

## Table of Contents

Title	Page No.
Abstract	i-ii
Declaration	iii
Certificate	iv
Acknowledgement	v-vii
Table of Contents	viii-xii
List of Tables	xiii- xix
List of Figures	xx- xxiii
List of Abbreviations	xxiv-xxv
<b>Chapter-I</b>	<b>1-57</b>
1.1.0 Introduction	1-5
1.2.0 Constructivism as a Theory	5-6
1.2.1 Historical Background of Constructivism	6-8
1.2.2 Assumptions Constructivism	8-9
1.2.3 Core Principles of Constructivism	9-10
1.2.4 Two Major Schools of Thoughts of Constructivism	10-15
1.2.5 Constructivist Learning Models	15-20
1.2.6 Role of Learners in Constructivist Classroom	21
1.2.7 Role of Teachers in Constructivist Classroom	21-22
1.2.8 Characteristics of Constructivist Classroom	22-25
1.3.0 Origin of the Concept of Twenty First Century Learning Skills (4Cs Learning Model)	25-28
1.3.1 Conceptualization of Twenty-First Century Learning Skills	29-32
1.3.2 Need for Twenty-First Century Learning Skills	32-34
1.3.3 Inclusion of 4Cs in classroom practices	34-37
1.3.4 Secondary Education And Teaching Learning Process With Respect To Different Educational Commissions And Policies At The National Level	37-42
1.3.5 Development Of Secondary Level Education In West Bengal	42-44
1.3.6 Development Of Secondary Education Curriculum In West Bengal	44-46
1.3.7 Existing Status Of Constructivism And Twenty First Century Learning Skills In Secondary Level Education In West Bengal	46-48
1.3.8 Constructivist Approach to 4Cs Development in English Classroom Scenario	48-51
1.4.0 Rationale of the Study	51-52

1.5.0 Statement of the Problem	53
1.6.0 Operational Definitions of the Terms Used	53-54
1.7.0 Objectives of the Study	54-55
1.8.0 Hypotheses of the Study	55-56
1.9.0 Delimitations	56-57
1.10.0 Organization of the Thesis	57
<b>Chapter-II</b>	<b>58-127</b>
2.1.0 Introduction	58
I. Studies on Constructivism as an educational theory	59-65
II. Studies on Constructivism in Different Subjects	65-74
III. Studies on Constructivism in English Subject	74-80
IV. Studies on Constructivist Module	80-84
V. Studies on 4Cs/ Twenty first century learning skills	84-89
VI. Studies on 4CS in English Subject	89-93
VII. Studies on 4Cs within the purview of Constructivism	93-95
VIII. Studies on Critical thinking skill concerning 4Cs and English learning	95-101
IX. Studies on Creativity skill concerning 4Cs and English learning	101-107
X. Studies on Collaborative Skill concerning 4Cs and English learning	107-112
XI. Studies on Communication Skill concerning 4Cs and English learning	112-119
2.1.1 Summary And Synthesis Of Reviews	119-123
2.1.2 Insights from the Review	124
2.1.3 Conceptual Framework Of The Study	124-127
<b>Chapter-III</b>	<b>128-176</b>
3. 1.0 Introduction	128
3.2.0 Setting	128
3.3.0 Population	129
3.4.0 Sample and Sampling Technique	129-131
3.5.0 Research Method	131-132
3.5.1 Design of the Experiment	132-133
3.5.2 Describing the Variables Used for the Study	133-134
3.5.3 Controlling the Confounding Variables	134-135
3.5.4 Other Fundamental Concepts in the Experimental Situation	135-137
3.6.0 Instructional Approaches Adopted in the Study	138
3.6.1 Development of the Innovative Intervention: Constructivist Approach Based Module	138-147

3. 6.2 Content Validation for the Module	148
3.6.3 Implementation of the Designed Module	149
3.6.4 Use of Traditional Lecture Method of Teaching (TLMT): Conventional Instructional Approach	150-151
3.7.0 Measuring Instruments/Tools Used	151
3.7.1 Critical Thinking Skill Test in English	152-155
3.7.2 Creativity Skill Test in English	155-158
3.7.3 Collaboration Skill Observation Schedule in English	159-161
3.7.4 Communication Skill Test in English	162-164
3.8.0 Standardization of the Tool	164-172
3.9.0 Procedure of Final Data Collection	172-173
3.10.0 Data Analysis	173-176
<b>Chapter-IV</b>	<b>177-282</b>
4.1.0 Introduction	177
4.2.0 Analysis and Interpretation of Data	177
4.3.0 Section-I (Descriptive Analysis)	178
4.3.1 Percentage Distribution of Samples/Participants under Study	178-180
4.3.2 Frequency Distribution of Scores	180-209
4.4.0 Section-II (Inferential Statistical Results)	210
4.4.1 Exploring the Underlying Assumptions of Parametric Tests	210-218
4.4.2 Exploring the additional assumptions for ANCOVA	218-222
4.5.0 Testing the Hypotheses of the Study	222
4.5.1 Study of the Effect of Cam Over TLM on the Enhancement of Overall Twenty First Century Learning Skills in English Subject with Regard to the Pre-test and Post-Test Scores	222-227
4.5. 2. Study of the Effect of Cam Over TLM on the Enhancement of Component Wise Twenty First Learning Skills in English Subject with Regard to the Pre-test and Post-test Scores	228-244
4.5.3 Study of the Effect of Group, Gender and their Interaction on Overall Twenty First Century Learning Skills by Considering the Pre-test as Covariate	244-248
4.5.4 Study of the Effect of Group, Gender and their Interaction on Component Wise Twenty First Learning Skills by Considering their Representative Components at Pre-test level as Covariates	248-262
4.5.5 Study of the Effect of Group, Locale of Schools and their Interaction on Overall Twenty First Century Learning Skills by Considering Pre-test as Covariate	263-267
4.5.6 Study of the Effect of Group, Locale of Schools and their Interaction on Component Wise Twenty First Century Learning Skills by Considering their Representative Components at Pre-test Level as Covariates	267-282

<b>Chapter-V</b>	<b>283-318</b>
5.1.0 Introduction	283
5.2.0 Key findings of the study	283
5.2.1 Effect of CAM over TLM on the enhancement of overall Twenty first century learning skills in English subject learning at secondary stage	283
5.2.2 Effect of CAM over TLM on the enhancement of component wise Twenty first learning skills in English subject learning at secondary stage	283-284
5.2.3 Effect of Group, Gender and their interaction on overall Twenty first century learning skills in English subject learning at secondary stage by considering the pre-test as covariate	284
5.2.4 Effect of Group, Gender and their interaction on component wise Twenty first learning skills in English subject learning at secondary stage by considering their representative components at pre-test level as covariates	284-286
5.2.5 Effect of Group, Locale of Schools and their interaction on overall Twenty first century learning skills in English subject learning at secondary stage by considering pre-test as covariate	286
5.2.6 Effect of Group, Locale of Schools and their interaction on component wise Twenty first century learning skills in English learning at secondary stage by considering their representative components at pre-test level as covariates	287-288
5.3.0 Overall Conclusions	288-291
5.4.0 Discussion of the Results	292-301
5.4.1 Discussion Of The Unexpected Research Results	301-303
5.5.0 Educational Implications of the Study	304-309
5.6.0 Limitations of the Study	309-311
5.7.0 Future Research Suggestions	311-313
5.8.0 Reflection of the Researcher	313-318
<b>Chapter-VI</b>	<b>319-333</b>
6.0 Introduction	319
6.1.0 Rationale of the Study	319-320
6.2.0 Statement of the Problem	320
6.3.0 Operational Definitions of the Terms Used	321
6.4.0 Objectives of the Study	322
6.5.0 Hypotheses of the Study	322-324
6.6.0 Delimitations	324
6.7.0 Methodology of the Study	324
6.7.1 Sample and Sampling	324-325
6.7.2 Instructional Approaches Adopted in the Study	325
6.7.3 Tools Used	326

6.7.4 Techniques of Data Analysis	326
6.8.0 Overall Conclusions	326-328
6.9.0 Educational Implications	328-331
6.10.0 Future Research Suggestions	331-333
<b>Bibliography</b>	<b>334-366</b>
<b>Appendices</b>	<b>367-538</b>
Appendix A- Constructivist Approach Based Module in English Subject	367-509
Appendix B- Twenty First Century Learning Skills Assessment Tool	510-533
Appendix C-Permission Letter for Data Collection	534
Appendix D-Certificates from the Two Schools for Pilot Study	535-536
Appendix E- Certificates from the Two Schools after Completion of the Experiment	537-538
<b>List Of Publications</b>	<b>539-540</b>