## **TABLE OF CONTENTS**

List of Abbreviations	V111
List of Tables	ix-xi
List of Figures	xii-xiii
CHAPTER 1 : INTRODUCTION	1
1.1 School Education in India: A timeline	
1.2 Significance of the present study: With reference to the NEP, 2020	4
1.3 Sikkim: The study area	6
1.4 School education in Sikkim	8
1.5 Brain hemispheric dominance	11
1.5.1 The Brain: Basic structure	11
1.5.2 Brain hemispheric dominance: Evolution, Meaning and Definitions	12
1.5.3 Synonyms of Brain hemispheric dominance	15
1.5.4 Brain dominance theory: Left brain vs Right brain	15
1.5.5 Why lateralization of functions?	17
1.5.6 Models based on Brain hemispheric dominance	17
1.5.6.1 McCarthy's 4MAT teaching style model	17
1.5.6.2 Herrmann's Whole brain model	19
1.5.7 Determination of Brain hemispheric dominance in the present study	20
1.6 Metacognitive awareness	20
1.6.1 The concept: Meaning and definitions	20
1.6.2 Metacognition v/s Cognition	23
1.6.3 Theoretical foundations on Metacognitive awareness	23
1.6.3.1 John Flavell's Model of Metacognition (1979)	23
1.6.3.2 Ann Lesley Brown's Model of Metacognition (1987)	25
1.6.3.3 Nelson and Naren's Model of Metacognition (1990)	27
1.6.3.4 Schraw and Dennison's model of Metacognitive Awareness (1994)	28
1.6.3.5 Efklide's components of metacognition (2006)	30
1.6.4 Determination of Metacognitive Awareness in the present study	30

1.7.1 What are learning styles?	31
	31
1.7.2 Characteristics of learning styles	32
1.7.3 Perceptual learning styles: Meaning and definitions	34
1.7.3.1 Visual Learners	34
1.7.3.2 Auditory Learners	35
1.7.3.3 Kinesthetic Learners	35
1.7.4 Theoretical foundations on Perceptual learning styles	36
1.7.5 Determination of Perceptual learning style preferences in the present study	39
1.8 Significance of the present study	39
1.9 Statement of the problem	41
1.10 Rationale of the study	41
1.11 Objectives of the study	43
1.12 Hypotheses of the study	44
1.13 Operational definitions of the terms used	45
1.14 Delimitations of the study	46
1.15 Organization of the thesis	46
CHAPTER 2 : REVIEW OF RELATED LITERATURE	48
2.1 Studies on Brain hemispheric dominance and Academic achievement	48
2.1.1 Studies conducted in other countries	48
2.1.2 Studies conducted in India	57
2.2 Metacognitive awareness and Academic achievement	59
2.2.1 Studies conducted in other countries	59
	72
2.2.2 Studies conducted in India	
2.2.2 Studies conducted in India	74
2.2.2 Studies conducted in India  2.3 Perceptual learning style preferences and Academic achievement	<b>74</b> 74
<ul><li>2.2.2 Studies conducted in India</li><li>2.3 Perceptual learning style preferences and Academic achievement</li><li>2.3.1 Studies conducted in other countries</li></ul>	74 74 82 83
<ul> <li>2.2.2 Studies conducted in India</li> <li>2.3 Perceptual learning style preferences and Academic achievement</li> <li>2.3.1 Studies conducted in other countries</li> <li>2.3.2 Studies conducted in India</li> </ul>	<b>74</b> 74 82
<ul> <li>2.2.2 Studies conducted in India</li> <li>2.3 Perceptual learning style preferences and Academic achievement</li> <li>2.3.1 Studies conducted in other countries</li> <li>2.3.2 Studies conducted in India</li> <li>2.4 Research gaps emerging from review of literature</li> </ul>	74 74 82 83
2.2.2 Studies conducted in India  2.3 Perceptual learning style preferences and Academic achievement  2.3.1 Studies conducted in other countries  2.3.2 Studies conducted in India  2.4 Research gaps emerging from review of literature  CHAPTER 3: RESEARCH METHODOLOGY	74 74 82 83

87
92
92
92
93
93
94
96
96
97
97
97
99
99
100
101
102
102
103
103
104
104
106
108
108
108
110
110
126
132
138
140
140
142

CHAPTER 5 : DISCUSSION OF THE FINDINGS	145
5.1 Discussion on the findings of Objective 1	145
5.2 Discussion on the findings of Objective 2	151
5.3 Discussion on the findings of Objective 3	157
5.4 Discussion on the findings of Objective 4	160
5.5 Discussion on the findings of Objective 5	163
CHAPTER 6: SUMMARY AND CONCLUSION	167
6.1 Objectives of the study	167
6.2 Hypotheses of the study	168
6.3 Operational Definitions	169
6.4 Delimitations of the study	171
6.5 Research methodology	171
6.6 Major findings of the study	171
6.7 Educational implications of the study	174
6.8 Recommendations for further research	177
6.9 Conclusion	179
Bibliography	180
Appendices	214
Appendix-1	214
Appendix-2	215
Appendix-3	219
Appendix-4	222
Appendix-5	224

## **List of Abbreviations**

4MAT Four Modes Application Techniques

AA Academic Achievement
AK Auditory-Kinesthetic
AL Auditory Learning
ANOVA Analysis of Variance
AR Abstract Random
AS Abstract Sequential
BD Brain Dominance

BDI Brain Dominance Inventory BHD Brain Hemispheric Dominance

CBSE Central Board of Secondary Education
CGPA Cumulative Grade Points Average

DI Discrimination Indices
DK Declarative Knowledge

DV Difficulty values

EFL English as a Foreign Language ESL English as a Second Language

GPA Grade Points Average

HRDD Human Resource Development Department ICT Information and Communication Technology

ISC Indian School Certificate
KL Kinesthetic Learning
KMO Kaiser-Meyer-Olkin
MA Metacognitive Awareness
MK Metacognitive Knowledge
MR Metacognitive Regulation

MAI Metacognitive Awareness Inventory MORE Model—Observe—Reflect—Explain

NCERT National Council of Educational Research and Training

NCF National Curriculum Framework

NEP National Education Policy

NOS Nature Of Science

NUEPA National University of Educational Planning and Administration

PK Procedural Knowledge

PLSPS Perceptual Learning Style Preference Scale

POE Predict-Observe-Elaborate

SPSS Statistical Package for Social Sciences

STEM Science, Technology, Engineering & Mathematics

TOEFL Test Of English as a Foreign Language

VA Visual-Auditory

VAK Visual-Auditory-Kinesthetic VARK Visual-Auditory-Read-Kinesthetic

VIF Variance inflation factor

VK Visual-Kinesthetic VL Visual Learning