SUMMARY

The study was intended to find out the **Effect of Imparting Integrated Curriculum through Blended Learning Strategies on Creativity, Critical Thinking and Leadership Qualities of Primary School Students**. 200 primary school students from two C.B.S.E. Schools of Punjab were taken as a sample randomly. Leadership qualities scale was developed by the investigator. Tool of creativity by Dr. K.N. Sharma (2011) and tool of critical thinking in everyday life by Minemoyer, C., Perkins, D.F., and Munyua, C. (2001) were used for the purpose of pre-test and post-test. The data was computed by using skewness, kurtosis, standard error and t-test. The results of the study showed that the two instructional treatments did not yield equal mean gain scores for the various components of the creativity except the component of word fluency and associational fluency. Similarly, the blended learning strategies resulted out in better critical thinking among primary school students in comparison to traditional learning strategies. For the third variable i.e. leadership qualities again the blended learning strategies exhibited better leadership qualities in the components of cooperation, scholarship, verbal clarity and sum total. Whereas, for the component of self-confidence, sociability, intelligence, responsibility, initiative, creativity, critical thinking equal mean gain scores were yielded by total boys and girls when taught by two instructional treatments. Only for the component of adaptability, the hypothesis was rejected at 0.05 level of significance and accepted at 0.01 level of significance, but for the sum total this hypothesis was rejected.