

ABSTRACT

The present thesis is a sincere research endeavour to develop a Constructivist approach-based Module in the realm of English subject for developing Twenty first century learning skills among the secondary level school students. This research is a purely experimental study which aimed at examining the effectiveness of the designed module on the enhancement of overall Twenty first century learning skills as well as component wise Twenty first century learning skills (Critical thinking, Creativity, Collaboration and Communication) among the learners. The efficacy of the developed module on these aforementioned skills was also assessed in relation to two demographic variables- Gender of the students and the Locale of the schools. To fulfil these predetermined research purposes, the study employed Non-randomized Control group, Pretest Post-test Design of quasi experimental method. The current study was conducted in Birbhum District, West Bengal, India. With the help of stratified random sampling the researcher selected two schools namely- Rajatpur Indranarayan Vidyapith and Srinanda High School in both of which she assigned the class IX students to the control group and the experimental group by applying intact group sampling technique. Total sample comprised 168 students of class IX students. Noticeably, the experimental group was formed with 86 students while the control group was formed with 82 students. A self-developed measuring tool namely Twenty first Century Learning Skills Enhancement Assessment in English Subject was utilized for data collection. Further, the collected quantitative data was analysed and interpreted by employing descriptive statistics like mean, standard deviation, standard error of mean and inferential statistics like ANOVA & ANCOVA. No significant difference was observed in the mean of Twenty first century learning skills (overall as well as component wise) score of students of experimental and control group at the pre-test stage which was prior to the treatment. But a significant difference was observed in the mean of Twenty first century learning skills (overall as well as component wise) score of students of experimental and control group at the post-test stage which was after the treatment. Significant difference was also observed in the adjusted mean scores of Twenty first century learning skills (overall as well as component wise) of students of experimental and control groups in the post-test level by considering their pre-test as covariate. The research outcomes also indicated that overall Twenty first century learning skills and its three components except the communication skill, were found to be independent of their gender when their respective pretests were considered as covariate. It was also found that there was significant effect of locale on overall Twenty first century learning skills and on its only one component that was critical thinking skill, while Creativity, Collaboration and Communication skills in English subject learning at secondary stage were observed to be independent of the effect of locale of school when their respective pretests were regarded as covariate.

This research also studied the interaction effect between group & gender, and group & locale on Twenty first century learning skills (overall as well as component wise). However, the research findings evidently revealed the usefulness of the intervention in promoting Twenty first century learning skills among secondary level learners of Birbhum district in West Bengal. The research results, educational implications and recommendations would be a great assistance for reworking on the nature of the prevalent Indian education system in order to provide the young generation with the most effective, conducive, innovative, constructive and advanced learning environment where they would feel empowered enough to construct knowledge on their own, and also to explore their hidden potentialities & competencies to the fullest. Thereby, the present study encourages for the utilisation of constructivist approach to English learning to facilitate the inculcation and enhancement of Twenty first century learning skills among today's learners.

Keywords: Constructivism, Constructivist Approach Based Module, Twenty first Century Learning Skills, Critical Thinking, Creativity, Collaboration, Communication, English Learning