുപ്പ്   ഡി. പൊതുഭരണ വകുപ്പ്

13. ലൈസൻസിന് 18 വയസ്സ് തികയണം. വിവാഹത്തിന് പുരുഷന് 21 –ും സ്ത്രീക്ക് 18 – ും. വോട്ടവകാശം ലഭിക്കാൻ സ്ത്രീക്ക് എത്ര വയസ്സാകണം?

എ. 18   ബി. 16   സി. 21   ഡി. 15

14. കേരളത്തിലെ രാജ്യസഭാ മണ്ഡലങ്ങൾ 9 ആണ്. കേരളത്തിലെ ലോക്സഭാ മണ്ഡലങ്ങൾ എത്ര?

എ. 18   ബി. 10   സി. 12   ഡി. 20

15. നിയമസഭയിലേക്ക് നടക്കുന്ന തെരഞ്ഞെടുപ്പിൽ നിങ്ങൾ വോട്ട് രേഖപ്പെടുത്തുന്നുവെന്ന് കരുതുക. തെര ഞ്ഞെടുപ്പ് പങ്കാളിത്തം വഴി നിങ്ങൾക്ക് ചെയ്യാൻ സാധിക്കുന്നത് എന്താണ്?

എ. പുതിയ മുഖ്യമന്ത്രിയെ നിശ്ചയിക്കുന്നു.   ബി. മന്ത്രിമാരെ തരഞ്ഞെടുക്കുന്നു

സി. നിയമസഭാ പ്രതിനിധിയെ തെരഞ്ഞെടുക്കുന്നു. ഡി. മേൽപറഞ്ഞവയെല്ലാം

16. ഇന്ത്യൻ പൗരന് ഏത് മതത്തിൽ വിശ്വസിക്കാനും പ്രചരിപ്പിക്കാനും അവകാശമു ്. ഈ പ്രസ്താവന താഴെ നൽകിയിരിക്കുന്ന ആശയങ്ങളിൽ ഏതിനെയാണ് സൂചിപ്പിക്കുന്നത് ?

എ. മതേതരത്വം   ബി. മത സൗഹാർദ്ധം   സി. മതരാഹിത്യം   ഡി. മതസ്വാതന്ത്ര്യം

17. ഭരണഘടനയിൽ ഇന്ത്യയെ പരമാധികാര റിപ്പബ്ലിക് ആയി പ്രഖ്യാപിച്ചിട്ടു ്. ഇത് പ്രകാരം ഇന്ത്യയിൽ ഭ രണത്തിന്റെ പരമാധികാരം ആരിലാണ് നിക്ഷിപ്തമായിരിക്കുന്നത്?

എ. പ്രധാനമന്ത്രി   ബി. രാഷ്ട്രപതി   സി. ജനങ്ങൾ   ഡി. സൈനികത്തലവൻ

താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവനകൾ ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ച് രേഖപ്പെടുത്തുക.

18. ഇന്ത്യൻ ഭരണഘടന നിർമ്മിച്ചത് യഥാർത്ഥത്തിൽ ബ്രിട്ടീഷുകാരാണ്. ഇന്ത്യക്കാർ അതിൽ ചില്ലറ മാറ്റ ങ്ങൾ വരുത്തിയിട്ടു ന്ന് മാത്രം.

19. ഭരണഘടനയിലെ മൗലികാവകാശങ്ങൾ ലംഘിച്ചാൽ സുപ്രീം കോടതിക്ക് തന്നെ ഇടപെടാവുന്നതാണ്.

20. ഇന്ത്യയിൽ രാഷ്ട്രപതി ഗവർണർമാരെ നിയമിക്കുന്നു. ഗവർണർ സംസ്ഥാനത്തെ മുഖ്യമന്ത്രിയെ നിയമി ക്കുന്നു.

APPENDIX I C

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
TEST OF PREVIOUS KNOWLEDGE IN CIVICS (FINAL –ENGLISH VERSION)

Dr. K.Abdul Gafoor   **P.Muhammed Ashraf**
Associate Professor   Research Scholar

Directions

Below are given 20 questions connected with Civics. 1-17 questions are followed by four options, A, B, C and D out of which only one is correct. Please select the correct one and mark it in the response sheet using the sign √. Evaluate the statements in the questions 18-20 and decide each to be true or false. It is necessary to answer all of the questions

1. Who is known as the architect of Indian Constitution?
   a. Mahatma Gandhi   b. Jawaharlal Nehru   c. B.R. Ambedkar   d. Dr. Rajendra Prasad

2. Who is the Head of State in India?
   a. Prime Minister   b. Father of Nation   c. President   d. Chief Justice

3. Which of the following data that does not appear on the voter's identity card?
   a. Address   b. Photo   c. Educational Qualification   d. Age

4. Who has the power to appoint the Chief Minister of a State?
   a. President   b. Prime Minister   c. Governer   d. Members of Legislative Assembly

5. Which of the following is a Union Territory?
   a. Kashmir   b. Maldives   c. Lakshadweep   d. Goa

6. Which constitute the Constitutuion of a country?
   a. Ideals   b. Code (body of laws)   c. Rights   d. All of the above

7. On what basis the Loksabha/ Niyamasabha constituencies of India get delimited?
   a. Order of District Collector   b. Census
   c. Recommendation of M.P./M.L.A   d. Desire of people

8. Which administrative system is stated in Indian constitution?
   a. Central Govt.   B. State Govt.   C. Unior Territories   d. All of the above

9. The term of M.L.A. is five years and that of Rajya Sabha M.P is six years. How many years the term of a Lok Sabha M.P. prolongs?
   a. 5   b. 6   c. 7   d. 4

10. Which is the most important responsibility of House of People's Representatives?
    a. Road construction   b. Power Supply

c. Legislation   d. Establishment of schools

11. Where can an Indian Citizen travel as per the Constituon?

    a. Own state only   b. Whole country except Kashmir

    c. Whole country   d. Whole country except union territories

12. Which is the Department that holds the administration of Panchayaths in Kerala?

    a. Home dept.   b. Local Self Govt.

    c. Panchayath   d. Public Administration

13. One should complete 18 years of age to apply for driving licence. For marriage male and female have to complete 18 and 21 respectively. How many years a female has to complete to obtain right to vote?

    a. 18   b. 16   c. 21   d. 15

14. The number of Rajya Sabha constituencies in Kerala is 9. How many Lok Sabha constituencies are there in Kerala?

    a. 18   b. 10   c. 12   . d.20

15. Suppose you cast your vote in the election to the State Legislative Assembly. What can you do through the participation in this elction process?

    a. Decide the new chief minister   b. Elect the ministers

    c. elects the representative to Assembly   d. All of the above

16. Which of the following concepts is indicated by the fact that Indian Citizen has the right to believe in and propagate any religion?

    a. Secularism   b. Religious harmony   c. Irreligion   d. Relgious freedom

17. The constitution declares India to be a republic ie. a sovereign state. With whom the sovereignty rests as per the constitution?

    a. Prime minister   b. President   c. People   d. Military captain

Evaluate the following statements to be true or false and mark it in the response sheet

18. Really the Indian constitution is formulated by British rulers. Indians have made some changes in it.

19. If the fundamental right of the constitution is violated the Supreme Court can interfere.

20. In India the President appoints the Governors to the states. Governor appoints the Chief Minister of the state.

APPENDIX I D

TEST OF PREVIOUS KNOWLEDGE IN CIVICS - RESPONSE SHEET

Name: Boy / Girl

School: Class:

Sl.No	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Sl.No.	A	B	C	D
12				
13				
14				
15				
16				
17				
	ശരി		തെറ്റ്	
18				
19				
20				

APPENDIX II A

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
TEST OF ACHIVEMENT IN CIVICS (DRAFT)

Dr. K.Abdul Gafoor   **P.Muhammed Ashraf**
Associate Professor   Research Scholar

<u>നിർദ്ദേശങ്ങൾ</u>

<u>പൗരധർമ്മവുമായി ബന്ധപ്പെട്ട 40 ചോദ്യങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഒന്നു മുതൽ 38 വരെ ചോദ്യങ്ങൾക്ക് നാല് പ്രതികരണങ്ങൾ വീതം നൽകിയിട്ടു ˇ. ഇവയിൽ ശരിയായത് തെരഞ്ഞെടുത്ത് ഉത്തരക്കടലാസിൽ √ ചിഹ്നം അടയാളപ്പെടുത്തുക. 39, 40 ചോദ്യങ്ങളിലെ പ്രസ്താവനകൾ ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ചെഴുതുക. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതേ താണ്.</u>

1. ഇന്ത്യൻ ഭരണഘടനക്ക് രൂപം നൽകിയത് ആര്?

    എ. ഭരണഘടനാ നിർമ്മാണ സഭ   ബി. ഡോ. ബി.ആർ. അംബേദ്കർ

    സി. രാജേന്ദ്രപ്രസാദ്   ഡി. മഹാത്മാഗാന്ധി

2. കോളം എ.യിൽ അധികാരങ്ങളുടെ മൂന്ന് വിഭാഗങ്ങളാണ് നൽകിയിരിക്കുന്നത്. ഓരോന്നിനും യോജിച്ചത് കോളം ബി. യിൽ നിന്ന് തെരഞ്ഞെടുക്കുക?

കോളം എ	കോളം ബി
1. യൂണിയൻ ലിസ്റ്റ്	A. പഞ്ചായത്ത്
2. സ്റ്റേറ്റ് ലിസ്റ്റ്	B. വിദ്യാഭ്യാസം
3. കൺകറന്റ് ലിസ്റ്റ്	C. രാജ്യരക്ഷ

    എ). 1 – C, 2 – A, 3 – B   ബി. 1 – A, 2 – B, 3 – C
    സി. 1 – A, 2 – C, 3 – B   ഡി. 1 – B, 2 – A, 3 – C

3. ഇന്ത്യ ഒരു പരമാധികാര റിപ്പബ്ലിക്കായി അറിയപ്പെടാൻ തുടങ്ങിയത് എന്ന് മുതലാണ്?

    എ. 1947 ആഗ. 15   ബി. 1949 നവം: 26   സി. 1950 ജനു: 26   ഡി. 1948 ജനു: 26

4. ഒരു സംസ്ഥാനത്ത് നടക്കുന്ന സാമുദായിക പ്രശ്നം നിയന്ത്രിക്കാൻ കേന്ദ്ര ഗവൺമെന്റിന് ഇട പെടാമോ?

    എ. പ്രധാനമന്ത്രി സമ്മതം നൽകിയാൽ ഇടപെടാം.

    ബി. പത്രമാധ്യമങ്ങൾ ആവശ്യമുന്നിയിച്ചാൽ ഇടപെടണം

    സി. സംസ്ഥാനം ആവശ്യപ്പെട്ടാൽ ഇടപെടാം

    ഡി.അന്താരാഷ്ട്രസംഘടനകൾ ആവശ്യപ്പെട്ടാൽ ഇടപെടാം

5. ദേശീയപ്രസ്ഥാനം ബ്രിട്ടീഷ് ആധിപത്യത്തിനെതിരെ ഉയർത്തിയ മുദ്രാവാക്യമാണ് പൂർണസ്വ രാജ്. ഇത് പ്രാവർത്തികമാക്കുന്ന ഭരണഘടനയുടെ ആമുഖത്തിലെ ആശയമേതാണ്?

    എ. ജനാധിപത്യം   ബി. പരമാധികാരം

    സി. സോഷ്യലിസം   ഡി. സമത്വം

6. ഇന്ത്യയിലെ ജനങ്ങൾ നേരിട്ട് തെരഞ്ഞെടുക്കുന്ന കേന്ദ്ര ജനപ്രതിനിധി സഭ ഏത്?

    എ. ലോക്സഭ   ബി. രാജ്യസഭ

    സി. നിയമസഭ   ഡി. മന്ത്രിസഭ

7. കോളം എ. യിൽ രാഷ്ട്രത്തിന്റെ മൂന്ന് ഘടകങ്ങളെയാണ് നൽകിയിട്ടുള്ളത്. ഓരോന്നിലും ഉൾ പ്പെടുന്നതിനെ കോളം ബി. യിൽ നിന്ന് തെരഞ്ഞെടുക്കുക?

കോളം എ.	കോളം ബി.
1. ഭരണനിർവ്വഹണ വിഭാഗം	A . IAS ഓഫീസർ
2. നീതിന്യായ വിഭാഗം	B . MLA
3. നിയമനിർമ്മാണ വിഭാഗം	C. മുൻസിഫ് കോർട്ട്

    എ). 1 – B, 2 – C, 3 – A   ബി. 1 – A, 2 – C, 3 – B
    സി. 1 – A, 2 – B, 3 – C   ഡി. 1 – C, 2 – A, 3 – B

8. ഇന്ത്യയിൽ സമ്പത്തിന്റെ വലിയൊരു ഭാഗം വൻകിട മുതലാളിമാർ കയ്യടക്കിവെച്ചിരിക്കുന്നു. അ തേസമയം കോടിക്കണക്കിനാളുകൾ ദരിദ്രരും ഭൂരഹിതരും തൊഴിലില്ലാത്തവരുമായി കഴിയുന്നു. ഇത് ഇന്ത്യൻ ഭരണഘടന വിഭാവന ചെയ്യുന്ന മഹത്തായൊരു ആശയത്തിനെതിരാണ്. ആ ആശ യം ഏതാണ്?

    എ. ജനാധിപത്യം   ബി. സാഹോദര്യം

    സി. സ്വാതന്ത്ര്യം   ഡി. സോഷ്യലിസം

9. റിപ്പബ്ലിക്ക് എന്നാൽ തെരഞ്ഞെടുപ്പിലൂടെ മാത്രം രാഷ്ട്രത്തലവനെ കണ്ടെത്തുന്ന രാഷ്ട്രമെന്നാ ണർത്ഥം. ഇന്ത്യയിൽ ഇപ്രകാരം തെരഞ്ഞെടുക്കപ്പെടുന്ന രാഷ്ട്രത്തലവൻ ആര്?

    എ. രാഷ്ട്രപതി   ബി. പ്രധാനമന്ത്രി

    സി. സ്പീക്കർ   ഡി. രാഷ്ട്രപിതാവ്

10. ഇന്ത്യൻ പാർലമെന്റ് ഏതിനെയെല്ലാം ഉൾക്കൊള്ളുന്നു?

    എ. ലോക്സഭ, രാജ്യസഭ, രാഷ്ട്രപതി   ബി. ലോക്സഭ, രാജ്യസഭ

    സി. ലോക്സഭ, രാഷ്ട്രപതി   ഡി. ലോക്സഭ, മന്ത്രിസഭ

11. ഇന്ത്യൻ പൗരൻമാരിൽ ഉത്തമ പൗരന്മാരായി ഗണിക്കപ്പെടേണ്ടത് ആരാണ്?

    എ. റേഷൻ കാർഡ്, ആധാർ തുടങ്ങിയ രേഖകൾ സൂക്ഷിക്കുന്നവർ

    ബി. അവകാശബോധവും ചുമതലാനിർവ്വഹണവുമുള്ളവർ

    സി. ഇന്ത്യയിലെ എല്ലാ സംസ്ഥാനങ്ങളിലും സഞ്ചരിച്ചവർ

    ഡി. ഉന്നത സ്ഥാനങ്ങൾ വഹിക്കുന്നവർ

12. രാജ്യസഭയിലേക്ക് രാഷ്ട്രപതിക്ക് 12 അംഗങ്ങളെ നാമനിർദ്ദേശം ചെയ്ത് തെരഞ്ഞെടുക്കാൻ അ ധികാരം നൽകിയതിന്റെ ഉദ്ദേശ്യമെന്താണ്?

    എ. രാഷ്ട്രപതിക്ക് ഭരണത്തിൽ സ്വാധീനം നിലനിർത്താൻ

    ബി. പൊതുതെരഞ്ഞെടുപ്പിൽ പരാജയപ്പെടുന്ന പ്രഗൽഭരുടെ സേവനം വിനിയോഗിക്കാൻ

    സി. മതിയായ പ്രാതിനിധ്യം ലഭിക്കാത്ത വിഭാഗങ്ങളുടെ അംഗങ്ങളെ തെരഞ്ഞെടുക്കാൻ

    ഡി. സാഹിത്യം, ശാസ്ത്രം തുടങ്ങിയ മേഖലകളിലെ പ്രഗൽഭരുടെ സേവനം രാജ്യത്തിന് ലഭ്യമാക്കാൻ

13. പൗരത്വത്തെക്കുറിച്ച് പ്രതിപാദിക്കുന്ന ഭരണഘടനാവകുപ്പുകൾ ഏതെല്ലാമാണ്?

    എ. 5–11 വകുപ്പുകൾ   ബി. ഒന്നാമത്തെ വകുപ്പ്

സി. 20–25 വകുപ്പുകൾ   ഡി. മിക്ക വകുപ്പുകളും

14. അംഗങ്ങൾ പൂർണമായും പിരിയാതെ സ്ഥിരം സഭയായി നിലനിൽക്കുന്ന ജനപ്രതിനിധിസഭ ഏത്?

എ. രാജ്യസഭ   ബി. ലോക്സഭ

സി. നിയമസഭ   ഡി. പഞ്ചായത്ത്

15. കുറ്റവാളികളായ ഉന്നതർ സ്വാധീനമുപയോഗിച്ചും പ്രഗൽഭരായ വക്കീലന്മാരുടെ സഹായ ത്തോടെയും കേസുകളിൽ നിന്ന് രക്ഷപ്പെടുന്നു. സാമ്പത്തികശേഷിയില്ലാത്തതിനാൽ കുറ്റകൃത്യ ങ്ങളിലെ ഇരകൾക്ക് നിയമപരിരക്ഷ നഷ്ടപ്പെടുകയും ചെയ്യുന്നു. ഈ വിവേചനം ഏത് മൗലികാവ കാശത്തിന്റെ ലംഘനമാണ്?

എ. സമത്വത്തിനുള്ള അവകാശം

ബി. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം

സി. സ്വാതന്ത്ര്യത്തിനുള്ള അവകാശം

ഡി. ഭരണഘടനാപരമായ പരിഹാരമാർഗങ്ങൾക്കുള്ള അവകാശം

16. ലോക്സഭയിലേക്ക് മൽസരിക്കാനുള്ള യോഗ്യത എന്ത്?

എ. 30 വയസ്സ് പൂർത്തിയാകണം

ബി. ഗുരുതര ക്രിമിനൽ കേസിൽ പ്രതിയാക്കപ്പെടരുത്

സി. 25 വയസ്സ് പൂർത്തിയാകണം

ഡി. അഞ്ച് പ്രാവശ്യത്തിൽ കൂടുതൽ മൽസരിക്കരുത്

17. മതസ്വാതന്ത്ര്യത്തിനുള്ള അവകാശം മൗലികാവകാശമാണ്. ഇത് പ്രകാരം അനുവദിക്കുന്നത് എന്ത്?

എ. പൊതുസ്ഥലങ്ങളിൽ ആരാധന നിർവ്വഹിക്കൽ

ബി. സാമ്പത്തിക വാഗ്ദാനം നൽകി മതം മാറ്റൽ

സി.പൊതുവിദ്യാലയങ്ങളിൽ മതപഠനം

ഡി.മതാശയങ്ങൾ പ്രചരിപ്പിക്കാനുള്ള പൊതുയോഗം

18. ഇന്ത്യയിലെ ഒരു ജനപ്രതിനിധി സഭയിൽ അംഗമാകാതെ തന്നെ അതിന്റെ സ്ഥിരം അധ്യക്ഷനാ യി പ്രവർത്തിക്കുന്നത് ആരാണ്?

എ. ഉപരാഷ്ട്രപതി   ബി. രാഷ്ട്രപതി

സി. ഗവർണർ   ഡി. സ്പീക്കർ

19. സാംസ്കാരികമായ അവകാശത്തെ സംരക്ഷിക്കാൻ സഹായിക്കുന്ന നടപടി ഏത്?

എ. കുട്ടികൾക്ക് സൗജന്യ വിദ്യാഭ്യാസം

ബി. ഉന്നത വിദ്യാഭ്യാസകേന്ദ്രങ്ങൾ സ്ഥാപിക്കൽ

സി. എസ്.സി/ എസ്.ടി. സ്കോളർഷിപ്പുകൾ

ഡി. പാലക്കാട്ടെ തമിഴ്മീഡിയം സ്കൂളുകൾ

20. സുപ്രീം കോടതിക്ക് മാത്രം പരിഗണിക്കാൻ കഴിയുന്ന കേസ് ഏതാണ്?

എ. മൗലികാവകാശവുമായി ബന്ധപ്പെട്ടത്

ബി. സംസ്ഥാനങ്ങൾ തമ്മിലുള്ള തർക്കങ്ങൾ

സി. ഭരണഘടനയെ വ്യാഖ്യാനിക്കുന്നവ

ഡി. കീഴ്ക്കോടതിവിധിക്കെതിരെയുള്ള അപ്പീലുകൾ

21. കുട്ടികളെ സ്കൂളിൽ വിടാതെ തൊഴിൽ ചെയ്യാൻ നിർബന്ധിക്കുന്ന രക്ഷിതാവിനെതിരെ ഏതെല്ലാം മൗലികാവകാശ ലംഘനത്തിന് കേസെടുക്കാവുന്നതാണ്?

    എ. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം, ചൂഷണത്തിനെതിരെയുള്ള അവകാശം

    ബി. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം, സമത്വത്തിനുള്ള അവകാശം

    സി. ബാലനീതിനിയമം   ഡി. മനുഷ്യാവകാശ ലംഘനം

22. മുൻസിഫ് കോടതിക്ക് പരിഗണിക്കാവുന്ന കേസ് ഏതാണ്?

    എ. കൊലപാതകക്കേസുകൾ   ബി. സ്വത്ത് തർക്കം

    സി. മോഷണം   ഡി. മേൽപറഞ്ഞവയെല്ലാം

23. ഒരാൾക്ക്   ഹൈക്കോടതിയിലോ സുപ്രീം കോടതിയിലോ നേരിട്ട് പരാതി നൽകാൻ സാധിക്കുന്ന സന്ദർഭം തെരഞ്ഞെടുക്കുക?

    എ. കരാർ ഉറപ്പിക്കാനായി മന്ത്രി കമ്പനിയിൽ നിന്നും പണം കൈപ്പറ്റുന്നു

    ബി. വഴിത്തർക്കം രൂക്ഷമായി കൊലപാതകത്തിൽ കലാശിക്കുന്നു

    സി. കേരളത്തിലെ പൊതുവിദ്യാലയത്തിൽ ബംഗാളിവിദ്യാർത്ഥിക്ക് അഡ്മിഷൻ നിഷേധിക്കുന്നു

    ഡി. ഉദ്യോഗസ്ഥന്റെ ശമ്പളം അന്യായമായി തടഞ്ഞുവെക്കപ്പെടുന്നു.

24. പാർലമെന്റിന്റെ അധികാരത്തിൽ ഉൾപ്പെടാത്തതിനെ കണ്ടെത്തുക.

    എ. ഭരണഘടന ഭേദഗതി ചെയ്യൽ

    ബി. കുറ്റക്കാരനെന്ന് വിധിക്കപ്പെട്ടവന് ഇളവ് നൽകൽ

    സി. രാഷ്ട്രപതിയെ തെരഞ്ഞെടുക്കൽ

    ഡി. ജഡ്ജിമാരെ കുറ്റവിചാരണയിലൂടെ നീക്കം ചെയ്യൽ

25. ഭരണഘടനയുടെ ആമുഖത്തിൽ പരാമർശിക്കാത്ത ആശയത്തെ കണ്ടെത്തുക

    എ. നീതി   ബി. വികസനം

    സി. സ്വാതന്ത്ര്യം   ഡി. സാഹോദര്യം

26. ഫെഡറൽ സിസ്റ്റത്തെ സൂചിപ്പിക്കുന്ന വസ്തുത കണ്ടെത്തുക

    എ. രാജ്യത്തിന്റെ ഐക്യവും അഖണ്ഡതയും

    ബി.അധികാരത്തെ കേന്ദ്ര സംസ്ഥാന സർക്കാരുകൾക്കിടയിൽ പങ്ക് വെക്കൽ

    സി. സംസ്ഥാനങ്ങൾക്ക് ലഭിക്കുന്ന കേന്ദ്ര സഹായം

    ഡി. എല്ലാ സംസ്ഥാനത്തിനും കേന്ദ്രമന്ത്രിസഭയിൽ പ്രാതിനിധ്യമു   ാകൽ

27. വിദ്യാഭ്യാസ അവകാശനിയമപ്രകാരം ഏത് പ്രായപരിധിയിലെ കുട്ടികൾക്കാണ് സൗജന്യനിർബന്ധിത വിദ്യാഭ്യാസം നൽകേ   ത്?

    എ. 5–15   ബി. 6–14

    സി. 5–10   ഡി. 6–18

28. ഇന്ത്യയിൽ ജനപ്രതിനിധിയാവാൻ വിദ്യാഭ്യാസയോഗ്യത നിർബന്ധമില്ല എന്നതിന് പിന്നിലെ യുക്തി എന്താണ്?

    എ. ഇന്ത്യയിലെ ഭൂരിഭാഗം ജനങ്ങളും അഭ്യസ്തവിദ്യരല്ല

    ബി. വിദ്യാഭ്യാസയോഗ്യതകൾ കൊ   ് മാത്രം വലിയ പ്രയോജനമില്ല

    സി. പ്രായോഗിക പരിജ്ഞാനത്തിലൂടെ തന്നെ സാമൂഹിക പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സാധിക്കും

    ഡി. വിദ്യാഭ്യാസമില്ലാത്തവർക്കാണ് ഇച്ഛാശക്തി കൂടുതൽ

29. പൗരന്റെ മൗലിക കടമകളിൽ പെടാത്തത് ഏതാണ്?

    എ. പരിസ്ഥിതി സംരക്ഷിക്കുക   ബി. പൊതുസ്വത്ത് പരിരക്ഷിക്കുക

    സി. കുട്ടികൾക്ക് വിദ്യാഭ്യാസം നൽകുക   ഡി. ദരിദ്രരെ സഹായിക്കുക

30. രാഷ്ട്രപതിയെ തെരഞ്ഞെടുക്കാൻ ഏതെല്ലാം സഭയിലെ അംഗങ്ങൾക്ക് അവസരം ലഭിക്കുന്നു?

    എ. ലോക്സഭ, രാജ്യസഭ, നിയമസഭ   ബി. ലോക്സഭ, രാജ്യസഭ

    സി. ലോക്സഭ   ഡി. നിയമസഭ

31. വിദ്യാഭ്യാസത്തെ ഭരണഘടനയിലെ മൗലികാവകാശത്തിലും മൗലിക കടമയിലും ഉൾപ്പെടുത്തി യിട്ടു ്. ഇതിന് പുറമെ കേന്ദ്ര ഗവൺമെന്റ് വിദ്യാഭ്യാസ അവകാശ നിയമം പാസ്സാക്കുകയും ചെ യ്തു. എന്നിട്ടും രാജ്യത്തെ അനേകലക്ഷം കുട്ടികൾക്ക് വിദ്യാഭ്യാസം ലഭിക്കുന്നില്ല. ഇതിന് എന്താ ണ് പരിഹാരം?

    എ. കർശനമായ പുതിയ നിയമം കൊ ് വരണം

    ബി. ഭരണഘടന ഭേദഗതി ചെയ്യണം

    സി. നിയമം നടപ്പിലാക്കാനുള്ള പ്രായോഗിക പദ്ധതികൾ ആവിഷ്കരിക്കണം

    ഡി. രാജ്യത്താകമാനം കുട്ടികളുടെ ശരിയായ വിവരങ്ങൾ ശേഖരിക്കണം

32. ജനങ്ങളെ മൊത്തത്തിൽ ബാധിക്കുന്ന പ്രശ്നങ്ങൾ കോടതിയുടെ ശ്രദ്ധയിൽ കൊ ് വരാനു ള്ള മാർഗമേത്?

    എ. റിട്ട് ഹർജി   ബി. അപ്പീലുകൾ

    സി. ഹേബിയസ് കോർപ്പസ്   ഡി. പൊതുതാൽപര്യ ഹർജി

33. ഭരണഘടനയിലെ നിർദ്ദേശകതത്ത്വങ്ങൾ എന്ന ആശയത്തിന്റെ സവിശേഷത എന്താണ്?

    എ ഭരണകൂടങ്ങൾ നിർബന്ധമായും പാലിക്കേ വ

    ബി. മൗലികാവകാശങ്ങളേക്കാളും പ്രധാനം

    സി. ലംഘിക്കപ്പെട്ടാൽ കോടതിക്ക് ഇടപെടാവുന്നതാണ്

    ഡി. നടപ്പിലാക്കാൻ ഭരണാധികാരികൾ പരമാവധി ശ്രദ്ധിക്കേ വ

34. ദേശീയ അടിയന്തരാവസ്ഥ പ്രഖ്യാപിക്കുന്ന അവസരങ്ങളിൽ ഉൾപ്പെടാത്തത് ഏതാണ്?

    എ. യുദ്ധം   ബി. വിദേശാക്രമണം

    സി. ആഭ്യന്തരകലാപം   ഡി. സംസ്ഥാനങ്ങൾ തമ്മിലെ പ്രശ്നങ്ങൾ

35. ബാലനീതി നിയമത്തിലെ വ്യവസ്ഥകളിൽ ഉൾപ്പെടുന്നത്?

    എ. നിരാലംബരായ കുട്ടികൾക്ക് പുനരധിവാസം

    ബി. നിയമം ലംഘിക്കുന്ന കുട്ടികൾക്കെതിരെ കർശന നടപടി

    സി. നിയമം ലംഘിക്കുന്ന കുട്ടികളുടെ രക്ഷിതാക്കളെ ശിക്ഷിക്കൽ

    ഡി. മേൽ പറഞ്ഞവയെല്ലാം

36. ഇപ്പോഴത്തെ ഉപരാഷ്ട്രപതി ആരാണ്?

    എ. ഹമീദ് അൻസാരി   ബി. പ്രണബ് മുഖർജി

    സി. സുമിത്ര മഹാജൻ   ഡി. വെങ്കയ്യ നായിഡു

37. ഭരണഘടനാ രൂപീകരണത്തിൽ ബി.ആർ.അംബേദ്കറുടെ പങ്ക് എന്താണ്?

    എ. നിർമ്മാണസഭ ചെയർമാൻ   സി. ഡ്രാഫ്റ്റിംഗ് കമ്മിറ്റി ചെയർമാൻ

    ബി. പ്രധാന ഉപദേഷ്ടാട്   ഡി. പിന്നോക്കവിഭാഗത്തിന്റെ പ്രതിനിധി

38. ബജറ്റ് പാർലമെന്റിൽ പാസ്സാക്കുന്നതിന്റെ യുക്തി എന്താണ്?

എ. പൊതു പണം ചെലവഴിക്കാനും സമാഹരിക്കാനും പാർലമെന്റിന്റെ അംഗീകാരം നേടൽ

ബി. വരവ് ചെലവുകൾ ജനങ്ങളെ ബോധ്യപ്പെടുത്തൽ

സി. സാമ്പത്തിക പ്രതിസന്ധി പരിഹരിക്കൽ

ഡി. നികുതി പിരിവുകൾ കാര്യക്ഷമമാക്കൽ

താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവനകൾ ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ച് രേഖപ്പെടുത്തുക

39. സമത്വത്തിനുള്ള അവകാശപ്രകാരം ഇന്ത്യയിൽ എല്ലാ പൗരന്മാരും നിയമത്തിന് മുന്നിൽ തുല്യ രാണ്. എന്നാൽ ഉദ്യോഗനിയമനങ്ങളിൽ എസ്.സി/എസ്.ടി/ഒ.ബി.സി. വിഭാഗങ്ങൾക്ക് സംവരണം നൽകുകയും യോഗ്യതാപരീക്ഷയിൽ കൂടുതൽ മാർക്ക് നേടുന്ന മുന്നോക്കക്കാർക്ക് ഇളവുകൾ ല ഭിക്കാതെ വരികയും ചെയ്യുന്നു. ഇത് സമത്വത്തിനുള്ള അവകാശത്തിനെതിരാണ്.

40. കേന്ദ്രഗവൺമെന്റും സംസ്ഥാന ഗവൺമെന്റും തമ്മിലുള്ള തർക്കത്തിൽ തീർപ്പ് കൽപിക്കു മ്പോൾ സുപ്രീംകോടതി കേന്ദ്ര ഗവൺമെന്റിന്റെ വാദങ്ങൾക്ക് മുൻഗണന നൽകുന്നതിൽ തെറ്റില്ല.

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
TEST OF ACHIVEMENT IN CIVICS (FINAL – MALAYALAM VERSION)

Dr. K.Abdul Gafoor   **P.Muhammed Ashraf**
Associate Professor   Research Scholar

<u>നിർദ്ദേശങ്ങൾ</u>

<u>പൗരധർമ്മവുമായി ബന്ധപ്പെട്ട 28 ചോദ്യങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഒന്നു മുതൽ 27</u>
<u>വരെ ചോദ്യങ്ങൾക്ക് നാല് പ്രതികരണങ്ങൾ വീതം നൽകിയിട്ടു ്. ഇവയിൽ ശരിയായത് തെര</u>
<u>ഞ്ഞെടുത്ത് ഉത്തരക്കടലാസിൽ √ ചിഹ്നം അടയാളപ്പെടുത്തുക. 28–ാം ചോദ്യത്തിലെ പ്രസ്താവന</u>
<u>ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ചെഴുതുക. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതേ താണ്.</u>

1. കോളം എ.യിൽ അധികാരങ്ങളുടെ മൂന്ന് വിഭാഗങ്ങളാണ് നൽകിയിരിക്കുന്നത്. ഓരോന്നിനും
യോജിച്ചത് കോളം ബി. യിൽ നിന്ന് തെരഞ്ഞെടുക്കുക?

കോളം എ	കോളം ബി
1. യൂണിയൻ ലിസ്റ്റ്	A. പഞ്ചായത്ത്
2. സ്റ്റേറ്റ് ലിസ്റ്റ്	B. വിദ്യാഭ്യാസം
3. കൺകറന്റ് ലിസ്റ്റ്	C. രാജ്യരക്ഷ

എ). 1 – C, 2 – A, 3 – B   ബി. 1 – A, 2 – B, 3 – C
സി. 1 – A, 2 – C, 3 – B   ഡി. 1 – B, 2 – A, 3 – C

2. ഇന്ത്യ ഒരു പരമാധികാര റിപ്പബ്ലിക്കായി അറിയപ്പെടാൻ തുടങ്ങിയത് എന്ന് മുതലാണ്?

എ. 1947 ആഗ. 15   ബി. 1949 നവം: 26   സി. 1950 ജനു: 26   ഡി. 1948 ജനു: 26

3. ഒരു സംസ്ഥാനത്ത് നടക്കുന്ന സാമുദായിക പ്രശ്നം നിയന്ത്രിക്കാൻ കേന്ദ്ര ഗവൺമെന്റിന് ഇട
പെടാമോ?

എ. പ്രധാനമന്ത്രി സമ്മതം നൽകിയാൽ ഇടപെടാം.

ബി. പത്രമാധ്യമങ്ങൾ ആവശ്യമുന്നിയിച്ചാൽ ഇടപെടണം

സി. സംസ്ഥാനം ആവശ്യപ്പെട്ടാൽ ഇടപെടാം

ഡി.അന്താരാഷ്ട്രസംഘടനകൾ ആവശ്യപ്പെട്ടാൽ ഇടപെടാം

4. ദേശീയപ്രസ്ഥാനം ബ്രിട്ടീഷ് ആധിപത്യത്തിനെതിരെ ഉയർത്തിയ മുദ്രാവാക്യമാണ് പൂർണസ്വ
രാജ്. ഇത് പ്രാവർത്തികമാക്കുന്ന ഭരണഘടനയുടെ ആമുഖത്തിലെ ആശയമേതാണ്?

എ. ജനാധിപത്യം   ബി. പരമാധികാരം

സി. സോഷ്യലിസം   ഡി. സമത്വം

5. ഇന്ത്യയിലെ ജനങ്ങൾ നേരിട്ട് തെരഞ്ഞെടുക്കുന്ന കേന്ദ്ര ജനപ്രതിനിധി സഭ ഏത്?

എ. ലോക്സഭ   ബി. രാജ്യസഭ

സി. നിയമസഭ   ഡി. മന്ത്രിസഭ

6. ഇന്ത്യയിൽ സമ്പത്തിന്റെ വലിയൊരു ഭാഗം വൻകിട മുതലാളിമാർ കയ്യടക്കിവെച്ചിരിക്കുന്നു. അ തേസമയം കോടിക്കണക്കിനാളുകൾ ദരിദ്രരും ഭൂരഹിതരും തൊഴിലില്ലാത്തവരുമായി കഴിയുന്നു. ഇത് ഇന്ത്യൻ ഭരണഘടന വിഭാവന ചെയ്യുന്ന മഹത്തായൊരു ആശയത്തിനെതിരാണ്. ആ ആശ യം ഏതാണ്?

എ. ജനാധിപത്യം   ബി. സാഹോദര്യം

സി. സ്വാതന്ത്ര്യം   ഡി. സോഷ്യലിസം

7. ഇന്ത്യൻ പാർലമെന്റ് ഏതിനെയെല്ലാം ഉൾകൊള്ളുന്നു?

എ. ലോക്സഭ, രാജ്യസഭ, രഷ്ട്രപതി   ബി. ലോക്സഭ, രാജ്യസഭ

സി. ലോക്സഭ, രാഷ്ട്രപതി   ഡി. ലോക്സഭ, മന്ത്രിസഭ

8. ഇന്ത്യൻ പൗരൻമാരിൽ ഉത്തമ പൗരന്മാരായി ഗണിക്കപ്പെടേ ത് ആരാണ്?

എ. റേഷൻ കാർഡ്, ആധാർ തുടങ്ങിയ രേഖകൾ സൂക്ഷിക്കുന്നവർ

ബി. അവകാശബോധവും ചുമതലാനിർവ്വഹണവുമുള്ളവർ

സി. ഇന്ത്യയിലെ എല്ലാ സംസ്ഥാനങ്ങളിലും സഞ്ചരിച്ചവർ

ഡി. ഉന്നത സ്ഥാനങ്ങൾ വഹിക്കുന്നവർ

9. രാജ്യസഭയിലേക്ക് രാഷ്ട്രപതിക്ക് 12 അംഗങ്ങളെ നാമനിർദ്ദേശം ചെയ്ത് തെരഞ്ഞെടുക്കാൻ അ ധികാരം നൽകിയതിന്റെ ഉദ്ദേശ്യമെന്താണ്?

എ. രാഷ്ട്രപതിക്ക് ഭരണത്തിൽ സ്വാധീനം നിലനിർത്താൻ

ബി. പൊതുതെരഞ്ഞെടുപ്പിൽ പരാജയപ്പെടുന്ന പ്രഗൽഭരുടെ സേവനം വിനിയോഗിക്കാൻ

സി. മതിയായ പ്രാതിനിധ്യം ലഭിക്കാത്ത വിഭാഗങ്ങളുടെ അംഗങ്ങളെ തെരഞ്ഞെടുക്കാൻ

ഡി. സാഹിത്യം, ശാസ്ത്രം തുടങ്ങിയ മേഖലകളിലെ പ്രഗൽഭരുടെ സേവനം രാജ്യത്തിന് ലഭ്യമാക്കാൻ

10. പൗരത്വത്തെക്കുറിച്ച് പ്രതിപാദിക്കുന്ന ഭരണഘടനാവകുപ്പുകൾ ഏതെല്ലാമാണ്?

എ. 5-11 വകുപ്പുകൾ   ബി. ഒന്നാമത്തെ വകുപ്പ്

സി. 20-25 വകുപ്പുകൾ   ഡി. മിക്ക വകുപ്പുകളും

11. അംഗങ്ങൾ പൂർണമായും പിരിയാതെ സ്ഥിരം സഭയായി നിലനിൽക്കുന്ന ജനപ്രതിനിധിസഭ ഏത്?

എ. രാജ്യസഭ   ബി. ലോക്സഭ

സി. നിയമസഭ   ഡി. പഞ്ചായത്ത്

12. കുറ്റവാളികളായ ഉന്നതർ സ്വാധീനമുപയോഗിച്ചും പ്രഗൽഭരായ വക്കീലന്മാരുടെ സഹായ ത്തോടെയും കേസുകളിൽ നിന്ന് രക്ഷപ്പെടുന്നു. സാമ്പത്തികശേഷിയില്ലാത്തതിനാൽ കുറ്റകൃത്യ ങ്ങളിലെ ഇരകൾക്ക് നിയമപരിരക്ഷ നഷ്ടപ്പെടുകയും ചെയ്യുന്നു. ഈ വിവേചനം ഏത് മൗലികാവ കാശത്തിന്റെ ലംഘനമാണ്?

എ. സമത്വത്തിനുള്ള അവകാശം

ബി. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം

സി. സ്വാതന്ത്ര്യത്തിനുള്ള അവകാശം

ഡി. ഭരണഘടനാപരമായ പരിഹാരമാർഗങ്ങൾക്കുള്ള അവകാശം

13. ലോക്സഭയിലേക്ക് മൽസരിക്കാനുള്ള യോഗ്യത എന്ത്?

എ. 30 വയസ്സ് പൂർത്തിയാകണം

ബി. ഗുരുതര ക്രിമിനൽ കേസിൽ പ്രതിയാക്കപ്പെടരുത്

സി. 25 വയസ്സ് പൂർത്തിയാകണം

ഡി. അഞ്ച് പ്രാവശ്യത്തിൽ കൂടുതൽ മൽസരിക്കരുത്

14. മതസ്വാതന്ത്ര്യത്തിനുള്ള അവകാശം മൗലികാവകാശമാണ്. ഇത് പ്രകാരം അനുവദിക്കുന്നത് എന്ത്?

എ. പൊതുസ്ഥലങ്ങളിൽ ആരാധന നിർവ്വഹിക്കൽ

ബി. സാമ്പത്തിക വാഗ്ദാനം നൽകി മതം മാറ്റൽ

സി.പൊതുവിദ്യാലയങ്ങളിൽ മതപഠനം

ഡി.മതാശയങ്ങൾ പ്രചരിപ്പിക്കാനുള്ള പൊതുയോഗം

15. ഇന്ത്യയിലെ ഒരു ജനപ്രതിനിധി സഭയിൽ അംഗമാകാതെ തന്നെ അതിന്റെ സ്ഥിരം അധ്യക്ഷനായി പ്രവർത്തിക്കുന്നത് ആരാണ്?

എ. ഉപരാഷ്ട്രപതി   ബി. രാഷ്ട്രപതി

സി. ഗവർണർ   ഡി. സ്പീക്കർ

16. കുട്ടികളെ സ്കൂളിൽ വിടാതെ തൊഴിൽ ചെയ്യാൻ നിർബന്ധിക്കുന്ന രക്ഷിതാവിനെതിരെ ഏതെല്ലാം മൗലികാവകാശ ലംഘനത്തിന് കേസെടുക്കാവുന്നതാണ്?

എ. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം, ചൂഷണത്തിനെതിരെയുള്ള അവകാശം

ബി. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം, സമത്വത്തിനുള്ള അവകാശം

സി. ബാലനീതിനിയമം   ഡി. മനുഷ്യാവകാശ ലംഘനം

17. പാർലമെന്റിന്റെ അധികാരത്തിൽ ഉൾപ്പെടാത്തതിനെ കണ്ടെത്തുക.

എ. ഭരണഘടന ഭേദഗതി ചെയ്യൽ

ബി. കുറ്റക്കാരനെന്ന് വിധിക്കപ്പെട്ടവന് ഇളവ് നൽകൽ

സി. രാഷ്ട്രപതിയെ തെരഞ്ഞെടുക്കൽ

ഡി. ജഡ്ജിമാരെ കുറ്റവിചാരണയിലൂടെ നീക്കം ചെയ്യൽ

18. ഭരണഘടനയുടെ ആമുഖത്തിൽ പരാമർശിക്കാത്ത ആശയത്തെ കണ്ടെത്തുക

എ. നീതി   ബി. വികസനം

സി. സ്വാതന്ത്ര്യം   ഡി. സാഹോദര്യം

19. ഫെഡറൽ സിസ്റ്റത്തെ സൂചിപ്പിക്കുന്ന വസ്തുത കണ്ടെത്തുക

എ. രാജ്യത്തിന്റെ ഐക്യവും അഖണ്ഡതയും

ബി.അധികാരത്തെ കേന്ദ്ര സംസ്ഥാന സർക്കാരുകൾക്കിടയിൽ പങ്ക് വെക്കൽ

സി. സംസ്ഥാനങ്ങൾക്ക് ലഭിക്കുന്ന കേന്ദ്ര സഹായം

ഡി. എല്ലാ സംസ്ഥാനത്തിനും കേന്ദ്രമന്ത്രിസഭയിൽ പ്രാതിനിധ്യമുണ്ടാകൽ

20. വിദ്യാഭ്യാസ അവകാശനിയമപ്രകാരം ഏത് പ്രായപരിധിയിലെ കുട്ടികൾക്കാണ് സൗജന്യനിർബന്ധിത വിദ്യാഭ്യാസം നൽകേണ്ടത്?

എ. 5–15   ബി. 6–14

സി. 5–10   ഡി. 6–18

21. ഇന്ത്യയിൽ ജനപ്രതിനിധിയാവാൻ വിദ്യാഭ്യാസയോഗ്യത നിർബന്ധമില്ല എന്നതിന് പിന്നിലെ യുക്തി എന്താണ്?

എ. ഇന്ത്യയിലെ ഭൂരിഭാഗം ജനങ്ങളും അഭ്യസ്തവിദ്യരല്ല

ബി. വിദ്യാഭ്യാസയോഗ്യതകൾ കൊണ്ട് മാത്രം വലിയ പ്രയോജനമില്ല

സി. പ്രായോഗിക പരിജ്ഞാനത്തിലൂടെ തന്നെ സാമൂഹിക പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സാധിക്കും

ഡി. വിദ്യാഭ്യാസമില്ലാത്തവർക്കാണ് ഇച്ഛാശക്തി കൂടുതൽ

22 പൗരന്റെ മൗലിക കടമകളിൽ പെടാത്തത് ഏതാണ്?

എ. പരിസ്ഥിതി സംരക്ഷിക്കുക   ബി. പൊതുസ്വത്ത് പരിരക്ഷിക്കുക

സി. കുട്ടികൾക്ക് വിദ്യാഭ്യാസം നൽകുക   ഡി. ദരിദ്രരെ സഹായിക്കുക

23. വിദ്യാഭ്യാസത്തെ ഭരണഘടനയിലെ മൗലികാവകാശത്തിലും മൗലിക കടമയിലും ഉൾപ്പെടു ത്തിയിട്ടു ്. ഇതിന് പുറമെ കേന്ദ്ര ഗവൺമെന്റ് വിദ്യാഭ്യാസ അവകാശ നിയമം പാസ്സാക്കുകയും ചെയ്തു. എന്നിട്ടും രാജ്യത്തെ അനേകലക്ഷം കുട്ടികൾക്ക് വിദ്യാഭ്യാസം ലഭിക്കുന്നില്ല. ഇതിന് എന്താണ് പരിഹാരം?

എ. കർശനമായ പുതിയ നിയമം കൊ ് വരണം

ബി. ഭരണഘടന ഭേദഗതി ചെയ്യണം

സി. നിയമം നടപ്പിലാക്കാനുള്ള പ്രായോഗിക പദ്ധതികൾ ആവിഷ്കരിക്കണം

ഡി. രാജ്യത്താകമാനം കുട്ടികളുടെ ശരിയായ വിവരങ്ങൾ ശേഖരിക്കണം

24. ജനങ്ങളെ മൊത്തത്തിൽ ബാധിക്കുന്ന പ്രശ്നങ്ങൾ കോടതിയുടെ ശ്രദ്ധയിൽ കൊ ് വരാനു ള്ള മാർഗമേത്?

എ. റിട്ട് ഹർജി   ബി. അപ്പീലുകൾ

സി. ഹേബിയസ് കോർപ്പസ്   ഡി. പൊതുതാൽപര്യ ഹർജി

25. ദേശീയ അടിയന്തരാവസ്ഥ പ്രഖ്യാപിക്കുന്ന അവസരങ്ങളിൽ ഉൾപ്പെടാത്തത് ഏതാണ്?

എ. യുദ്ധം   ബി. വിദേശാക്രമണം

സി. ആഭ്യന്തരകലാപം   ഡി. സംസ്ഥാനങ്ങൾ തമ്മിലെ പ്രശ്നങ്ങൾ

26. ഇപ്പോഴത്തെ ഉപരാഷ്ട്രപതി ആരാണ്?

എ. ഹമീദ് അൻസാരി   ബി. പ്രണബ് മുഖർജി

സി. സുമിത്ര മഹാജൻ   ഡി. വെങ്കയ്യ നായിഡു

27. ഭരണഘടനാ രൂപീകരണത്തിൽ ബി.ആർ.അംബേദ്കറുടെ പങ്ക് എന്താണ്?

എ. നിർമ്മാണസഭ ചെയർമാൻ   സി. ഡ്രാഫ്റ്റിംഗ് കമ്മിറ്റി ചെയർമാൻ

ബി. പ്രധാന ഉപദേഷ്ടാട്   ഡി. പിന്നോക്കവിഭാഗത്തിന്റെ പ്രതിനിധി

താഴെ നൽകിയിരിക്കുന്ന പ്രസ്താവന ശരിയോ തെറ്റോ എന്ന് തീരുമാനിച്ച് രേഖപ്പെടുത്തുക

28. സമത്വത്തിനുള്ള അവകാശപ്രകാരം ഇന്ത്യയിൽ എല്ലാ പൗരന്മാരും നിയമത്തിന് മുന്നിൽ തുല്യ രാണ്. എന്നാൽ ഉദ്യോഗനിയമനങ്ങളിൽ എസ്.സി/എസ്.ടി/ഒ.ബി.സി. വിഭാഗങ്ങൾക്ക് സംവരണം നൽകുകയും യോഗ്യതാപരീക്ഷയിൽ കൂടുതൽ മാർക്ക് നേടുന്ന മുന്നോക്കക്കാർക്ക് ഇളവുകൾ ല ഭിക്കാതെ വരികയും ചെയ്യുന്നു. ഇത് സമത്വത്തിനുള്ള അവകാശത്തിനെതിരാണ്.

APPENDIX II C

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
TEST OF ACHIVEMENT IN CIVICS (FINAL –ENGLISH VERSION)

Dr. K.Abdul Gafoor   **P.Muhammed Ashraf**
Associate Professor   Research Scholar

Directions

Below are given 28 questions connected with Civics. 1-27 questions are followed by four options, A, B, C and D out of which only one is correct. Please select the correct one and mark it in the response sheet using the sign √. Evaluate the statement in the 28[th] question and decide it to be true or false. It is necessary to answer all of the questions

1. Three types of powers are given in Column A. Select the appropriate one to each from Column B.

Column A	Column B
1. Union List	A.Panchayath
2. State List	B. Education
3. Concurrent List	C. Defence

    a. 1 – C, 2 – A, 3 –B   b. 1 – A, 2 – B, 3 – C
    c. 1 – A, 2 – C, 3 – B   d. 1 – B, 2 – A, 3 – C

2. From which day India began to be known as a Sovereign Republic?

    a. 1947 August 15   b. 1949 November 26

    c. 1950 January 26   d. 1948 January 26

3. Can the Central Govt. interfere to control the communal problem that take place within a state?

    a. interfere if the prime minister allows   b. interfere if the newspapers demand

    c. interfere if the state seeks   d. Interfere if the international organizations demand

4. Poorna Swaraj is the slogan raised by the national movement against British authority. Which is the principle laid down in the Preamble to the constitution that takes poorna swaraj into action?

    a. democracy   b. Republic (Sovereignty)

    c. Socialism   d. Equality

5. Which is the central house of representatives that the people of India elect directly?

    a. Lok Sabha   b.Rajya Sabha

    c. Niyama Sabha   d. Council of Ministers

6. In India a large portion of wealth is occupied by the high class capitalists. At the same time, crores of people remain poor, landless and unemployed. This fact stands against a great ideal concept laid down in the constitution. Find out it?

    a. democracy   b. Brotherhood   c. Freedom   d. socialism

7. Whom the Inidan Parliament constitue?

    a. Loksabha, Rajya Sabha, President   b. Lok Sabha, Rajya Sabha

    c. Lok Sabha, President   d. Lok sabha, council of Ministers

8. Who among the Indians have to be considered as virtuous citizens?

    a. who keep documents like ration card and aadhar

    b. those having sense of rights and dutifulness

    c. who travelled all over India   d. Who hold higher positions

9. What is the intention behind the fact that Indian President has the power to elect 12 members to Rajya Sabha through nomination?

    a. To maintain president's influence in the administration

    b. to utilize the service of the experts who fail in the elections

    c. to elect members from the communities with inappropriate representation

    d. To make the service of experts in the fields of literature, science etc. available to the nation

10. Which articles of Indian Constitution mention about the citizenship?

    a. 5-11 articles   b. First article

    c. 20-25 articles   d. most all of the articles

11. Which house of representatives remains as a permanent institution with the members not leaving completely?

    a. Rajya Sabha   b. Lok Sabha   c. Niyama Sabha   d. Panchayath

12. The privileged criminals escape from the cases using their hold and the proficiency of advocates. The poor victims often lose the protection of laws. This discrimination is the violation of a fundament right. Find out it?

    a. Right to equality   b. Right to Education

    c. right to freedom   d. Right for constitutional remedies

13. What is the qualification to contest Lok Sabha election?

    a. complete 30 years of age   b. Defendents in severe crimes

    c. complete 25 years of age   d. Should not contest more than five times

14. Which of the following is allowed as per the fundamental right to freedom of religion?

    a. worship at public places

    b. Conversion providing financial offers

    c. religious study at public schools

    d. Public meeting to propagate religious ideologies

15. Who presides over an Indian house of representatives permanently without a membership in that house?

    a. Vice President   b. President   c. Governer   d. Speaker

16. What are the fundamental rights the violation of which can be charged against a parent who compels his child to go for work instead of sending to schools?

    a. right to education, right against exploitation

    b. Right to education, right to equality

    c. Juvenile justice Act

    d. Violation of human rights

17. Find out the one which does not constitue the powers of the Parliament?

    a. Amending constitution   b. Grant pardon to a convicted person

    c. Electing President   d. Removing judges through impeachment

18. Find out the concept that is not stated in the Preamble to Indian Constitution?

    a. Justice   b. Development   c. Liberty   d. Fraternity

19. Find out the fact that indicates Federal System?

    a. Unity and integrity of the nation

    b. Dividing powers between centre and states

    c. central assistance to states

    d. Representation to all states in the central ministry

20. To which age period free and compulsory education has to be provided as per the 'Right to Education Act'?

    a. 5-15   b. 6-14   c. 5-10   d. 6-18

21. What is the reason behind the remark that educational qualifications are not compulsory for contesting the elections in India?

    a. Most of Indians are not educated

b.Mere educational qualification has no benefit

c. practical knowledge itself enables to solve social problems

d. Will-power is strong in the uneducated people

22. Which is not involved in the fundamental duties of the constitution?

a. protect environment   b. Preserve public property

c. provide education to children   d. Help the poor people

23. Education is the part of both fundamental right and fundamental duties of the constitution. Also the central government has passed Right to Education Act. Yet lakhs of children in the country are deprived of education. What can you suggest to solve this problem?

a. Bring a new strict law

b. amend the constitution

c. carry out practical projects to enact the law

d. Collect correct data of the children throughout the country

24. What is the proper way to bring the common issues to the notice of courts?

a. Writ   b. Appeals

c. Habeas Corpus   d. Public interest litigation

25. Which is not included in the situations of declaring national emergency?

a. War   b. External attack

d.internal rebellion   d. disputes between states

26. Who is the vice president of India at present?

a. Hamid Ansari   b. Pranab Mukherjee

c. Sumithra Mahajan   d. Venkhayya Naidu

27. What is the role of B.R. Ambedkar in the formulation of Indian Constitution?

a. Chairman of Constituen Assembly   b. Chairman of drafting committee

c. prime advisor   d. representative of backward class

Evaluate the following statement to be true or false and mark it in the response sheet

28. The right to Equality states that all citizens are equal before law. SC/ST/OBC get privilege of reservation in the appointments and the General Category is deprived of the privilege. This is against the right to Equality.

APPENDIX II D

TEST OF ACHIEVEMENT IN CIVICS - RESPONSE SHEET

Name: Boy / Girl

School: Class:

Sl.No	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Sl.No.	A	B	C	D
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
	ശരി		തെറ്റ്	
28				

APPENDIX III A

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
SCALE OF COGNITIVE CITIZENSHIP SKILLS (MALAYALAM VERSION)

Dr. K.Abdul GafoorP.   **Muhammed Asaraf. P**
Associate Professor   Research Scholar

<u>നിർദ്ദേശങ്ങൾ</u>

<u>പൊതുജീവിതത്തിലെ വ്യത്യസ്ത സന്ദർഭങ്ങളാണ് താഴെ നൽകിയിരിക്കുന്ന ഓരോ ചോദ്യത്തിലു മുള്ളത്. ഓരോ അവസരത്തിലും സാധാരണ ചിന്തിക്കുകയോ തീരുമാനമെടുക്കുകയോ ചെയ്യുന്ന നാല് രീതികൾ എ. ബി. സി. ഡി. ഓപ്ഷനുകളിലായി ഓരോ ചോദ്യത്തിന് നേരെയും നൽകിയിട്ടു ്. നാല് ഓപ്ഷനുകളും വായിച്ച ശേഷം നിങ്ങളുടെ രീതി ഏതാണെന്ന് വിലയിരുത്തുകയും പ്ര തികരണ ഷീറ്റിൽ നിങ്ങൾ തെരഞ്ഞെടുത്ത ഓപ്ഷന് നേരെ √ ചിഹ്നം അടയാളപ്പെടുത്തുകയും ചെയ്യുക. എല്ലാ ചോദ്യങ്ങൾക്കും പ്രതികരണം രേഖപ്പെടുത്തുക. ഒരു ചോദ്യത്തിന് ഒരു ഓപ്ഷൻ മാത്രമേ തെരഞ്ഞെടുക്കാവൂ.</u>

1. തെരഞ്ഞെടുപ്പുവേളകളിൽ പത്രങ്ങൾ, ടി.വി., റേഡിയോ തുടങ്ങിയ മാധ്യമങ്ങൾ പുതിയ ചർച്ച കളും വാർത്തകളും കൊ ് സജീവമാവാറു ്. തെരഞ്ഞെടുപ്പ് വാർത്തകളും ചർച്ചകളും വിശ കലനം ചെയ്യുന്നതിൽ നിങ്ങളുടെ നിലപാട് എന്താണ്?

     എ. തെരഞ്ഞെടുപ്പ് വിവരങ്ങൾ താൽപര്യപൂർവ്വം മനസ്സിലാക്കുന്നു

     ബി. തെരഞ്ഞെടുപ്പ് വാർത്തകളേക്കാൾ മറ്റു വിവരങ്ങളാണ് ശ്രദ്ധിക്കുക

     സി. തെരഞ്ഞെടുപ്പ് വിവരങ്ങൾ ശ്രദ്ധിക്കാറില്ല

     ഡി. എനിക്ക് യാതൊരു പ്രയോജനവുമില്ലാത്തതിനാൽ തെരഞ്ഞെടുപ്പ് വിവരങ്ങൾ ഗൗനിക്കാ റില്ല

2. ഒഴിവ് സമയത്ത് നിങ്ങൾ കുറച്ച് സുഹൃത്തുക്കളുമൊത്ത് സംസാരിച്ചിരിക്കുന്നു. കൂട്ടത്തിലൊ രാൾ രാഷ്ട്രീയ-ഉദ്യോഗ മേഖലകളിൽ വ്യാപിക്കുന്ന അഴിമതിയെക്കുറിച്ച് വാചാലനാവുന്നു. ഇത്ത രമൊരു ചർച്ചയോട് നിങ്ങളുടെ സമീപനം എന്തായിരിക്കും?

     എ. നമ്മൾ, കുട്ടികൾ ഇതൊക്കെ ചർച്ച ചെയ്തിട്ട് കാര്യമില്ലെന്ന് ചിന്തിക്കും

     ബി. സാധാരണ വിഷയങ്ങളൊക്കെ ചർച്ച ചെയ്തിട്ട് മതി ഇത്തരം ഗൗരവ ചർച്ചകളൊക്കെ എന്ന് വിചാരിക്കും

     സി. ചർച്ചകളിൽ എനിക്ക് ഒന്നും പറയാനില്ലെങ്കിലും മറ്റുള്ളവർ പറയുന്നത് ശ്രദ്ധിക്കും.

     ഡ. പൊതുപ്രശ്നങ്ങൾ ചർച്ച ചെയ്യുന്നതിലും പങ്ക് വെക്കുന്നതിലും ഞാൻ പങ്കാളിയാകും.

3. സിഗരറ്റ് ഉപയോഗം കുറക്കാൻ സിഗരറ്റിന്റെ ചില്ലറ വിൽപന നിരോധിക്കാനും പാക്കറ്റ് വിൽപന മാത്രം അനുവദിക്കാനും നിയമം വരുന്നുവെന്ന് നിങ്ങൾ പത്രത്തിൽ വായിക്കുന്നു. ഇതിനോട് നി ങ്ങൾ ഏത് രീതിയിൽ പ്രതികരിക്കും?

എ. ഇത്തരം നിയമങ്ങളുടെ അവലംഭം ജനങ്ങളുടെ ഉപഭോഗരീതിയെക്കുറിച്ചുള്ള ശാസ്ത്രീ യമായ പഠനങ്ങളായിരിക്കണം.

ബി. പാക്കറ്റ് ഉപയോഗം മാത്രമാവുമ്പോൾ ഉപയോഗം കൂടുകയല്ലേ ചെയ്യുക എന്ന് വിചാ രിക്കും

സി. ഏത് നിയമമു   ക്കാനും ഗവൺമെന്റിന് സ്വാതന്ത്ര്യമു   ന്ന് കരുതും

ഡി. നിയമം കൊ   ന്നും വലിയ പ്രയോജനമു   ാവില്ലെന്ന് ആലോചിക്കും

4. ഇന്ത്യയിലെ ഭൂരിഭാഗം ജനങ്ങളും പട്ടിണിപ്പാവങ്ങളാണെന്ന് ഒരു കവലയിലെ പൊതുയോഗ ത്തിൽ ഒരാൾ പ്രസംഗിക്കുന്നത് നിങ്ങൾ കേൾക്കുന്നു. ഇത് ശരിയാണോ എന്ന് നിങ്ങൾ പരിശോ ധിക്കുന്ന രീതി ഏതാണ്?

എ. ഇത്തരം കാര്യങ്ങൾ പറയാൻ തെളിവോ പരിശോധനയോ വേണമെന്നില്ല

ബി. പൊതുവായി ഇങ്ങനെ പറയുന്നതിന് പ്രശ്നമൊന്നുമില്ല

സി. നമ്മുടെ നാടുകളിലെ അനുഭവങ്ങൾ വെച്ച് ഇത് പരിശോധിക്കണം

ഡി. ഇന്ത്യയിലെ ബി.പി.എൽ വിഭാഗങ്ങളെത്ര തുടങ്ങിയ കണക്കുകൾ പരിശോധിച്ച് വേണം അത് പറയാൻ

5. സ്കൂളിലെ വാട്ടർടാപ്പുകൾ നശിപ്പിക്കുന്നതും വെള്ളം പാഴാക്കുന്നതും പരിഹരിക്കാൻ നിർദ്ദേശ ങ്ങൾ നൽകാൻ അധ്യാപകൻ നിങ്ങളോട് ആവശ്യപ്പെടുന്നു. നിങ്ങൾ എന്ത് നിലപാട് സ്വീക രിക്കും?

എ. കുറെ പരിഹാരമാർഗ്ഗങ്ങൾ ആലോചിക്കും; ഉചിതമായത് കൈ   ത്തും

ബി. ഏതെങ്കിലും പരിഹാരമാർഗമൊക്കെ നിർദേശിക്കും

സി. അതൊക്കെ അധ്യാപകർ കൈ   ത്തിക്കൊള്ളുമെന്ന് കരുതും

ഡി. അതിനൊന്നും യാതൊരു പരിഹാരവുമില്ലെന്ന് കരുതും

6. എൻ.എസ്.എസ്, എൻ.സി.സി., എസ്.പി.സി തുടങ്ങിയ ഏതെങ്കിലും സന്നദ്ധപ്രവർത്തനസംഘ ത്തിൽ അംഗമാകാൻ നിങ്ങൾ തീരുമാനിക്കുന്നു. വീട്ടുകാർ ഇതിനെ എതിർക്കുന്നു. നിങ്ങൾക്ക് എ ന്ത് ചെയ്യാൻ സാധിക്കും?

എ. വീട്ടുകാർക്കൊന്നും പറഞ്ഞാൽ മനസ്സിലാവില്ല.

ബി. വീട്ടുകാർ പറയുന്നത് പോലെ ചെയ്യും

സി. വീട്ടുകാരോട് കാര്യങ്ങൾ പറയും

ഡി. വീട്ടുകാരോട് കാര്യങ്ങൾ അവതരിപ്പിച്ച് എന്റെ അഭിപ്രായം ബോധ്യപ്പെടുത്തും

7. പാൻമസാലകൾ നിരോധിച്ചുകൊ   ് ഗവൺമെന്റ് നിമയം കൊ   ് വരുന്നു. നിങ്ങൾ പ്രതിപക്ഷ കക്ഷിയിലെ ഒരംഗമാണെന്ന് കരുതുക. എന്ത് നിലപാടാണ് നിങ്ങൾ കൊകൈകൊള്ളുക?

എ. നിയമത്തിന്റെ എല്ലാ വശങ്ങളും പഠിക്കും. ശരിയെന്ന് തോന്നിയാൽ പിന്തുണക്കും.

ബി. നിയമത്തെക്കുറിച്ച് പഠിക്കാൻ ശ്രമിക്കും

സി. പ്രതിപക്ഷത്തിന്റെ തീരുമാനത്തിനനുസരിച്ച് നിൽക്കും.

ഡി. നിയമം നല്ലതാണെന്ന് ബോധ്യപ്പെട്ടാലും എതിർത്ത് തോൽപിക്കും.

8. നമ്മുടെ നാട്ടിലെ തൊഴിലില്ലായ്മ പരിഹരിക്കാൻ അന്യ സംസ്ഥാനക്കാരെ തടയണമെന്ന ആവ ശ്യത്തെ നിങ്ങൾ പിന്തുണച്ചിരുന്നുവെന്ന് കരുതുക. എന്നാൽ ഗൾഫിൽ നിന്നും ഇതേ കാരണ ത്താൽ നിങ്ങളുടെ നാട്ടുകാർ നാട്ടിലേക്ക് മടങ്ങുന്ന വാർത്ത നിങ്ങൾ വായിക്കുന്നു. പഴയ നിലപാ ടിനെ നിങ്ങൾ വിലയിരുത്തുന്നതെങ്ങനെ?

എ. ഒരു തീരുമാനമെടുത്താൽ പിന്നെ അതിൽ മാറ്റം വരുത്താറില്ല

ബി. ഈ ര ് സാഹചര്യങ്ങൾ തമ്മിൽ ബന്ധപ്പെടുത്തേ   കാര്യമില്ലെന്ന് ചിന്തിക്കും

സി. മറ്റുള്ളവരൊക്കെ എന്ത് പറയുന്നുവെന്ന് വിലയിരുത്തും

ഡി. പഴയ നിലപാട് തെറ്റാണെന്ന് ബോധ്യപ്പെട്ടാൽ തിരുത്തും

9. ബസ് സ്റ്റാന്റിലും റെയിൽവേ സ്റ്റേഷനിലുമൊക്കെ ദരിദ്രരായ ആളുകൾ യാചന നടത്തുന്നത് നമ്മുടെ നാട്ടിലെ സ്ഥിരം കാഴ്ചകളാണ്. നിങ്ങൾ ഒരു ഭരണാധികാരി ആവുന്നുവെങ്കിൽ എങ്ങനെ ഈ പ്രശ്നത്തെ സമീപിക്കും?

എ. പുതിയ ദാരിദ്ര്യ നിർമ്മാർജ്ജന പദ്ധതികൾ നടപ്പിലാക്കും.

ബി. യാചകരെ പുനരധിവസിപ്പിക്കും.

സി. ഇത്തരം പ്രശ്നങ്ങൾ കാലക്രമേണ പരിഹരിക്കപ്പെട്ടുകൊള്ളുമെന്ന് ചിന്തിക്കും.

ഡി. ജനബാഹുല്യമുള്ള നമ്മുടെ നാട്ടിൽ ഇത്തരം പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ കഴിയില്ല.

10. പൊതുവഴി ഉ   ക്കാൻ സ്ഥലം വിട്ടുകൊടുക്കാതിരുന്ന ദരിദ്രനായ ഒരു വ്യക്തിക്കെതിരെയു ള്ള കേസ് പരിഗണിക്കുന്ന കോടതിയിലെ ന്യായാധിപൻ നിങ്ങളാണെങ്കിൽ ഏത് രീതി അവലംഭി ക്കും.?

എ. ഇതിൽ തീരുമാനമെടുക്കാൻ എനിക്ക് കഴിയില്ല.

ബി. കൂടെയുള്ള ന്യായാധിപന്മാർ പറയുന്നതിനനുസരിച്ച് വിധിക്കും.

സി. വ്യക്തി ദരിദ്രനാണെന്നത് പരിഗണിച്ച് വിധിക്കും.

ഡി. വ്യക്തിയുടെ സ്വത്തുക്കൾ, ഭൂമി ഏറ്റെടുക്കുന്ന ആവശ്യം, മറ്റു പൊതുവഴികളുടെ ലഭ്യ ത തുടങ്ങിയ കാര്യങ്ങളെല്ലാം പരിഗണിച്ച് വിധിക്കും.

11. നിങ്ങളുടെ സ്ഥലത്ത് ക്രഷർ യൂണിറ്റ് തുടങ്ങാൻ ആലോചിക്കുന്നുവെങ്കിൽ നിങ്ങൾ പരിഗണി ക്കുന്ന കാര്യങ്ങൾ എന്തായിരിക്കും?

എ.പരിസ്ഥിതിക്കും പ്രദേശവാസികൾക്കുമുള്ള പ്രശ്നങ്ങൾ പഠിക്കും.

ബി. പ്രദേശവാസികൾ എതിർത്താൽ അവരുടെ പ്രശ്നങ്ങൾ പരിഗണിക്കും

സി. പ്രദേശവാസികൾക്ക് ജോലി നൽകി ക്രഷർ പ്രവർത്തിപ്പിക്കും.

ഡി. എന്ത് പ്രശ്നങ്ങളു   ങ്കിലും ക്രഷർ പ്രവർത്തിപ്പിക്കാനാലോചിക്കും.

12. ഗാന്ധിജയന്തിയോടനുബന്ധിച്ച് സ്കൂളിൽ പൊതുവിജ്ഞാനത്തിലുള്ള ക്വിസ്മത്സരം നടക്കു ന്നുവെന്നും താൽപര്യമുള്ളവർ അപേക്ഷിക്കണമെന്നുമുള്ള നോട്ടീസ് ക്ലാസ്സിൽ അധ്യാപകൻ വാ യിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം ഏത് രീതിയിലായിരിക്കും?

എ.അതിനൊക്കെ പ്രത്യേകം കുട്ടികളു   ല്ലോ എന്ന ചിന്തയിൽ അതൊന്നും മുഖവിലക്കെ ടുക്കാറില്ല.

ബി.താൽപര്യമു   ങ്കിലും അപേക്ഷിക്കാറില്ല

സി. വിജയപ്രതീക്ഷയില്ലെങ്കിലും പങ്കെടുക്കാനായി അപേക്ഷിക്കും

ഡി. പൊതുവിവരങ്ങൾ ശ്രദ്ധിക്കുന്നതിനാൽ വിജയപ്രതീക്ഷയോടെ അപേക്ഷിക്കും

13. ശിശുദിനത്തിൽ കുട്ടികൾക്കെതിരെയുള്ള അതിക്രമങ്ങൾ എന്ന വിഷയത്തിൽ ക്ലാസ്സിൽ ചർച്ച സംഘടിപ്പിക്കുന്നുവെങ്കിൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?

എ. കാര്യങ്ങൾ പഠിച്ച് തന്നെ ചർച്ചയിൽ പങ്കെടുക്കണമെന്ന് കരുതും.

ബി. മറ്റുള്ളവർ പറയുന്നത് ശ്രദ്ധയോടെ കേൾക്കണമെന്ന് വിചാരിക്കും.

സി. പഠിക്കാനുള്ള ധാരാളം കാര്യങ്ങളുള്ളപ്പോൾ ഇതൊക്കെ ചർച്ച ചെയ്യണോ എന്ന് ചിന്തിക്കും

ഡി. ചർച്ച നടത്തിയാലൊന്നും ഈ പ്രശ്നം തീരില്ലെന്ന് കരുതും

14. സ്കൂൾ അസംബ്ലിയിൽ യൂണിഫോം ധരിക്കുന്നതിന്റെ പ്രയോജനങ്ങളെക്കുറിച്ച് പ്രധാനാധ്യാപകൻ വിശദീകരിക്കുന്നു. നിങ്ങൾ യൂണിഫോം ധരിക്കുന്നത് എന്ത് കൊ ാണെന്ന് ആലോചിക്കുക?

എ. യൂണിഫോം കൊ ് ഒരു പ്രയോജനവുമില്ല.

ബി. സ്കൂളിലെ നിയമം അനുസരിക്കേ തിനാൽ ധരിക്കുന്നു.

സി. ഈ നിയമം കൊ ് ചില പ്രയോജനങ്ങൾ ഉ ാവാം എന്ന് വിചാരിക്കുന്നു

ഡി. യൂണിഫോമിന്റെ പ്രയോജനങ്ങൾ സ്വയം വിലയിരുത്തുന്നു.

15. വായനാ ദിനത്തിൽ വായന മരിച്ചുകൊ ിരിക്കുകയാണെന്നും പുതിയ തലമുറയിൽ വായിക്കുന്നവർ കുറവാണെന്നും അധ്യാപകൻ പ്രസംഗിക്കുന്നത് നിങ്ങൾ കേൾക്കുന്നു. ഇത് ശരിയാണോ എന്ന് ചിന്തിക്കുക?

എ. കുട്ടികൾക്കിടയിൽ ഒരു സർവ്വേയോ പഠനമോ നടത്തി വേണം അത് തീരുമാനിക്കാൻ

ബി. അധ്യാപകന്റെ അനുഭവങ്ങൾ വെച്ച് പറയുന്നതാണെങ്കിൽ തെറ്റില്ല

സി. ഒരാൾക്ക് അങ്ങനെ തോന്നുന്നുവെങ്കിൽ പറയാം.

ഡി. അതൊക്കെ പറയാൻ പരിശോധനയോ തെളിവോ വേണമെന്നില്ല.

16. വിദ്യാർത്ഥികളുടെ യാത്രാപ്രശ്നങ്ങൾ പരിഹരിക്കാൻ നിങ്ങളോട് നിർദ്ദേശങ്ങൾ ആവശ്യപ്പെട്ടാൽ നിങ്ങളുടെ പ്രതികരണം ഏത് രീതിയിലായിരിക്കും?

എ. യാത്രാ പ്രശ്നമൊന്നും പരിഹരിക്കാൻ കഴിയില്ല

ബി. അതൊക്കെ അതിനായുള്ള വിദ്യാർത്ഥികൾ ആലോചിക്കുമെന്ന് കരുതും

സി.എന്തെങ്കിലുമൊക്കെ ചെയ്യേ തിനെക്കുറിച്ചാലോചിക്കും

ഡി. ചർച്ചകൾ, സമരം, നിവേദനം തുടങ്ങിയ മാർഗങ്ങളിൽ ഏറ്റവും ഉചിതമായത് കടെ ത്താൻ ശ്രമിക്കും

17. സ്റ്റഡി ടൂർ പോകാനായി നിങ്ങൾ സ്വരൂപിച്ചിരുന്ന പണം സ്കൂളിലെ രോഗം ബാധിച്ച് ചികിത്സയിൽ കഴിയുന്ന കുട്ടിയുടെ ചെലവുകളിലേക്ക് നൽകാൻ നിങ്ങൾ തീരുമാനിക്കുന്നു. കൂട്ടുകാർ ഇതിനെ എതിർക്കുന്നു. നിങ്ങൾ എന്ത് ചെയ്യും?

എ. യുക്തിസഹമാണെന്ന് ബോധ്യപ്പെട്ടാൽ എന്റെ തീരുമാനത്തിൽ ഉറച്ച് നിൽക്കും.

ബി. എന്റെ തീരുമാനത്തെ വിലയിരുത്താൻ ശ്രമിക്കും

സി. പിന്നീട് സഹായിക്കാമെന്ന് വിചാരിക്കും

ഡി. തീരുമാനത്തിൽ നിന്ന് പിൻവാങ്ങും

18. ഇന്ത്യയിൽ അഴിമതിയും അക്രമവും പെരുകാൻ കാരണം ജനാധിപത്യ സമ്പ്രദായമാണെന്ന അഭിപ്രായത്തോട് നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കുന്നു?

എ. ഇങ്ങനെ ചിന്തിക്കുന്നവരെയൊക്കെ മറ്റു വല്ല സ്ഥലത്തേക്കും നാട് കടത്തണം

ബി. ഇതൊക്കെ ദേശവിരുദ്ധ ചിന്തയാണെന്ന് പറയും

സി. ജനാധിപത്യത്തെ പരസ്യമായി എതിർക്കരുതെന്ന് പറയും.

ഡി. ജനാധിപത്യമൊഴികെയുള്ള മറ്റു ഭരണവ്യവസ്ഥകളിലെ സ്ഥിതി വിലയിരുത്താൻ ആവശ്യപ്പെടും

19. പൊതുസ്ഥലത്ത് വേസ്റ്റ് പേപ്പറുകളോ മറ്റോ നിങ്ങൾ നിക്ഷേപിക്കുന്നത് ക ് അധ്യാപകരോ മുതിർന്നവരോ നിങ്ങളെ ശാസിക്കുന്നുവെന്ന് കരുതുക. നിങ്ങൾ ഏത് വിധത്തിൽ പ്രതികരിക്കും?

എ. ചെയ്തതിൽ കുറ്റബോധം തോന്നുകയും ഇനി ആവർത്തിക്കില്ലെന്ന് കരുതുകയും ചെയ്യും

ബി. ഇനി ആവർത്തിക്കാതിരിക്കാൻ ശ്രമിക്കും

സി. ഇതൊക്കെ എല്ലാവരും ചെയ്യുന്നതല്ലേയെന്ന് കരുതും

ഡി. ഉപദേശിക്കുന്നവരൊക്കെ പുണ്യവാളന്മാരാണോ എന്ന് ചിന്തിക്കും.

20. സ്കൂൾ കാമ്പസും സമീപ പ്രദേശങ്ങളും ശുചീകരിക്കാൻ സ്റ്റുഡൻസ് ക്ലബ്ബ് തീരുമാനിക്കുന്നു. നിങ്ങളെങ്ങനെ പ്രതികരിക്കും?

എ. ഇതൊന്നും നന്നാക്കിയാൽ നന്നാവില്ല.

ബി. സ്കൂൾ നന്നാക്കാൻ കഴിയുമായിരിക്കും. പക്ഷെ ചുറ്റുപാട് നമ്മുടെ നിയന്ത്രണത്തിലല്ല.

സി. സ്കൂൾ ആദ്യം, പിന്നീട് ചുറ്റുപാട് എന്നതാണ് ശരി.

ഡി. പദ്ധതി വിജയിപ്പിക്കാൻ എന്റേതായ ആശയങ്ങളും പ്രവർത്തനങ്ങളും കൂട്ടിച്ചേർക്കും.

21. പണം നൽകി വോട്ട് ചെയ്യിപ്പിക്കുന്ന പ്രവണത ശരിയാണോ എന്ന് വിലയിരുത്തുക?

എ. ജനാധിപത്യപ്രക്രിയക്ക് എതിരായതിനാൽ ഇത് തെറ്റാണ്.

ബി. വോട്ടർക്ക് പണമെങ്കിലും ലഭിക്കുമെന്നതിനാൽ ഇതിൽ ശരിയുമു ്.

സി. ഇത് ശരിയോ തെറ്റോ എന്നൊക്കെ വോട്ടറാണ് തീരുമാനിക്കേ   ത്.

ഡി. ഇതിൽ എനിക്ക് തീരുമാനമെടുക്കാനാവില്ല.

22. പൊതുജല ലഭ്യത കുറഞ്ഞ ഒരു പ്രദേശത്ത് നിങ്ങൾ കുഴൽകിണർ കുഴിക്കുമ്പോൾ എതിർക്കുന്നവരോട് എന്ത് നിലപാടെടുക്കും?

എ.ഏത് കാര്യത്തിനും എതിർപ്പ് പറയുന്നവരു ്. അവരെ അവഗണിക്കും.

ബി. ജലലഭ്യത കുറവായതിനൽ മറ്റൊന്നും ആലോചിക്കില്ല.

സി. കുഴൽകിണർ കുഴിക്കും. ജനങ്ങളുടെ പ്രശ്നങ്ങളും പഠിക്കും.

ഡി. മറ്റു മാർഗങ്ങൾ ആലോചിക്കും. പരാജയപ്പെട്ടാൽ മാത്രം കുഴൽക്കിണർ കുഴിക്കും.

APPENDIX III B

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
SCALE OF CITIZENSHIP COGNITIVE SKILLS

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Directions

Given below are some questions on various situations in public life. Towards each situation, four methods of thinking or making decision are provided as options A, B, C and D. Reading and evaluate the options and decide your method and mark the option in the response sheet. Respond to all questions.

1.During the election times, media like newspaper, television and radio become busy with talk shows, debates and news programmes. What is your stand in analysing such election news and discussions?

   a. I Listen to election details with interest.

   b. I pay attention to news other than those on elections

   c. I Usually do not care election matters

   d. Since I have no benefit, I do not mind the election affairs

2. You are talking with your friends during leisure times. One among them turns talkative about the corruption in present day politics and government offices. How will you respond to such a situation?

   a. Think that We, the children have no use of discussing such matters

   b. Think that we have to discuss such serious affairs only after settling our common issues

   c. I will listen to others' views even if I won't tell anything

   d. I will take part actively in discussing and sharing public issues

3. You come over to read in the newspapers that government is going to enact a law banning the retail selling of cigarettes and allowing only packet selling in order to reduce consumption. Which way you will react?

   a. The basis of such laws should be scientific studies about the consumption modes

   b. Think that whether the packet selling would lead to increase its consumption

   c. Hold that government has freedom to bring in any law

d. Think that the laws are of no use in such cases

4. You happened to hear a street talk that most of the people in India are poverty stricken. Which method you will adopt to verify it?

a. No proof or test is required to tell such matters

b. No problem in telling so generally

c. It should be examined on the basis of our experience in the countryside

d. Needs to verify the data on number of BPL families in India

5. How will you respond to teachers' instruction to suggest ways for solving problems of spoiling of water taps and wastage of water in your school?

a. I will go through various solutions; find out the best one

b. I will suggest some solution comingmomentarily to my mind

c. I will consider that it would be done by the teachers

d. There is no solution for such problems

6. You decide to join some of the volunteer group such as NSS, NCC or SPC. Your family opposes it. What can you do?

a. They can't grasp what we wish

b. I will do as the family wish

c. I will explain the matters to them

d. I will present the details and convince them of my wish

7. The government is going to pass a law banning pan masala. How will you respond to it if you are one among the opposition party?

a. I will study all the aspects of law; support if I feel it right

b. I will try to study about the new law

c. I will stand as per the decision of the opposing party

d. I will oppose the law even if I feel that it is right

8. Imagine that you supported the call for preventing the employees from other states for solving the unemployment problem in our state. Later you listen to the news of sending back the people of our state from gulf countries for the same reason. How will you evaluate your previous stand?

a. Taken a decision, I will not make any change

b. No need of comparing the two situations

c. I will consider what others say on it

d. If the previous stand proved to be faulty, I will change it.

9. Beggars are very common sight in bus stands and railway stations. If you possess the authority, how will you deal this problem?

a. I will implement new programmes to eradicate poverty

b. I will rehabilitate the beggars

c. I will think that these problems would be solved gradually

d. In our highly populated country such problems cannot be solved

10. If you are a judge hearing the case of a poor man reluctant to leave his land for the need of public road, which position you would adopt?

a. I can't make a decision on it

b. I will judge as per the opinions of co-judges

c. I will judge considering that the person is a poor man

d. I will pass judgement taking into account such facts as the total properties of the person, need of acquiring the land, availability of other public roads.

11. Which facts will you consider to take a decision upon starting a crusher unit in your land?

a. I will study the effects upon the local people and the environment

b. If the local people oppose, then I will consider their problems

c. I will start the crusher unit providing jobs to the people of the locality

d. I will think to run the crusher unit at any cost

12. Your teacher reads a notice in the classroom inviting applications from the interested students for participating in a quiz programme on the Gandhi Jayanthi Day. How will you react?

a. I will not mind it as there are special students for such competitions

b. I am used not to apply for such things even if I have interest

c. I will apply even though I do not expect to win the competition

d. I will apply hopefully to win as I usually listen to public information

13. What role will you take in the discussion conducted in your classroom on the topic 'Atrocities against children'?

a. Prefer to study the matter well and participate actively

b. Will listen carefully to others' views

c. Doubt whether to discuss this issue while everyone has plenty to study

d. Such issues can't be solved through discussions

14. The headmaster elaborates on the advantages of wearing uniforms. Judge why you wear the uniform?

a. There is no benefit by the system of uniform

b. I wear it since I have to obey the school rules

c. There may be some benefits in it

d. I do evaluate the advantages of uniforms thoroughly

15. On the Reading Day, you listen to the speech by a teacher pointing out that reading is dying nowadays, especially so in the new generation. Is it right or not?

a. a survey or study is to be conducted among the studentsto decide it

b. No problem if the teacher says so based upon his experience

c. One can say so if he feels so

d. There is no need of proof or survey to say so

16. How will you respond if you are asked to give suggestions to solve the travelling problems of children?

a. Travelling problems can't be solved

b. The exceptional students for such affairs would think on it

c. I will think that something to be done to solve it

d. I will try to select the best solution from among discussions, strikes, memorandum etc.

17. You have decided to contribute the money you have kept for study tour into the fund for a child under treatment. Your friends oppose it. What will you do?

a. I will stick on my decision if it is proved right

b. I will try to reassess my decision

c. I will contemplate to contribute to the fund later

d. I will withdraw my earlier decision

18. How will you respond to one who opines that democratic system is the cause for the increase of corruption and violence in India?

a. People who think so have to be exiled

b. Such thoughts are antinational

c. I will tell not to oppose the democracy publicly

d. I will ask him to assess the conditions of administrative systems other than democracy

19. How will you respond if you are scolded by the teacher or any other elders for putting waste in public places?

a. I will feel repentance and decide not to repeat

b. I will try not to repeat it

c. I will think such things are done by everyone

d. Think that whether those who advise are flawless

20. What will be your response if your school club decides to clean the school campus and the surrounding areas?

a. useless to do so; things will not go better

b. School can be made clean; but the surrounding area is out of our control

c. It is right to think to clean school first; and then the surrounding areas

d. I will take part actively to make the programme successful

21. Assess whether it is right to entice people to vote by giving money?

a. It is wrong as it is against democratic system

b. May be right to some extent as the voter gets at least some money

c. The voter has to decide whether is right or not

d. I can't take a decision in this matter

22. Some people are against your decision to dig a bore well in your locality where there is deficiency of water. How will you respond to them?

a. There are some people who oppose everything. I will neglect them

b. I will not reflectmuch since there is deficiency of water

c. I will dig the bore well as well as try to study the problems of people

d. I will think of some other solutions. If I didn't get any solution I will dig the bore well.

APPENDIX III C

SCALE OF   COGNITIVE CITIZENSHIP SKILLS - RESPONSE SHEET

Sl.No	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Sl.No.	A	B	C	D
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

APPENDIX IV A

RUBRIC OF PARTICIPATORY CITIZENSHIP SKILLS FOR TEACHER OBSERVATION (MALAYALAM)

നിർദ്ദേശം: ക്ലാസ്മുറിയിൽ പങ്കാളിത്ത വൈദഗ്ധ്യങ്ങൾ പ്രകടമാവുന്ന രീതിയിൽ സംവാദമോ ചർച്ചയോ നടത്തുമ്പോൾ അത് നിരീക്ഷിക്കുകയും സംഘത്തെ പൊതുവായി വിലയിരുത്തുകയും ചെയ്യാ നുള്ള ഉപകരണമാണിത്. ഓരോ വൈദഗ്ധ്യത്തിനും നാല് വീതം മാനദണ്ഡങ്ങൾ നൽകിയിട്ട ്. ഓരോ മാനദണ്ഡവും സംഘത്തിൽ പ്രകടമാകുന്നതിന്റെ തോത് നാല് നിലവാരങ്ങളായി നൽകു കയും ചെയ്തിരിക്കുന്നു. സംഘത്തിന്റെ പ്രവർത്തനങ്ങളെ നിരീക്ഷിക്കുകയും അനുയോജ്യമായ നിലവാരം തെരഞ്ഞെടുക്കുകയും ✓ ചിഹ്നം അടയാളപ്പെടുത്തുകയും ചെയ്യുക.

	മാനദണ്ഡങ്ങൾ	നിലവാരം ഒന്ന്	നിലവാരം രണ്ട്	നിലവാരം മൂന്ന്	നിലവാരം നാല്
ആശയ വിനിമയം	ഉള്ളടക്കം	ആശയങ്ങളെല്ലാം കഴമ്പുള്ളതും തെളിവുക ളെ അടിസ്ഥാനമാക്കിയുള്ളതുമാണ്	ഭൂരിഭാഗം ആശയങ്ങൾക്കും പ്രാധാ ന്യവും തെളിവുകളുടെ പിൻബലവു മു	പ്രാധാന്യവും തെളിവിന്റെ പിന്തുണ യുമുള്ള ആശയങ്ങൾ കുറവാണ്	ആശയങ്ങൾ വെറും ഭാവനകൾ മാത്രമാണ്. തെളിവുകളൊന്നു മില്ല.
	അവതരണം	അവതരണങ്ങളെല്ലാം താൽപര്യജനകവും ശ്രോദ്ധാക്കളെ ഉൾക്കൊള്ളുന്നതുമാണ്. യു ക്തിസഹമായും വ്യക്തമായും അവധാനത യോടെയും കാര്യങ്ങൾ അവതരിപ്പിക്കുന്നു.	അധിക അവതരണങ്ങളും താൽപര്യജ നകവും ശ്രോദ്ധാക്കളെ ഉൾക്കൊള്ളുന്ന തുമാണ്. യുക്തിപരത, വ്യക്തത, അവ ധാനത എന്നിവ പ്രകടിപ്പിക്കുന്നു.	ചില അവതരണങ്ങളേ താൽപര്യജന കവും ശ്രോദ്ധാക്കളെ ഉൾക്കൊള്ളുന്ന തുമായിട്ടുള്ളൂ. മിക്കതും യുക്തിരഹി തമോ അവ്യക്തമോ ആണ്.	അവ്യക്തമോ യുക്തിരഹിതമോ അമിതാവേശപരമോ ആയതി നാൽ അവതരണങ്ങളെല്ലാം ശ്രോദ്ധാക്കളെ മടുപ്പിക്കുന്ന താണ്.
	പ്രകടന തന്ത്രങ്ങൾ	വാക്സാമർത്ഥ്യം, ശരീരഭാഷ, സംസാര നൈപുണ്യങ്ങൾ എന്നിവ നന്നായി പ്രകടി പ്പിക്കുന്നു.	വാക്സാമർത്ഥ്യം, ശരീരഭാഷ, സംസാ ര നൈപുണ്യങ്ങൾ എന്നിവ ഇടക്കിടെ പ്രകടിപ്പിക്കുന്നു.	വാക്സാമർത്ഥ്യം, ശരീരഭാഷ, സം സാര നൈപുണ്യങ്ങൾ എന്നിവ ചെ റിയതോതിൽ പ്രകടിപ്പിക്കുന്നു.	വാക്സാമർത്ഥ്യമോ ശരീരഭാ ഷയോ സംസാര നൈപു ണ്യങ്ങളോ പ്രകടിപ്പിക്കുന്നില്ല.
	ക്രമീകരണം	നിശ്ചിതസമയത്തിൽ ഒതുങ്ങുന്നതും മുഖ വുര, ഉപസംഹാരം എന്നിവ അടങ്ങിയതു മാണ്.	സമയത്തിലൊതുക്കാനും ക്രമീകരി ക്കാനും ശ്രമിക്കുന്നു ്.	സമയനിഷ്ഠയും ക്രമീകരണവും കുറ വാണ്.	സമയനിഷ്ഠയോ ക്രമമോ ഇല്ല
പ്രശ്നപരിഹാരം	പരിഗണന	പ്രശ്നത്തിന്റെ എല്ലാ വശങ്ങളും പരിഹാര ത്തിൽ പരിഗണിക്കപ്പെടുന്നു	പ്രശ്നത്തിന്റെ വിവിധ വശങ്ങൾ പരിഗ ണിക്കാൻ നോക്കുന്നു ്	പ്രശ്നത്തിന്റെ ഏതാനും തലങ്ങളേ പരിഗണിക്കുന്നുള്ളൂ	പ്രശ്നത്തിന്റെ വിവിധ വശങ്ങൾ ഗൗനിക്കപ്പെടുന്നില്ല
	രീതി	ജനാധിപത്യപരമായ രീതികൾ ശരിയായി അവലംബിക്കുന്നു	ജനാധിപത്യരീതികളും പ്രയോഗിക്ക പ്പെടുന്നു ്	ഏതാനും വ്യക്തികളെ കേന്ദ്രീകരിച്ചു ള്ള രീതികളാണ് ഉ ാവുന്നത്	ഏകാധിപത്യപരമായ രീതികളാ ണ് പ്രയോഗിക്കുന്നത്
	സവിശേഷ തകൾ	പരസ്പരചർച്ച, സൃഷ്ടിപരമായ തന്ത്രങ്ങൾ, മധ്യസ്ഥ ശ്രമം, വിട്ടുവീഴ്ച, ഒത്തുതീർപ്പ് എന്നീ ഗുണങ്ങൾ പ്രകടിപ്പിക്കുന്നു	പരസ്പരചർച്ചയും വിവിധ തന്ത്ര ങ്ങളും മധ്യസ്ഥ ശ്രമങ്ങളും വിട്ടുവീഴ് ചയും കുറെയൊക്കെ നടക്കുന്നു ്	ഇടക്ക് മാത്രം ചർച്ചയും, മധ്യസ്ഥശ്ര മങ്ങളും വിട്ടുവീഴ്ചയും തന്ത്രങ്ങളു ട പ്രയോഗവും നടക്കുന്നു	ചർച്ചയോ തന്ത്രങ്ങളുടെ പ്രയോ ഗമോ മധ്യസ്ഥ ശ്രമങ്ങളോ നട ക്കുന്നില്ല
	പരിഹാരസ്വ ഭാവം	പ്രശ്നങ്ങൾക്ക് ക്രിയാത്മകമായ പരിഹാര ങ്ങൾ ക ത്തുന്നു	പ്രശ്നങ്ങൾക്ക് പരിഹാരങ്ങൾ രൂപപ്പെ ടുന്നു ്	പ്രശ്നങ്ങൾക്ക് ഭാഗികമായ പരിഹാര ങ്ങളാണ് ഉ ാകുന്നത്	പ്രശ്നങ്ങൾക്ക് പരിഹാരങ്ങൾ രൂപപ്പെടുന്നില്ല
സംഘപ്രവർത്തനം	സംഘ ബോധം	കൂട്ടായ്മ, സൗഹാർദ്ധം, പരസ്പരവി ശ്വാസം, സംഘാംഗമെന്ന അഭിമാനം എന്നി വ പ്രകടിപ്പിക്കുന്നു	കൂട്ടായ്മ, സൗഹാർദ്ധം,പരസ്പരവി ശ്വാസം, സംഘാംഗമെന്ന അഭിമാനം എന്നിവയിൽ മിക്കതും പ്രകടമാണ്	കൂട്ടായ്മ, സൗഹാർദ്ധം, പരസ്പരവി ശ്വാസം, സംഘാംഗമെന്ന അഭിമാനം എ ന്നിവയിൽ ചിലത് പ്രകടിപ്പിക്കുന്നു	വ്യക്തിപരതയാണ് സംഘാംഗ ങ്ങളിൽ പ്രകടമാവുന്നത്
	ഉത്തരവാദി ത്വബോധം	സംഘപ്രതിബദ്ധത, കൂട്ടുത്തരവാദിത്തം എന്നീ ഗുണങ്ങളിൽ അംഗങ്ങൾ മികവ് കാണിക്കുന്നു	സംഘപ്രതിബദ്ധതയും കൂട്ടുത്തരവാദി ത്ത്വവും കാണിക്കുന്നു	അംഗങ്ങളിൽ സംഘപ്രതിബദ്ധതയും കൂട്ടുത്തരവാദിത്ത്വവും വിരളമാണ്	സംഘപ്രതിബദ്ധതയോ കൂട്ടുത്ത രവാദിത്തമോ ഇല്ല
	പാരസ്പര്യ ത	ചർച്ചകളിലൂടെ തീരൂമാനങ്ങൾ ഉരുത്തിരിയുന്നു. അംഗങ്ങൾ ക്രിയാത്മക നിർദ്ദേശങ്ങൾ വെക്കു ന്നു. അവ പരിഗണിക്കപ്പെടുന്നു.	പൊതു ചർച്ചകൾ നടക്കുന്നു.	പരസ്പ ചർച്ചകൾ വളരെ കുറവാണ്	അംഗങ്ങൾ അവിടെയുമിവിടെ യും ഒറ്റക്കോ ചെറുകൂട്ടങ്ങളാ യോ ഇരിക്കുന്നു
	ഗുണങ്ങൾ	പരസ്പരശ്രദ്ധ, പ്രചോദിപ്പിക്കൽ, പങ്കു വെക്കൽ, പിന്തുണനൽകൽ എന്നിവ യെല്ലാം ദൃശ്യമാണ്	പരസ്പരശ്രദ്ധ, പ്രചോദിപ്പിക്കൽ, പങ്കു വെക്കൽ, പിന്തുണനൽകൽ എന്നിവ യിൽ മിക്കതും ദൃശ്യമാണ്	പരസ്പരശ്രദ്ധ, പ്രചോദിപ്പിക്കൽ, പ ങ്കുവെക്കൽ, പിന്തുണനൽകൽ എന്നി വയിൽ ചിലത് ദൃശ്യമാണ്	പരസ്പരശ്രദ്ധയോ പ്രചോദിപ്പി ക്കലോ പങ്കുവെക്കലോ പിന്തു ണനൽകലോ നടക്കുന്നില്ല

നേതൃത്വം	നേതൃത്വ ഗുണം	സ്വയം സന്നദ്ധത, ലക്ഷ്യബോധമു ാ ക്കൽ, ഊർജ്ജം പകരൽ, നല്ല വീക്ഷ ണവും ആസൂത്രണവും എന്നീ ഗുണങ്ങ ളെല്ലാം കാണപ്പെടുന്നു.	സ്വയം സന്നദ്ധത, ലക്ഷ്യബോധമു ാ ക്കൽ, ഊർജ്ജം പകരൽ, നല്ല വീക്ഷ ണവും ആസൂത്രണവും എന്നിവയിൽ അധികവും കാണപ്പെടുന്നു.	സ്വയം സന്നദ്ധത, ലക്ഷ്യബോധമു ാക്കൽ, ഊർജ്ജം പകരൽ, നല്ല വീക്ഷണവും ആസൂത്രണവും എന്നി വയിൽ ചിലത് കാണപ്പെടുന്നു.	നേതൃത്വഗുണങ്ങൾ കാണപ്പെടു ന്നില്ല
	ഇടപെടലും നിയന്ത്ര ണവും	അംഗങ്ങൾ പ്രശ്നങ്ങളിലും പരസ്പരപ്ര വർത്തനങ്ങളിലും സമയത്തും വേ പോ ലെയും ഇടപെടുന്നു	അംഗങ്ങൾ പ്രശ്നങ്ങളിലും മറ്റു കാര്യ ങ്ങളിലും ഇടപെടുന്നു	അംഗങ്ങളുടെ ഇടപെടലുകൾ കുറ വാണ്	അംഗങ്ങൾ നിർജ്ജീവരാണ്
	സംഘത്തിന് ശക്തിപ കരൽ	പ്രവർത്തനങ്ങൾ നിലക്കുമ്പോൾ അം ഗങ്ങൾ ഊർജ്ജംപകരുകയും പ്രവർത്തന ക്ഷമമാക്കുകയും ചെയ്യുന്നു	പ്രവർത്തനങ്ങൾ നിലക്കുമ്പോൾ ഊർ ജ്ജം പകരാനുള്ള ശ്രമങ്ങൾ നടക്കു ന്നു	സംഘ പ്രവർത്തനങ്ങൾ നിലച്ചാൽ അതേപടി തുടരുന്നു	സംഘപ്രവർത്തനങ്ങളെ അംഗ ങ്ങൾ തന്നെ നിശ്ചലമാക്കുന്നു
	ചലനക്ഷമത	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീക രിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെയ്യൽ തു ടങ്ങിയ ഗുണങ്ങൾ മിക്ക ആളുകളിലും	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെ യ്യൽ തുടങ്ങിയ ഗുണങ്ങൾ കുറെ ആ ളുകളിലു	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെയ്യൽ തുടങ്ങിയ ഗുണങ്ങൾ ചില ആളുകളിലു	തുറന്ന മനസ്ഥിതി, വൈവി ധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങ ളെ സ്വാഗതം ചെയ്യൽ തുടങ്ങി യ ഗുണങ്ങൾ ഇല്ല
ബന്ധങ്ങളെ വളർത്തൽ	പരസ്പര അ വബോധത്തി ന്റെ തോത്	നല്ല സുഹൃത്തുക്കളെപ്പോലെ പെരുമാ റുന്നു.	സംഘത്തിലെ അംഗങ്ങൾ പരിചിതരാ ണ്	അംഗങ്ങൾ തമ്മിൽ അടുപ്പം കുറ വാണ്	അപരിചിരെപ്പോലെ പെരുമാറു ന്നു
	പരസ്പരപ്ര വർത്തന ഗു ണങ്ങൾ	പരസ്പ ബഹുമാനം, പ്രശംസ, തെറ്റുചൂ ിക്കാണിക്കൽ എന്നീ ഗുണങ്ങൾ നന്നാ യി പ്രകടിപ്പിക്കുന്നു	പരസ്പ ബഹുമാനം, പ്രശംസ, തെറ്റു ചൂ ിക്കാണിക്കൽ എന്നീ ഗുണങ്ങ ളിൽ മിക്കതും പ്രകടമാണ്	പരസ്പ ബഹുമാനം, പ്രശംസ, തെ റ്റുചൂ ിക്കാണിക്കൽ എന്നീ ഗുണ ങ്ങളിൽ ചിലത് പ്രകടമാണ്	മത്സരബുദ്ധിയോടെയും സം ഘർഷ ഭാവത്തോടെയും പെരു മാറുന്നു
	സമ്പർക്ക മ ര്യാദകൾ	അംഗങ്ങൾ അഭിമുഖമായി സംസാരി ക്കുന്നു, സംബോധനവാക്കുകൾ ഉപയോഗി ക്കുന്നു, മറ്റുള്ളവർക്ക് അവസരങ്ങൾ നൽ കുന്നു	അഭിമുഖമായി സംസാരിക്കാനും സം ബോധന വാക്കുകൾ ഉപയോഗി ക്കാനും മറ്റുള്ളവർക്ക് അവസരം നൽ കാനും ശ്രമിക്കുന്നു	സംസാരിക്കുമ്പോൾ അഭിമുഖമായി നിൽക്കലും, സംബോധന വാക്കുകൾ ഉപയോഗിക്കലും കുറവാണ്. അവസ രങ്ങൾ നന്നായി ഉപയോഗിക്കുന്നില്ല	അഭിമുഖമായി സംസാരിക്കു ന്നില്ല, സംബോധന വാക്കുകൾ ഉപയോഗിക്കുന്നില്ല, അവസര ങ്ങൾ പാഴായിപ്പോകുന്നു
	പരസ്പരപരി ഗണനയും പ ങ്ക് വെക്കലും	മറ്റുള്ളവരുടെ വീക്ഷണങ്ങളെ അംഗങ്ങൾ മാനിക്കുന്നു. ആശയങ്ങളും വികാരങ്ങളും പങ്ക് വെക്കപ്പെടുന്നു	പരസ്പരം മാനിക്കാനും പങ്ക് വെ ക്കാനും ശ്രമിക്കുന്നു	പരസ്പരം മാനിക്കലും പങ്ക് വെ ക്കലും കുറവാണ്	പരസ്പരം മാനിക്കുന്നില്ല, ആശ യങ്ങളും വികാരങ്ങളും പങ്കുവെ ക്കുന്നില്ല
റോൾ അവതരണം	പര്യാപ്തത	അംഗങ്ങൾ നിശ്ചിത റോളുകൾ കാര്യക്ഷമ മായി നിർവ്വഹിക്കുന്നു	റോളുകൾ നിർവ്വഹിക്കുന്നതിൽ അംഗ ങ്ങൾ ശ്രദ്ധ പുലർത്തു	ചില റോളുകൾ മാത്രമേ ശരിയായി നിർവ്വഹിക്കപ്പെടുന്നുള്ളൂ	റോൾ നിർവ്വഹണം ഉദ്ദേശിച്ച ഫലമു ാക്കുന്നില്ല
	റോളുകൾ പ ങ്ക് വെക്കൽ	അവസരത്തിനൊത്ത് അംഗങ്ങൾ വിവിധ റോളു കൾ ഏറ്റെടുക്കുന്നു, കൃത്യമായി നടത്തുന്നു	അംഗങ്ങൾ വിവിധ റോളുകൾ ഏറ്റെടു ക്കുന്നു	അംഗങ്ങൾ മിക്കപ്പോഴും ഒരേ റോൾ തന്നെ ചെയ്യുന്നു	അംഗങ്ങൾക്കിടയിൽ റോൾ കൺഫ്യൂഷൻ നിലനിൽക്കുന്നു
	സദസ്യർ	പ്രവർത്തനങ്ങൾ പൊതുശ്രദ്ധ നേടുന്നു, സ ദസ്യർ സക്രിയരായി ഇടപെടുന്നു	പ്രവർത്തനങ്ങൾക്ക് പൊതുശ്രദ്ധയും പ്രതികരണവും ലഭിക്കുന്നു	പൊതുശ്രദ്ധ നേടാനോ ശ്രോദ്ധാക്ക ളെ ഉണർത്താനോ കഴിയുന്നില്ല	അംഗങ്ങൾ കേൾവിക്കാരും കാ ഴ്ചക്കാരുമായി ചുരുങ്ങുന്നു
	ചോദ്യങ്ങളും മറുപടികളും	ചിന്തോദീപകമായ ചോദ്യങ്ങൾ അവസര ത്തിനൊത്ത് തന്നെ ഉയരുന്നു; മറുപടികളും ഫലപ്രദമാണ്	ചോദ്യങ്ങളും മറുപടി പറയലുകളും ന ടക്കുന്നു	അപൂർവ്വമായി ചോദ്യോത്തരങ്ങളുടെ അവസരങ്ങളു ാവുന്നു	ചോദ്യങ്ങളോ മറുപടികളോ ഇല്ല

ചർച്ച	ചിന്താപരത	ഗഹനമായ ചർച്ചകൾ നടക്കുന്നു	ചർച്ചകൾ കുറെയൊക്കെ ഗഹനമാണ്	ആഴത്തിലുള്ള ചർച്ചകൾ നടക്കുന്നത് കുറവാണ്	ചർച്ചകൾ അർത്ഥപൂർണ്ണമല്ല, വിഫലമായിത്തീരുന്നു
	സംസാരവും ശ്രദ്ധിക്കലും	വിഷയങ്ങളെ വ്യക്തമായും തെളിവുകളുടെ പിൻബലത്തിലും ഉന്നയിക്കുന്നു; പ്രചോദനാത്മകമായതിനാൽ മറ്റുള്ളവർ ശ്രദ്ധിക്കുകയും പ്രതികരിക്കുകയും ചെയ്യുന്നു	കാര്യങ്ങളെ നല്ലരീതിയിൽ അവതരിപ്പിക്കുന്നു ; ശ്രദ്ധയും പ്രതികരണവും കുറെയൊക്കെ നേടുന്നു	ചിലപ്പോൾ മാത്രമേ ശരിയായ വിഷയാവതരണവും പ്രതികരണവും നടക്കുന്നുള്ളൂ	അംഗങ്ങളുടെ സംസാരം അവ്യക്തതമോ നിരർത്ഥകമോ ആണ്; മറ്റുള്ളവർ അശ്രദ്ധരായി കഴിയുന്നു.
	അംഗീകൃത രീതികൾ	അംഗങ്ങൾ സ്വന്തം അവസരം നന്നായി ഉപയോഗിക്കുന്നു, അനാവശ്യമായ ഇടപെടലുകൾ ഒഴിവാക്കുന്നു, വൈകാരികമിതത്വം പാലിക്കുന്നു	സ്വന്തം അവസരം ഉപയോഗിക്കാനും അനാവശ്യഇടപെടൽ ഒഴിവാക്കാനും വൈകാരികക്ഷോഭം നിയന്ത്രിക്കാനും ശ്രദ്ധിക്കുന്നു	അവസരം ഉപയോഗിക്കൽ കുറവാണ്. അനാവശ്യഇടപെടലും വൈകാരികമായ ക്ഷോഭിക്കലും നടക്കുന്നു.	അവസരം ഉപയോഗപ്പെടുത്തുന്നില്ല; മറ്റുള്ളവർ സംസാരിക്കുമ്പോൾ വെറുതെ ഇടപെടുന്നു; ക്ഷോഭത്തോടെ സംസാരിക്കുന്നു
	ഗുണങ്ങൾ	സംഭാഷണ ചാരുത; ആശയങ്ങളുടെ ഒഴുക്ക്; നിലപാടുകളിലെ സ്ഥിരത, എന്നീ ഗുണങ്ങളാൽ ചർച്ചകൾ സമ്പന്നമാണ്	സംഭാഷണ ചാരുത; ആശയങ്ങളുടെ ഒഴുക്ക്; നിലപാടിലെ സ്ഥിരത എന്നിവ കുറെയേറെ നിലനിൽക്കുന്നു	സംഭാഷണ ചാരുതയും ആശയങ്ങളുടെ ഒഴുക്കും നിലപാട് സ്ഥിരതയും കുറവാണ്	സംഭാഷങ്ങൾ വിരസമാണ്; ആശയദാരിദ്ര്യം പ്രകടമാണ്; നിലപാടുകൾ മാറിമറിയുന്നു
സംഘാടനം	സംഘാടന ശേഷി	സംഘത്തിന് വേ കാര്യങ്ങൾ സന്നദ്ധതയോടെ സംഘടിപ്പിക്കുന്നതിൽ മികവ് പ്രകടമാണ്	സംഘത്തിന് വേ കാര്യങ്ങൾ സംഘടിപ്പിക്കുന്നു	കാര്യങ്ങൾ ചെറിയതോതിൽ സംഘടിപ്പിക്കപ്പെടുന്ന്	സംഘത്തിന് വേ കാര്യങ്ങൾ സംഘടിപ്പിക്കുന്നില്ല
	സംഘാടകരുടെ തോത്	സംഘാടനഗുണങ്ങൾ മിക്ക ആളുകളിലും ദൃശ്യമാണ്	സംഘാടനഗുണങ്ങൾ കുറെ ആളുകളിൽ ദൃശ്യമാണ്	കുറഞ്ഞ വ്യക്തികളിലേ സംഘാടന ഗുണങ്ങൾ കാണപ്പെടുന്നുള്ളൂ	സംഘാടനഗുണങ്ങളുള്ളവർ ഇല്ല
	വിവരശേഖരണം	അംഗങ്ങൾ വേ വിവരങ്ങളെ തിരിച്ചറിയുന്നു, സ്രോതസ്സുകളെ ക ത്തുന്നു, അനാവശ്യമായത് ഒഴിവാക്കുന്നു	ആവശ്യമായ വിവരങ്ങളെ തിരിച്ചറിയാനും ഉറവിടം ക ത്താനും ശ്രദ്ധിക്കുന്നു	ആവശ്യമായ വിവരങ്ങൾ തിരിച്ചറിയലും ഉറവിടം ക ത്തലും അപൂർവ്വമായി നടക്കുന്നു	ആവശ്യമായ വിവരങ്ങളെ തിരിച്ചറിയുന്നില്ല; ഉറവിടങ്ങൾ ക ത്തുന്നില്ല
	ഗുണങ്ങൾ	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സംയോജിപ്പിക്കൽ എന്നിവ നന്നായി പ്രകടമാണ്	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സംയോജിപ്പിക്കൽ എന്നിവ കുറെയൊക്കെ പ്രകടമാണ്	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സംയോജിപ്പിക്കൽ എന്നിവ ചെറിയതോതിൽ പ്രകടമാണ്	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സംയോജിപ്പിക്കൽ എന്നിവ നടക്കുന്നില്ല

Observed Class:

Name & Sign. of the Observer:

Educational Qualifications:

 Teaching Experience in years:

APPENDIX IV B

RUBRIC OF CITIZENSHIP PARTICIPATORY SKILLS FOR TEACHER OBSERVATION (ENGLISH VERSION)

Directions: This is a tool to assess the participatory skills exhibited by the students in the classrooms. Conduct a group activity such as discussion or debate on public issues, evaluate and rate the position of the classroom in total in each of the following eight participatory skills such as communication and problem solving. Each skill is followed by four criteria or components. Each criterion is followed by four levels. Observe the classroom activities and select approapriate level and put a √ mark on it.

Skill	Criteria	Level I	Level II	Level III	Level IV
Communication	Content	All concepts are valuable and based on evidence	Most of the concepts bear relevance and support of evidence	Relevant and evidence based concepts are few	Concepts are mere speculations void of evidence
	Presentation	All presentations are attractive and inclusive of audience. Present matters reasonably, clearly and moderately	Most of the presentations are interesting and inclusive of audience. Reasoning, clarity and steadiness are found	Few presentations are interesting and inclusive of audience. Most are illogic and vague	Presentations are boring for it is illogic or vaue or over emotional
	Performance techniques	Exhibit fairly the eloquence, body language and speaking skills	Exhibit the eloquence, body language and speaking skills occasionally	Exhibit rarely the eloquence, body language and speaking skills	Do not show the eloquence, body language and speaking skills
	Organization	Good time keeping and better ordering by introduction and conclusion tc.	Try to limit to fixed time and order the presentation	Time keeping and ordering is less	No time keeping or ordering of concepts
Civic Problem Solving	Consideration	All dimensions of the problems are considered in the solution	Try to consider various dimensions of the problems	Some dimensions of the problems are considered in the solution	No concern for the dimensions of the problem
	Method	Adopts democratic methods rightly	Democratic methods also are employed	Methods are concentrated in some persons	Autocratic methods are employed
	Characteristics	Show fairly the qualities such as mutual discussion, creative techniques, mediatory attempts and reconciliation	Frequently occurs mutual discussion, various techniques, mediatory attempts and reconciliation	Rearely occurs mutual discussion, mediatory attempts and employing of techniques	There is no discussion, use of techniques or mediatory attempts
	Nature of solution	Find out creative solutions for the problems	Solutions are formed for the problems	Only partial solutions are formed	Finds no solutions to the problems
Team work	Team sense	All Show good fellowfeeling, harmony, mutual trust and pride of group membership	Most f the qualities fellowfeeling, harmony, mutual trust and pride of group membership are shown	Some f the qualities fellowfeeling, harmony, mutual trust and pride of group membership are shown	Members show individuality other than team feeling
	Sense of responsibility	Members show mastery of the qualities such as team consciousness, mutual responsibility	Team consciousness, mutual responsibility are shown	Team consciousness, mutual responsibility are rare in the members	Team consciousness, mutual responsibility are absent
	Mutuality	Decisions come out of discussions. Members bringcreative dirctions which are adequately considered by the group	There occur public discussions	Mutual discussions are less	Members are seated here and there alone or in small groups
	Qualities	Mutual care, Motivation, Sharing, reciprocal support.. All are finely expressed	Mutual care, Motivation, Sharing, reciprocal support.. Most of these are expressed	Mutual care, Motivation, Sharing, reciprocal support.. some of these are expressed	None of the qualities mutual care, Motivation, Sharing, reciprocal support are seen

Leadership	Leadership quality	Volunteerism, making goal orientation, energizing, good vision and planning.. all are seen in the members	Volunteerism, making goal orientation, energizing, good vision and planning.. most of these are seen in the members	Volunteerism, making goal orientation, energizing, good vision and planning.. some of these seen in the members	None of the qualities ar seen such as volunteerism, making goal orientation, energizing, good vision and planning
	Interferance and management	Members interfere timely and adequately in the problems and mutual activities	Members interfere in the problems and mutual activities	Members' interference in the problems and mutual activities is less	Members are inactive
	Empowering group	Whenever the activities slow down members stimulate and animate	Members try to stimulate the activities become slow	The group ctivities slow down and continue so	Members themselves make activities sluggish
	Mobility	Open mindedness, accepting of differences, welcoming change... these are found in most members	Open mindeness, accepting of differences, welcoming change... these are found in many members	Open mindedness, accepting of differences, welcoming change... these are found in some members	No qualities such as open mindedness, accepting of differences and change
Building relationship	Rate of mutual awareness	Members deal as good friends	Members of the group are familiar	Closeness among the members is less	Members deal as strangers
	Qualities of interaction	Show excellently the qualities of mutual respect, praise or noticing faults	Show most of the qualities of mutual respect, praise or noticing faults	Some of the qualities of mutual respect, praise or noticing faults	Deal with competitive mind and conflicting sense
	Dealing etiquette	Members talk addressing face to face; make good use of addressing words; Provide chances for others	Members try to talk addressing face to face; to make good use of addressing words; to provide chances for others	talking face to face; use of addressing words are less; Do no utilize the chances well	Do not talk face to face; seldom use addressing words; chances turn wasted
	Mutual consideration and sharing	Members regard the views of others; Share feelings and ideas.	Try to regard the views of others; to share feelings and ideas.	Regarding views of others; Sharing feelings and ideas are less	Do not regard the views of others; Do not share feelings and ideas.
Role performance	Effectiveness	Members perform allotted roles effectively	Members try to perform allotted roles effectively	Only some roles are perfomed rightly	Role performance is not effectvie
	Role sharing	Members take over various roles timely; perform them definitely	Members take over various roles	Member often take over the same role itself	Role confusion exists among the members
	Audience	Activities gain good public notice; audience respond actively	Activities gain public notice and audience response	Can't attain public notice or stimulate the audience	Members are passive listerners or spectators
	Questioning &answering	Thought provoking questions arise timely; answers are effective	Members raise questions; they are been answered	Rarely occur the situations of questions and answers	No questions; no answers

Public Discussion	Thoughtfulness	Deep discussions take place	Disscussions are some what deep	Deep discussions are rare	Disscussions are not meaningful; turn futile
	Talking and listening	Put forward the issues clearly and based on evidence; Others listen and respons for it is exciting	Present the issues in a good way; gain listerning and response to some extent	Rarely occur the subject presentations and responses	Talks of members are meaningless or vagua; others are careless
	Approved modes	Members utilize their chance well; avoid unwanted interference; maintain emotional stability	Try to use the chances; avoid undue interference and control emotional outbreaks	Utilizing chances is lss; Undue interference and emotional outbreaks occur	Do not utilize chance; Interfere unduly when others talk; talks emotionally aroused
	Qualities	Discussion are rampant with conversational beauty, flow of ideas and stability in stand points	Conversational beauty, flow of ideas and stability in stand points are there to a great extent	Conversational beauty, flow of ideas and stability in stand points are less	Conversations are boring; show poverty of ideas ; standpoints fluctuate
Organization	Organizing capacity	Show proficiency in organizing the requistes for the group	Organized the requisites for the group	Organizes the group requisites to a small extent	Do not organize the group requisite
	Rate of organizers	Organizing capacities are expressed by almost all members	Organizing capacities are expressed by many members	Organizing capacities are expressed by a few members	No organizing capacity is seen
	Data collection	Members identify the needed data; find out the sources; avoids unwanted	Try to identify the required data and find out the sources	Rarely identify the required data and find out the sources	Seldom identify the required data and find out the sources
	Qualities	Self readiness, sense of sacrifice, co-ordinating people, integrating elements ... all are shown excellently	Self readiness, sense of sacrifice, co-ordinating people, integrating elements ... all are shown to a great extent	Self readiness, sense of sacrifice, co-ordinating people, integrating elements ... these are shown rarely	Self readiness, sense of sacrifice, co-ordinating people, integrating elements are absent in the group

Observed Class:

Name & Sign. of the Observer:

Educational Qualifications:

 Teaching Experience in years:

APPENDIX IV C

SELF RATING RUBRIC OF CITIZENSHIP PARTICIPATORY SKILLS (MALAYALAM VERSION)

നിർദ്ദേശം: ക്ലാസ് മുറിയിലെ ചർച്ചകളിലും സംവാദങ്ങളിലും ഇടപെടുമ്പോൾ പ്രകടമാവുന്ന എട്ട് പങ്കാളിത്ത വൈദഗ്ധ്യങ്ങളെ താഴെ (കോളം ഒന്നിൽ) നൽകിയിരിക്കുന്നു. ഓരോന്നിന് നേരെയും വൈദഗ്ധ്യത്തിന്റെ നാല് ഘടകങ്ങളാണ് എഴുതിയിട്ടു ്‌ (കോളം 2). അവപ്രകടിപ്പിക്കുന്നതിന്റെ നാല് നിലവാരങ്ങളാണ് തുടർന്നുള്ള കോളങ്ങളിൽ നൽകിയിരിക്കുന്നത്. ഓരോ ഘടകത്തിലും നിങ്ങളുടെ പ്രകടനത്തെക്കുറിച്ച് വിലയിരുത്തൽ നടത്തുകയും അനുയോജ്യമെന്ന് അനുഭവപ്പെടുന്ന നിലവാരത്തിൽ √ ചിഹ്നം അടയാളപ്പെടുത്തുകയും ചെയ്യുക.

	ഘടകങ്ങൾ	നിലവാരം ഒന്ന്	നിലവാരം ര ്‌	നിലവാരം മൂന്ന്	നിലവാരം നാല്
ആശയ വിനിമയം	ഉള്ളടക്കം	ഞാൻ അവതരിപ്പിക്കുന്ന ആശയങ്ങളെല്ലാം കഴമ്പുള്ളതും തെളിവുകളെ അടിസ്ഥാനമാക്കിയുള്ളതുമാണ്	ഭൂരിഭാഗം ആശയങ്ങൾക്കും പ്രാധാന്യവും തെളിവുകളുടെ പിൻബലവുമു ്‌	പ്രാധാന്യവും തെളിവിന്റെ പിന്തുണയുമുള്ള ആശയങ്ങൾ കുറവാണ്	ആശയങ്ങൾ വെറും ഭാവനകൾ മാത്രമാണ്. തെളിവുകളൊന്നുമില്ല.
	അവതരണം	എന്റെ അവതരണങ്ങളെല്ലാം താൽപര്യജനകവും ശ്രോദ്ധാക്കളെ ഉൾക്കൊള്ളുന്നതുമാണ്. യുക്തിസഹമായും വ്യക്തമായും അവധാനതയോടെയും കാര്യങ്ങൾ ഞാൻ അവതരിപ്പിക്കുന്നു.	അധിക അവതരണങ്ങളും താൽപര്യജനകവും ശ്രോദ്ധാക്കളെ ഉൾക്കൊള്ളുന്നതുമാണ്. യുക്തിപരത, വ്യക്തത, അവധാനത എന്നിവ പ്രകടിപ്പിക്കുന്നു.	ചില അവതരണങ്ങളേ താൽപര്യജനകവും ശ്രോദ്ധാക്കളെ ഉൾക്കൊള്ളുന്നതുമായിട്ടുള്ളൂ. മിക്കതും യുക്തിരഹിതമോ അവ്യക്തമോ ആണ്.	അവ്യക്തമോ യുക്തിരഹിതമോ അമിതാവേശപരമോ ആയതിനാൽ അവതരണങ്ങളെല്ലാം ശ്രോദ്ധാക്കളെ മടുപ്പിക്കുന്നതാണ്.
	പ്രകടന തന്ത്രങ്ങൾ	വാക്സാമർത്ഥ്യം, ശരീരഭാഷ, സംസാരനൈപുണ്യങ്ങൾ എന്നിവ ഞാൻ നന്നായി പ്രകടിപ്പിക്കുന്നു.	വാക്സാമർത്ഥ്യം, ശരീരഭാഷ, സംസാരനൈപുണ്യങ്ങൾ എന്നിവ ഇടക്കിടെ പ്രകടിപ്പിക്കുന്നു.	വാക്സാമർത്ഥ്യം, ശരീരഭാഷ, സംസാരനൈപുണ്യങ്ങൾ എന്നിവ ചെറിയതോതിൽ പ്രകടിപ്പിക്കുന്നു.	വാക്സാമർത്ഥ്യമോ ശരീരഭാഷയോ സംസാര നൈപുണ്യങ്ങളോ പ്രകടിപ്പിക്കുന്നില്ല.
	ക്രമീകരണം	എന്റെ ആശയാവതരണം നിശ്ചിതസമയത്തിൽ ഒതുങ്ങുന്നതും മുഖവുര, ഉപസംഹാരം എന്നിവ അടങ്ങിയതുമാണ്.	സമയത്തിലൊതുക്കാനും ക്രമീകരിക്കാനും ശ്രമിക്കുന്നു ്‌.	സമയനിഷ്ഠയും ക്രമീകരണവും കുറവാണ്.	സമയനിഷ്ഠയോ ക്രമമോ ഇല്ല
പ്രശ്നപരിഹാരം	പരിഗണന	എല്ലാ വശങ്ങളും പരിഗണിച്ച് കൊ ്‌ തന്നെ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ എനിക്ക് കഴിയുന്നു ്‌	പ്രശ്നത്തിന്റെ വിവിധ വശങ്ങൾ പരിഗണിക്കാൻ നോക്കുന്നു ്‌	പ്രശ്നത്തിന്റെ ഏതാനും തലങ്ങളേ പരിഗണിക്കുന്നുള്ളൂ	പ്രശ്നത്തിന്റെ വിവിധ വശങ്ങൾ പരിഗണിക്കാനാവുന്നില്ല
	രീതി	ഞാൻ ജനാധിപത്യപരമായ രീതികൾ ശരിയായി അവലംബിക്കുന്നു	ജനാതിപത്യരീതികൾ പ്രയോഗിക്കാൻ ശ്രമിക്കുന്നു	ജനാധിപത്യ രീതികൾ പ്രയോഗിക്കാനാവുന്നില്ല	ഏകാധിപത്യപരമായ രീതികളാണ് ഞാൻ പ്രയോഗിക്കുന്നത്
	സവിശേഷതകൾ	പരസ്പരചർച്ച, സൃഷ്ടിപരമായ തന്ത്രങ്ങൾ, മധ്യസ്ഥ ശ്രമം, വിട്ടുവീഴ്ച, ഒത്തുതീർപ്പ് എന്നീ ഗുണങ്ങൾ ഞാൻ പ്രകടിപ്പിക്കുന്നു	പരസ്പരചർച്ചയും വിവിധ തന്ത്രങ്ങളും മധ്യസ്ഥ ശ്രമങ്ങളും വിട്ടുവീഴ്ചയും കുറെയൊക്കെ നടത്തുന്നു	ഇടക്ക് മാത്രം ചർച്ചയും, മധ്യസ്ഥശ്രമങ്ങളും വിട്ടുവീഴ്ചയും തന്ത്രങ്ങളും പ്രയോഗിക്കുന്നു	ചർച്ചയോ തന്ത്രങ്ങളുടെ പ്രയോഗമോ മധ്യസ്ഥ ശ്രമങ്ങളോ ഞാൻ നടത്തുന്നില്ല
	പരിഹാരസ്വഭാവം	പ്രശ്നങ്ങൾക്ക് ക്രിയാത്മകമായ പരിഹാരങ്ങൾ ഞാൻ ക ്‌ ത്തുന്നു	പ്രശ്നങ്ങൾക്ക് പരിഹാരങ്ങൾ രൂപപ്പെടുത്തുന്നു	പ്രശ്നങ്ങൾക്ക് ഭാഗികമായ പരിഹാരങ്ങളാണ് ഞാൻ ക ്‌ ത്തുന്നത്	പ്രശ്നങ്ങൾക്ക് പരിഹാരങ്ങൾ ക ്‌ ത്താനാവുന്നില്ല
സംഘപ്രവർത്തനം	സംഘബോധം	കൂട്ടായ്മ, സൗഹാർദ്ധം, പരസ്പരവിശ്വസം, സംഘാംഗമെന്ന അഭിമാനം എന്നിവ ഞാൻ പ്രകടിപ്പിക്കുന്നു	കൂട്ടായ്മ, സൗഹാർദ്ധം, പരസ്പരവിശ്വസം, സംഘാംഗമെന്ന അഭിമാനം എന്നിവയിൽ മിക്കതും പ്രകടിപ്പിക്കുന്നു	കൂട്ടായ്മ, സൗഹാർദ്ധം, പരസ്പരവിശ്വസം, സംഘാംഗമെന്ന അഭിമാനം എന്നിവയിൽ ചിലത് പ്രകടിപ്പിക്കുന്നു	സംഘം ചേരുന്നതിനേക്കാളും സ്വന്തമായി കാര്യങ്ങൾ നടത്താനാണ് ഞാൻ ശ്രമിക്കുന്നത്
	ഉത്തരവാദിത്വബോധം	സംഘപ്രതിപദ്ധത, കൂട്ടുത്തരവാദിത്തം എന്നീ ഗുണങ്ങളിൽ ഞാൻ മികവ് കാണിക്കുന്നു	സംഘപ്രതിപദ്ധതയും കൂട്ടുത്തരവാദിത്തവും കാണിക്കുന്നു	സംഘപ്രതിപദ്ധതയും കൂട്ടുത്തരവാദിത്തവും വിരളമായി മാത്രം പ്രകടിപ്പിക്കുന്നു	സംഘപ്രതിപദ്ധതയോ കൂട്ടുത്തരവാദിത്തമോ പ്രകടിപ്പിക്കുന്നില്ല
	പാരസ്പര്യത	ചർച്ചകളിലൂടെയാണ് ഞാൻ തീരുമാനമെടുക്കുന്നത്. ക്രിയാത്മക നിർദ്ദേശങ്ങൾ വെക്കുന്നു. അവ പരിഗണിക്കപ്പെടുന്നു.	പൊതു ചർച്ചകളിൽ ഞാൻ പങ്കാളിയാവുന്നു	മറ്റുള്ളവരോട് ചർച്ചകൾ നടത്തുന്നത് കുറവാണ്	ചർച്ചകളിൽ പങ്കെടുക്കുന്നില്ല.
	ഗുണങ്ങൾ	പരസ്പരശ്രദ്ധ, പ്രചോദിപ്പിക്കൽ, പങ്കുവെക്കൽ, പിന്തുണ നൽകൽ എന്നിവയിൽ ഞാൻ മികവ് കാണിക്കുന്നു	പരസ്പരശ്രദ്ധ, പ്രചോദിപ്പിക്കൽ, പങ്കുവെക്കൽ, പിന്തുണനൽകൽ എന്നിവപ്രകടിപ്പിക്കുന്നു	പരസ്പരശ്രദ്ധ, പ്രചോദിപ്പിക്കൽ, പങ്കുവെക്കൽ, പിന്തുണനൽകൽ എന്നിവയിൽ ചിലത് പ്രകടിപ്പിക്കുന്നു	പരസ്പരശ്രദ്ധയോ പ്രചോദിപ്പിക്കലോ പങ്കുവെക്കലോ പിന്തുണ നൽകലോ പ്രകടിപ്പിക്കുന്നില്ല
	നേതൃത്വ	സ്വയം സന്നദ്ധത, ലക്ഷ്യബോധമു ്‌ ാക്കൽ,	സ്വയം സന്നദ്ധത, ലക്ഷ്യബോധമു ്‌ ാ	സ്വയം സന്നദ്ധത, ലക്ഷ്യബോധമു ്‌ ാ	ഈ ഗുണങ്ങളൊന്നും ഞാൻ പ്രക

	ഗുണം	ഊർജ്ജം പകരൽ, നല്ല വീക്ഷണവും ആസൂത്രണവും എന്നീ ഗുണങ്ങളെല്ലാം ഞാൻ പ്രകടിപ്പിക്കുന്നു.	ക്കൽ, ഊർജ്ജം പകരൽ, നല്ല വീക്ഷണവും ആസൂത്രണവും എന്നിവയിൽ അധികവും പ്രകടിപ്പിക്കുന്നു	ക്കൽ, ഊർജ്ജം പകരൽ, നല്ല വീക്ഷണവും ആസൂത്രണവും എന്നിവയിൽ ചിലത് പ്രകടിപ്പിക്കുന്നു	ടിപ്പിക്കുന്നില്ല
	ഇടപെടലും നിയന്ത്രണവും	പ്രശ്നങ്ങളിലും പരസ്പരപ്രവർത്തനങ്ങളിലും സമയത്തും വേ പോലെയും ഞാൻ ഇടപെടുന്നു	പ്രശ്നങ്ങളിലും മറ്റു കാര്യങ്ങളിലും ഇടപെടുന്നു	ഇടപെടലുകൾ കുറവാണ്	ഇടപെടലുകൾ ഇല്ല
	സംഘത്തിന് ശക്തിപകരൽ	പ്രവർത്തനങ്ങൾ നിലക്കുമ്പോൾ ഞാൻ ഊർജ്ജംപകരുകയും പ്രവർത്തനക്ഷമമാക്കുകയും ചെയ്യുന്നു	പ്രവർത്തനങ്ങൾ നിലക്കുമ്പോൾ ഊർജ്ജം പകരാനുള്ള ശ്രമങ്ങൾ ഞാൻ നടക്കുന്നു	സംഘ പ്രവർത്തനങ്ങൾ നിലച്ചാൽ ഞാനായി ഒന്നും ചെയ്യാറില്ല	സംഘപ്രവർത്തനങ്ങളെ നിശ്ചലമാക്കുന്നു
	ചലനക്ഷമത	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെയ്യൽ തുടങ്ങിയ ഗുണങ്ങൾ ഞാൻ നന്നായി പ്രകടിപ്പിക്കുന്നു	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെയ്യൽ തുടങ്ങിയ ഗുണങ്ങൾ കുറെയൊക്കെ പ്രകടിപ്പിക്കുന്നു	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെയ്യൽ തുടങ്ങിയ ഗുണങ്ങൾ ചെറിയതോതിൽ പ്രകടിപ്പിക്കുന്നു	തുറന്ന മനസ്ഥിതി, വൈവിധ്യങ്ങളെ സ്വീകരിക്കൽ, മാറ്റങ്ങളെ സ്വാഗതം ചെയ്യൽ തുടങ്ങിയ ഗുണങ്ങൾ ഇല്ല
ബന്ധങ്ങൾ വളർത്തൽ	പരസ്പര അവബോധത്തിന്റെ തോത്	എല്ലാവരോടും നല്ല സുഹൃത്തുക്കളെപ്പോലെ പെരുമാറുന്നു.	അംഗങ്ങളുമായി നല്ല അടുപ്പമു	അംഗങ്ങളുമായി അടുപ്പം കുറവാണ്	മറ്റുള്ളവരോട് അകലം പാലിക്കുന്നു
	പരസ്പരപ്രവർത്തന ഗുണങ്ങൾ	പരസ്പ ബഹുമാനം, പ്രശംസ, തെറ്റുചൂ ണ്ടിക്കൽ എന്നീ ഗുണങ്ങൾ ഞാൻ നന്നായി പ്രകടിപ്പിക്കുന്നു	പരസ്പ ബഹുമാനം, പ്രശംസ, തെറ്റുചൂ ണ്ടിക്കൽ എന്നീ ഗുണങ്ങളിൽ മിക്കതും പ്രകടിപ്പിക്കുന്നു	പരസ്പ ബഹുമാനം, പ്രശംസ, തെറ്റുചൂ ണ്ടിക്കൽ എന്നീ ഗുണങ്ങളിൽ ചിലത് പ്രകടിപ്പിക്കുന്നു	മത്സരബുദ്ധിയോടെയും സംഘർഷ ഭാവത്തോടെയും പെരുമാറുന്നു
	സമ്പർക്ക മര്യാദകൾ	അഭിമുഖമായി സംസാരിക്കുന്നു, സംബോധന വാക്കുകൾ ഉപയോഗിക്കുന്നു, മറ്റുള്ളവർക്ക് അവസരങ്ങൾ നൽകുന്നു	അഭിമുഖമായി സംസാരിക്കാനും സംബോധന വാക്കുകൾ ഉപയോഗിക്കാനും മറ്റുള്ള വർക്ക് അവസരം നൽകാനും ശ്രമിക്കുന്നു	സംസാരിക്കുമ്പോൾ അഭിമുഖമായി നിൽക്കലും, സംബോധന വാക്കുകൾ ഉപയോഗിക്കലും കുറവാണ്. അവസരങ്ങൾ നന്നായി ഉപയോഗിക്കുന്നില്ല	അഭിമുഖമായി സംസാരിക്കുന്നില്ല, സംബോധന വാക്കുകൾ ഉപയോഗിക്കുന്നില്ല, അവസരങ്ങൾ പാഴായിപ്പോകുന്നു
	പരസ്പരപരിഗണനയും പങ്ക് വെക്കലും	മറ്റുള്ളവരുടെ വീക്ഷണങ്ങളെ ഞാൻ മാനിക്കുന്നു. ആശയങ്ങളും വികാരങ്ങളും പങ്ക് വെക്കുന്നു	മറ്റുള്ളവരെ മാനിക്കാനും കാര്യങ്ങൾ പങ്ക് വെക്കാനും ശ്രമിക്കുന്നു	മറ്റുള്ളവരെ മാനിക്കലും പങ്ക് വെക്കലും കുറവാണ്	മറ്റുള്ളവരെ മാനിക്കുന്നില്ല, ആശയങ്ങളും വികാരങ്ങളും പങ്കുവെക്കുന്നില്ല.
റോൾ അവതരണം	പര്യാപ്തത	നിശ്ചിത റോളുകൾ ഞാൻ കാര്യക്ഷമമായി നിർവ്വഹിക്കുന്നു	റോളുകൾ നിർവ്വഹിക്കുന്നതിൽ ശ്രദ്ധ പുലർത്തു	ചില റോളുകൾ മാത്രമേ ശരിയായി നിർവ്വഹിക്കുന്നുള്ളൂ	റോൾ നിർവ്വഹണം ഉദ്ദേശിച്ച ഫലമു ണ്ടാക്കുന്നില്ല
	റോളുകൾ പങ്ക് വെക്കൽ	അവസരത്തിനൊത്ത് വിവിധ റോളുകൾ ഞാൻ ഏറ്റെടുക്കുന്നു, കൃത്യമായി നടത്തുന്നു	വിവിധ റോളുകൾ ഏറ്റെടുക്കുന്നു	മിക്കപ്പോഴും ഒരേ റോൾ തന്നെ ചെയ്യുന്നു	റോൾ കൺഫ്യൂഷൻ നിലനിൽക്കുന്നു
	സദസ്യർ	എന്റെ പ്രവർത്തനങ്ങൾ പൊതുശ്രദ്ധ നേടുന്നു, സദസ്യർ സക്രിയരായി ഇടപെടുന്നു	പ്രവർത്തനങ്ങൾക്ക് പൊതുശ്രദ്ധയും പ്രതികരണവും ലഭിക്കുന്നു	പൊതുശ്രദ്ധ നേടാനോ ശ്രോദ്ധാക്കളെ ഉണർത്താനോ കഴിയുന്നില്ല	ഞാൻ സംസാരിക്കുമ്പോൾ മറ്റുള്ളവർകേൾവിക്കാരും കാഴ്ചക്കാരുമായി ചുരുങ്ങുന്നു
	ചോദ്യങ്ങളും മറുപടികളും	ചിന്തോദ്ദീപകമായ ചോദ്യങ്ങൾ ഉന്നയിക്കാനും കൃത്യമായ മറുപടികൾ നൽകാനും എനിക്ക് കഴിയുന്നു	ചോദ്യങ്ങളും മറുപടി പറയലുകളും നടത്തു	ചോദ്യങ്ങൾ ഉന്നയിക്കലും ഉത്തരങ്ങൾ നൽകലും അപൂർവ്വമാണ്	ചോദ്യോത്തരങ്ങളിൽ പങ്കാളിയാവുന്നില്ല
൭	ചിന്താപരത	ഗഹനമായ ചർച്ചകളിൽ ഞാൻ സജീവസാ	ഗഹനമായ ചർച്ചകളിൽ പങ്കാളിയാകുന്നു	ആഴത്തിലുള്ള ചർച്ചകൾ അപൂർവ്വമായി	ചർച്ചകൾ അർത്ഥപൂർണ്ണമല്ല, വിഫ

		ന്നിധ്യം പ്രകടിപ്പിക്കുന്നു	നടത്തുന്നു	ലമായിത്തീരുന്നു
	സംസാരവും ശ്രദ്ധിക്കലും	വിഷയങ്ങളെ വ്യക്തമായും തെളിവുകളുടെ പിൻബലത്തിലും ഉന്നയിക്കുന്നു; പ്രചോദനാത്മ കമായതിനാൽ മറ്റുള്ളവർ ശ്രദ്ധിക്കുകയും പ്രതി കരിക്കുകയും ചെയ്യുന്നു	കാര്യങ്ങളെ നല്ലരീതിയിൽ അവതരിപ്പിക്കു ന്നു ്; ശ്രദ്ധയും പ്രതികരണവും കുറെ യൊക്കെ നേടുന്നു	ചിലപ്പോൾ മാത്രമേ ശരിയായ വിഷയാ വതരണവും പ്രതികരണവും നടത്തു ന്നുള്ളൂ	എന്റെ സംസാരം അവ്യക്തതമോ നിരർത്ഥകമോ ആയതിനാൽ മറ്റു ള്ളവർ അശ്രദ്ധരായി കഴിയുന്നു.
	അംഗീകൃതരീ തികൾ	അവസരം നന്നായി ഉപയോഗിക്കുന്നു, അനാവ ശ്യമായ ഇടപെടലുകൾ ഒഴിവാക്കുന്നു, വൈകാ രികമിതത്വം പാലിക്കുന്നു	അവസരം ഉപയോഗിക്കാനും അനാവശ്യഇ ടപെടൽ ഒഴിവാക്കാനും വൈകാരികക്ഷോ ഭം നിയന്ത്രിക്കാനും ശ്രദ്ധിക്കുന്നു ്	അവസരം ഉപയോഗിക്കൽ കുറവാണ്. അനാവശ്യഇടപെടുന്നു. വൈകാരികമാ യ ക്ഷോഭിക്കുന്നു	അവസരം ഉപോയഗപ്പെടുത്തു ന്നില്ല; മറ്റുള്ളവർ സംസാരിക്കു മ്പോൾ വെറുതെ ഇടപെടുന്നു; ക്ഷോഭത്തോടെ സംസാരിക്കന്നു
	ഗുണങ്ങൾ	ചർച്ചകളിൽ എന്റെ പങ്കാളിത്തംസംഭാഷണ ചാ രുത; ആശയങ്ങളുടെ ഒഴുക്ക്; നിലപാടുകളിലെ സ്ഥിരത, എന്നീ ഗുണങ്ങളാൽ സമ്പന്നമാണ്	സംഭാഷണ ചാരുത; ആശയങ്ങളുടെ ഒഴു ക്ക്; നിലപാടിലെ സ്ഥിരത എന്നിവ കുറെ യേറെ നപ്രകടിപ്പിക്കുന്നു	സംഭാഷണ ചാരുതയും ആശയങ്ങളുടെ ഒഴുക്കും നിലപാട് സ്ഥിരതയും പ്രകടിപ്പി ക്കുന്നില്ല	സംഭാഷങ്ങൾ വിരസമാണ്; ആശ യദാരിദ്ര്യം പ്രകടമാണ്; നിലപാ ടുകൾ മാറിമറിയുന്നു
സംഘാടനം	സംഘാടന ശേഷി	സംഘത്തിന് വേ കാര്യങ്ങൾ സന്നദ്ധതയോ ടെ സംഘടിപ്പിക്കുന്നതിൽ ഞാൻ മികവ് പ്രകട മാണ്	സംഘത്തിന് വേ കാര്യങ്ങൾ സംഘടി പ്പിക്കുന്നു	കാര്യങ്ങൾ ചെറിയതോതിൽ സംഘടിപ്പി ക്കുന്നു	സംഘത്തിന് വേ കാര്യങ്ങൾ സംഘടിപ്പിക്കുന്നില്ല
	സംഘാടകരു ടെ തോത്	സംഘാടനഗുണങ്ങൾ മികച്ച രീതിയിൽ ഞാൻ പ്രകടിപ്പിക്കുന്നു	സംഘാടനഗുണങ്ങൾ ഏറെക്കുറെ പ്രകടി പ്പിക്കുന്നു	കുറഞ്ഞ തോതിൽ സംഘാടനഗുണ ങ്ങൾ പ്രകടിപ്പിക്കുന്നു	സംഘാടനഗുണങ്ങൾ പ്രകടിപ്പിക്കു ന്നില്ല
	വിവരശേ ഖരണം	വേ വിവരങ്ങളെ തിരിച്ചറിയുന്നു, സ്രോതസ്സു കളെ ക ത്തുന്നു, അനാവശ്യമായത് ഒഴിവാ ക്കുന്നു	ആവശ്യമായ വിവരങ്ങളെ തിരിച്ചറിയാനും ഉറവിടം ക ത്താനും ശ്രദ്ധിക്കുന്നു	ആവശ്യമായ വിവരങ്ങൾ തിരിച്ചറിയലും ഉറവിടം ക ത്തലും അപൂർവ്വമായി ന ടത്തുന്നു	ആവശ്യമായ വിവരങ്ങളെ തിരിച്ചറി യുന്നില്ല; ഉറവിടങ്ങൾ ക ത്തു ന്നില്ല
	ഗുണങ്ങൾ	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുക ളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സംയോജിപ്പി ക്കൽ എന്നിവ നന്നായി പ്രകടിപ്പിക്കുന്നു	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സം യോജിപ്പിക്കൽ എന്നിവ കുറെയൊക്കെ പ്ര കടിപ്പിക്കുന്നു	സ്വയം സന്നദ്ധത, അർപ്പണമനോഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘടകങ്ങളെ സംയോജിപ്പിക്കൽ എന്നിവ ചെറിയതോ തിൽ പ്രകടിപ്പിക്കുന്നു	സ്വയം സന്നദ്ധത, അർപ്പണമനോ ഭാവം, ആളുകളെ കൂടെ കൂട്ടൽ, ഘ ടകങ്ങളെ സംയോജിപ്പിക്കൽ എന്നി വ പ്രകടിപ്പിക്കുന്നില്ല

Name:

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APPENDIX IV D

SELF RATING RUBRIC OF CITIZENSHIP PARTICIPATORY SKILLS FOR (ENGLISH VERSION)

Directions: Eight participatory skills such as communication and Teamwork are given below in first column. Their components are given in Column 2. Four levels of expressing the components of skills are given in next four columns. Please evaluate your performance in the skills, select approapriate level and put a √ mark on it.

Skill	Components	Level I	Level II	Level III	Level IV
Communication	Content	The concepts I present are valuable and based on evidence	Most of the concepts bear relevance and support of evidence	Relevant and evidence based concepts are few	Concepts, I present, are mere speculations void of evidence
	Presentation	My presentations are attractive and inclusive of audience. I Present matters reasonably, clearly and moderately	Most of my presentations are interesting and inclusive of audience. They include Reasoning, clarity and steadiness.	Only some of my presentations are interesting and inclusive of audience. Most are illogic and vague	Presentations are boring for it is illogic or vaue or over emotional
	Performance techniques	I Exhibit fairly the eloquence, body language and speaking skills	Exhibit the eloquence, body language and speaking skills occasionally	Exhibit rarely the eloquence, body language and speaking skills	Do not show the eloquence, body language and speaking skills
	Organization	I maintain good time keeping and better ordering by introduction and conclusion .	Try to limit to fixed time and order the presentation	Time keeping and ordering is less	No time keeping or ordering of concepts
Civic Problem Solving	Consideration	I consider all dimensions of the problems in the solution	It Try to consider various dimensions of the problems	I consider only some dimensions of the problems for solution	No concern for the dimensions of the problem
	Method	I adopt democratic methods rightly	I employ democratic methods	I don't employ democratic methods	I employ autocratic methods
	Characteristics	I show fairly the qualities such as mutual discussion, creative techniques, mediatory attempts and reconciliation	I exhibit qualities of mutual discussion, use of techniques, mediatory attempts and reconciliation	Rearely I participate in mutual discussion, mediatory attempts, rarely employ the techniques	I don't participate in discussion or mediatory attempts, don't use techniques.
	Nature of solution	I find out creative solutions for the problems	I formulate solutions for the problems	Only partial solutions are formed	Finds no solutions to the problems
Team work	Team sense	I show fairly fellowfeeling, harmony, mutual trust and pride of group membership	I show most of the qualities of fellow feeling, harmony, mutual trust and pride of group membership.	I show only some of the qualities of fellow feeling, harmony, mutual trust and pride of group Membership.	I show individuality other than team feeling
	Sense of responsibility	I show mastery of the qualities such as team consciousness, mutual responsibility	I exhibit team consciousness, mutual responsibility	I rarely exhibit Team consciousness, mutual responsibility.	Team consciousness, mutual responsibility are absent
	Mutuality	I make decisions out of discussions. I bring creative dirctions which are adequately considered by the group	I indulge in public discussions	I rarely participate in discussions	I do not participate in public discussions
	Qualities	I express finely mutual care, Motivation, Sharing, reciprocal support.	I express Mutual care, Motivation, Sharing, reciprocal support.	Mutual care, Motivation, Sharing, reciprocal support.. some of these are expressed	None of the qualities mutual care, Motivation, Sharing, reciprocal support are seen

Leadership	Leadership quality	Volunteerism, making goal orientation, energizing, good vision and planning.. all are shown by me.	Volunteerism, making goal orientation, energizing, good vision and planning.. most of these are seen	Volunteerism, making goal orientation, energizing, good vision and planning.. some of these seen	None of the qualities ar seen such as volunteerism, making goal orientation, energizing, good vision and planning
	Interferance and management	Members interfere timely and adequately in the problems and mutual activities	Members interfere in the problems and mutual activities	Members' interference in the problems and mutual activities is less	Members are inactive
	Empowering group	Whenever the activities slow down members stimulate and animate	Members try to stimulate the activities become slow	The group ctivities slow down and continue so	Members themselves make activities sluggish
	Mobility	Open mindedness, accepting of differences, welcoming change... these are found in most members	Open mindedness, accepting of differences, welcoming change... these are found in many members	Open mindedness, accepting of differences, welcoming change... these are found in some members	No qualities such as open mindedness, accepting of differences and change
Building relationship	Rate of mutual awareness	I deal with others as good friends	I behave with others as I am familiar to them	I rarely get in social contacts with others	I behave and being behaved as a stratnged
	Qualities of interaction	Show excellently the qualities of mutual respect, praise or noticing faults	Show most of the qualities of mutual respect, praise or noticing faults	Some of the qualities of mutual respect, praise or noticing faults are seen	Deal with competitive mind and conflicting sense
	Dealing etiquette	I talk addressing face to face; make good use of addressing words; Provide chances for others	I try to talk addressing face to face; to make good use of addressing words; to provide chances for others	talking face to face; use of addressing words are less; Do no utilize the chances well	Do not talk face to face; seldom use addressing words; chances turn wasted
	Mutual consideration and sharing	I regard the views of others; Share feelings and ideas.	Try to regard the views of others; to share feelings and ideas.	Regarding views of others; Sharing feelings and ideas are less	Do not regard the views of others; Do not share feelings and ideas.
Role performance	Effectiveness	I perform allotted roles effectively	I try to perform allotted roles effectively	Only some roles are perfomed rightly	My role-performance is not effectvie
	Role sharing	I take over various roles timely; perform them definitely	I take over various roles	I often take over the same role itself	Role confusion exists among the members
	Audience	My activities gain good public notice; audience respond actively	Activities gain public notice and audience response	Can't attain public notice or stimulate the audience	My presentation are passive that others show disinterest

Public Discussion	Questioning &answering	I raise thought provoking questions timely; I present effective answers.	I raise questions and give answers	Situations of questions and answers are rare in my case	No questions; no answers
	Thoughtfulness	I actively participate deep discussions	I take part in deep discussions	I rarely take part in discussions	My disscussions are not meaningful; turn futile
	Talking and listening	I put forward the issues clearly and based on evidence; Others listen and respons for it is exciting	Present the issues in a good way; gain listerning and response to some extent	Rarely I indulge in subject presentations and responses	My talks are meaningless or vagua; others are careless
	Approved modes	I utilize my chance well; avoid unwanted interference; maintain emotional stability	Try to use the chances; avoid undue interference and control emotional outbreaks	Utilizing chances is lss; Undue interference and emotional outbreaks occur	Do not utilize chance; Interfere unduly when others talk; talks emotionally aroused
	Qualities	My discussion are rampant with conversational beauty, flow of ideas and stability in stand points	Conversational beauty, flow of ideas and stability in stand points are seen to a great extent	Conversational beauty, flow of ideas and stability in stand points are less in my case	My conversations are boring; show poverty of ideas ; standpoints fluctuate
Organization	Organizing capacity	Show proficiency in organizing the requistes for the group	Organized the requisites for the group	Organizes the group requisites to a small extent	Do not organize the group requisite
	Rate of organizers	Organizing capacities are expressed by me fairly	Organizing capacities are expressed by me.	Organizing capacities rarely expressed expressed by me	No organizing capacity is seen
	Data collection	I identify the needed data; find out the sources; avoids unwanted	Try to identify the required data and find out the sources	Rarely identify the required data and find out the sources	Seldom identify the required data and find out the sources
	Qualities	Self readiness, sense of sacrifice, co-ordinating people, integrating elements ... all are shown by me excellently	Self readiness, sense of sacrifice, co-ordinating people, integrating elements ... all are shown to a great extent	Self readiness, sense of sacrifice, co-ordinating people, integrating elements ... these are shown rarely	Self readiness, sense of sacrifice, co-ordinating people, integrating elements are absent.

Name:

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School:

Boy/Girl:

APPENDIX V A

LESSON TRANSCRIPT BASED ON LMI -1

Standard: IX

Unit: The People and the Constitution

Lesson: The Constitution: Concept and relevance

Instructional Objectives:

> *To make child understand the concept of Constitution and its relevance*
>
> *To identify various counties where yet people destined to struggle for freedom and a democratic Constitution*
>
> *To develop abilities of communication, problem solving and role performance*
>
> *To develop abilities such as argue one' own point of view, validate the source.*
>
> *To foster abilities such as civic imagination and civic creativity*
>
> *To make students probe into details, critically examine the views and arguments*

Teacher	: Have you ever heard about the Indian Constitution?
Students	: Yes, sir… It is seen mentioned very often in newspapers, articles and very often in public speeches..
Teacher	: Have you happened to read or just look upon a copy of the Constitution?
Students	: No, sir… but we wish to have a copy and read..
Teacher	: Ok… suppose you hear to the Prime minister's address to the country stressing on the ideals and perspectives of the Constitution? Why do such prime office bearers always rely on and emphasize the idea of the Constitution?
Students	:May be it because Indians should follow the Constitution…. The base of everything in our country is the Constitution
Teacher	:Today we can deal with the topic 'The concept and relevance of the Constitution'. Would you co-operative with me if we have some new learning method.
Students	: Of course… full support we offer sir…

Phase 1. Orientation to Legislative procedures

Teacher   :When the parliament or Legislative assembly sittings are held visual media and print media give wide coverage for the proceedings of the assembly. What kinds of parliamentary procedures you often read or listen to?

Students   :News about the motion of adjournment, walk out of the opposition

Teacher shows some newspaper cuttings about the parliamentary sittings and asks to find out concerned procedures

Students   : president's address, motion of no-confidence, Calling attention, Budget presentation

Teacher   : Please reason on what Legislative procedure would be suitable to discuss the importance of Constitution

Students   : Let's begin with a simple procedure..

Teacher   : A simple procedure is Calling attention… If you prefer to choose any for simplicity you can select this procedure?

Students   : How does this procedure works?

Teacher   : A member with the previous permission of the Speaker, call the attention of a Minister to any matter of urgent public importance and the Minister may make a statement at a later hour or date. This procedure is scheduled in the Legislative bodies after Question hour and before the Government business such as legislation or Finance Bills

Phase II : Listing the roles

Calling attention does not allow long discussions or time consuming answers. Member presents the matter in a few sentences. The concerned minster makes a reply. Other members can't interfere, ask sub questions. If the member who presented the matter can probe into the details in two or three sub questions. Apart from the normal roles of ministers, speaker, opposition leader, chief whip, ruling and opposition members, this procedure include specific roles of few members who present the matter calling attention and the ministers provide responses the concerned minster shall clarify the matters.

A short video clip of the procedure, Calling attention, is shown using LCD projector. Afterwards, students were instructed to read the content of text book on the importance of Constitution. Teacher summarizes the points.

Teacher   :It is time for us to plan for playing the procedure working upon the content matter of the textbook regarding relevance of the Constitution. First of all, the entire classroom has to be transformed to the frame of a Parliament.

Phase III. Choosing the roles

Certain positions of Prime Minister, Minsters, Speaker, Ruling front members, Opposition party members are assigned to various students in discussion with the students. Also the students to perform the roles of presenters of Calling attention were fixed. Seating arrangements are set modelling the legislative House by fixing a elevated rostrum for speaker, his right-hand side as ruling party and the left hand side as Opposition. Considering that students are in initial stage the position of Speaker is assigned to the teacher itself. Students arrange and occupy their positions

Speaker   : Honourable Members, This is the time for you to chart out the matter for playing the procedure, Calling attention. The ruling party members and opposition party members have to formulate groups of at least five members. Each group has to discuss and chart out the content for Calling attention.

Students work as per the instructions. On discussion each group prepares a matter for presenting the procedure, Calling attention, connected with the lesson, i.e. Relevance of the Constitution. The matters are prepared as a written document. These are further provided to the office bearers, Prime minister and other ministers. They examine the matters and prepare responses.

Phase IV Rehearsal

The parliament is assembled with members on their seats. Speaker presides over. He directs the members to present calling attention and the ministers make responding statements. Needed changes are incorporated and specific directions to refine the procedure are provided.

Phase V Playing the Procedure

Speaker : Respecter Member (Name) can present the subject for calling attention of the assembly.

Member1 : Sir, I call the attention of this House to the violent movements all around the world against the Kingdoms and Autocrats. The major need they uphold is to set up democratic constitutions. What India can do supportive of these movements?

Prime Member : The support India can provide is to help them formulate a vibrant constitution. The constitution is the basic document of a country. It is a compendium of special political and social features of the country and the basic laws regarding its governance. The structure of the government, its mode of operation, the basic laws that control it, the powers of the government, the rights of the citizens, their duties- all these are discussed in detail in the Constitution. Social and Political experts from Indian can make much contribution to help the movements directed towards real democracy by formulating a powerful Constitution.

Speaker : Honourable member (Name) can present calling attention

Member 2 `: Sir, I call the attention of respected House, to the need of incorporating in the Constitution matters regarding school admission and school building construction. Our schools and admission procedures are not up to the good standard. Buildings are in a threat of breaking down in heavy rain falls. Some applicants could not obtain admission in the schools they prefer. These matters have to be included in the Constitution, thereby the problems can be solved.

Minister : Indian constitution is a comprehensive document. What the member has requested, all are incorporated in the Constitution years back by our eminent national genius thinkers. The school is open to all, irrespective of caste, religion and race. This House is the true representative of all sections of the society. This is realized due to the ideology of equality referred to in the Constitution. Weaker sections such as SC/ST are offered special concessions and reservations. It is as per the Constitutional provisions. Indian constitution has adopted right to Education as a fundamental right recently. Consequently Indian government has passed Right to Education Act. The law directs that any child in the age grup 6-14 can get admission in any school he prefers. If he wants to depart a school and join another he can do it. Constitution is comprehensive; but includes general rules and principles.

Speaker : Honourable Member (Name) can present the Calling Attention

Member	: Sir, People in different parts of the country suffer from serious social and economical problems. So, it is an urgent matter whether the government perform well to assure that the functions of the Constitution are realized.
Minister	: Constitution functions as a power unifying diversities of religion, race, language and race. It fixed limits on the powers of government upon citizens through Fundamental Rights. It empowers the government to realize the needs and ambitions of all sections of society.
Member	: Sir, India for a long period was ruled by British. Entering the era of Independence a good constitution was formulated. What were the major duties post-independent India had to take up in the making of the Constitution?
Minister	: So much issues such as citizenship, equality of opportunity, secularism, fundamental rights… all were resolved by the excellence of divergent and democratic thoughts of those who frame our hounourable constitution.
Member	: Sir, the father of our nation, Gandhi had so many ambitions about Indian Constitution. Whether they have been realized?
Minister	: On his way to the Second Round Table Conference in London, Gandhiji replied to the question of a journalist that I shall try to see that India has a Constitution that liberates it from all types of slavery and exploitations. In India of my dream, there is no class or caste differences. Women will have the same rights as men. Now we have to think whether the idea are realized? What action plans to take up to affect the desirable outcomes?

The speaker declares that the session of 'call for attention' is over and the House enters the government business.

Phase VI: Analyzing the Procedure

Teaches makes an informal discussion with students receiving feedback on the strength and weakness of the performance. Students are instructed about the ideal type of the performance and the drawbacks of the present playing. What to incorporate additionally, what settings to be added, possibilities of some reformations ... all are discussed in this session and the students are evaluated on some questions concerning the relevance of the Constitution and assigned follow-up activities.

APPENDIX V B

LESSON TRANSCRIPT BASED ON LMI -2

Standard: IX

Unit: The People and the Constitution

Lesson: Formulation of Indian Constitution

Teacher : Well done… all of you have performed well in the previous Legislative House sitting. Now it is a surprise question for you. Which legislative procedure seems to make the Representatives' House more violent?

Students : Different responses such as Motion of No confidence, Motion of Adjournment, Discussion on matters of urgent public importance

Teacher : All of these may lead to violent behaviours in the House. Out of these, Motion of Adjournment is the procedure which often moved and leads to vibrant actions.

Students : Ok.. Assembly News often describe various violent actions that occur in the Assembly related with Motion of Adjournment. The opposition utilizes this procedure to bring forth a serious public issue in the House and block the Govt. business.

Teacher : Anyway we can utilize this procedure to explore the subject 'Formulation of Indian Constitution'.

Phase 1. Orientation to Legislative procedures

A brief description of the procedure 'Motion of Adjournment on a matter of public importance' is given and a video clip is shown on LCD projector.

Teacher :A motion for an adjournment of the business of the Assembly is moved for the purpose of discussing a definite matter of urgent public importance. Notice of an adjournment motion shall be given to the speaker before the commencement of the sitting. The speaker can reject the notice if he feels that notice is not relevant. If he feels that an explanation is needed on the notice, chance is given to the member and concerned minister to to explain the details. The member explains the

matters and the minister replies. Generally the speaker rejects such motion on this stage and it results walk out of the opposition. The speaker, if he gives consent for discussing the matter, call the member concerned who shall rise in his place and ask for leave to move the adjournment of the House. The House is adjourned and discussion takes place. After discussion, the motion is voted upon.

Phase II. Listing the Roles

Apart from the normal roles such as Prime Minister, Ministers, Speaker, Opposition Members, Ruling Party Members the lesson requires certain roles such as One who gives notice for motion of Adjournment, Representative different political parties who participate in discussion on the issue. The reply of the concerned minister and its logical adequacy is very important.

Phase III. Choosing the Roles

Students are assigned roles of Prime Minister, Ministers, Chief Whip, Opposition members and ruling party members. Also the member from opposition is assigned the task of moving the Motion of Adjournment. Those who support the motion are selected. The representatives of all parties are selected to take part in the discussion on matter of Emergency, when the speaker allows to do so. All members would be active in this procedure as its nature requires.

The students through group discussions prepare basic requirements. All are requested to analyze the content of textbook along with supplementary materials, authentic books about Indian Constitution. The group discussions should results in preparation of content of Motion of adjournment, fixing the view point of opposition and ruling parties. Detailed and deep discussions have to take place thereby the procedural play would affect fruitfully the desired outcomes.

Phase IV. Rehearsal

The parliament is assembled with members on their seats. Speaker presides over. He directs the member who has given the notice for the motion of adjournment to presents it and invites prime minister to make a brief reply message. Through these procedural

activities whole students would get an idea about the standpoints of the opposition and ruling parties thereby to sharpen the weapon in discussion. Needed changes are incorporated and students are given apt directions.

Phase V: Playing the Procedure

The parliament assembles for the day. Members are seated. The speaker announces that the house begins its sitting for the day.

Speaker   : Today we can begin this session by paying homage to the memories of Dr. B.R. Ambedkar, known to be the Architect of Indian Constitution.

The members stand up an observe silence for a few minutes.

Speaker   : Five members of this parliament have given in joint a notice for moving motion of adjournment to be presented today. To examine whether the subject matter of the motion is relevant or not the members have to present the matter and the concerned ministers have make a reply.

Speaker   : I call upon the member to present the subject matter behind the motion of adjournment.

Member   : The Constituent Assembly which is recognized widely to extablish Indain Constitution was not formulated on democratic basis. Some of the elite sections and personalities were selected by the British Government as members of the Constituent assembly. The selected body included eminent personalities like Jawaharlal Nehru, Dr. Rajendra Prasa and Sardar Vallabhai Pattel. But the matters were dealt with a few members on drafting committee. The Constitution could not claim the basis of democratic values as the formulating body itself was not democratic.

Speaker   : Home minister can make things explained

Home minister: Before independence the laws and codes for India were fixed by British. British Government had rejected Indians' claim for a Constituent Assembly for long period. As a result of continuous pressures, British Govt had deputed Cabinet Mission in 1946 to India aimed to discuss and plan for the transfer of power from the British Government to Indian leadership, providing India with independence. It was formulated at the initiative of Clement Attlee, the Prime Minister of the United Kingdom. Cabinet mission made long discussions with important political parties of India and as a result, decided to formulate Constituent Assembly. The members were not selected through

elections. But all sections of the people were given due representations. Therefore, Constituent Assembly formulation can be considered as democratic.

Member : British Government had made selected the members as per their likes and dislikes. They had not given amble chance for weaker sections. It is not known that the selected Constituent Assembly had made any serious sittings on preparing the Constitution. Drafting Committee had documented the Constitution and Dr. Rajendra Prasad had signed to proclaim it to come into effect. No democracy was shared in these dealings.

Minister : The Constituent Assembly had eight sub committees. Committees like Rules Committee, Steering Committee, Drafting Committee, Union Subject Committee, States Committee, Provincial Constitution Committee, and Union Constitutional committee. Eminent personalities like Nehru, Rajendra Prasad, Pattel, Moulan Azad, Amberdkar had worked as the chairmen of various committees.

Member : Though Constituent Assembly may had included eminent personalities and several sub committees, the Constitution was written only by B.R. Ambedkar and others signed upon.

Speaker : As the matter deserves emergency to be discussed adjourning the session, normal parliamentary procedures are declared to be stopped and the House is to discuss the motion.

Members of opposition welcome the declaration with great applaud and make informal mutual discussions upon the follow up activities.

Speaker : Discussion on the matter mentioned in the notice for adjournment begins. Member from the opposition can speak.

Member of opposition: Constituent Assembly had started its sitting in July, 1946. He holds up the documents. Constitution is declared to come into effect on 26th January, 1950. Three and half years were lapsed by the Assembly for formulating the Constitution. Dr. Rajendra Prasad was elected as the permanent Chairman of the Assembly. Drafting committee was selected in 1947. Dr. Ambedkar was its chairman. Draft of the Constitution was submitted to the assembly in 1948. The Assembly, discussing upon the draft, sanctioned for the Constitutions on 26th November, 1949. Again a delay was made to declare Constitution to have effect only from 26th Jan. 1950. At the final stage of signing the Constitution, only 284 members were present. In the initial stage the Assembly constituted 385

members. What does it mean? Those with opposing ideas were driven out by the elites?

Member of ruling party : The constituent assembly had conducted continuous discussions and meetings. Each problem or issue was discussed by the assembly general meeting and specific committee meetings in detail. Different sections holding opposing opinions in the committee indulged in continuos discussions based on only one aim, i.e. general reasoning. It is real that dratin committee has written the draft form of Constitution. But the general Constituent assembly had made discussions of around one year on the draft and consolidated the opinion. Also the draft form was published in newspaeres inorder to collect the opinions of mass.

Opposition Member : The weaker sections were not given due representation in the committee.

Ruling party member : The committee members represented various regions, various social sections and communities. Twenty six of the members were of Scheduled Caste community. B. R. Ambedkar himself belonged to the weaker section.

Opposition party member : Various committees were discussing the matters in private and closed rooms neglecting the opinions of mass.

Ruling party member : The meetings of the committees were not closed. It was open to public observations. People or mass media representatives had access to the meetings.

Oppositon party member : However what to say about the shoratage of members in the Constituent Assembly at the time of finalizing and signing the document.

Minister : Initially there were members in the Constituent Assembly. At the time division, Members from the Pak constituencies were departed the assembly. It was a major cause for shoratage of members at the time of signing the document.

Speaker : The Home Minister would conclude the discussion

Home minister: We, Indians observe all January 26th as Republic Day. It is to memorize the applying Indian Constitution into effect on January 26, 1950. We have to pay reverence to this day and the Constitution. Constitutions of Soveiet Union, France all have underwent utter changes within short periods. But Indian Constitution, even after long years,

exists without major changes. Indian constitution is the great contribution of a genius generation of past. Dr. B. R Ambedkar is known to be it's architect. We have to respect them and try ever to apply the Constitutional objectives and ideals into practice.

Speaker   : I request the member to move the motion

Member   : It is hereby required to discard Indian Constitution as it is not democratic.

Speaker   : Honourable Members , Please cast your votes

Speaker   : The motion is rejected for N votes against N votes

Phase VI: Analyzing the Procedure

Teaches makes an informal discussion with students receiving feedback on the strength and weakness of the performance. Students are instructed about the ideal type of the performance and the drawbacks of the present playing. What to incorporate additionally, what settings to be added, possibilities of some reformations ... all are discussed in this session and the students are evaluated on some questions concerning the formulation of the Constitution and assigned follow-up activities.

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