Abstract

The aim of education has to be in tune with the needs of the society. In the 21st century, society needs creative people who take part in the production process. Education is the primary agent in the transformation towards sustainable development of the society. The quality of education depends largely on the quality of instruction provided in the classrooms. The teaching shall have to be geared to make students ‘learn how to learn’. Learning demands the development of higher order thinking skills such as critical thinking, problem solving and creativity, and social and emotional skills. Learning should form the basic input for the construction of knowledge. Thus the study was emerged and undertaken for research work.

The major objective of the study is to test the effect of critical pedagogy combined with constructivist approach in learning of commerce at the higher secondary level. Considering the objectives of the study and the kind of data required for the study, Experimental method was considered suitable for undertaking the present investigation. Pre-test Post-test Non-equivalent group design was selected for the study.

Instructional strategies of critical pedagogy combined with constructivist approach for the experimental group and activity based approach for control group were taken as the independent variables. The achievement, retention, and social and emotional skills were taken as the dependent variables. A sample of 140 students from two schools of Thiruvananthapuram district of Kerala were selected for the study. The effect of independent variables were tested by Critical Ratio and Analysis of Co-variance.

The major findings of the study show that the critical pedagogy combined with constructivist approach is more effective than activity based approach in enhancing achievement, retention, and social and emotional skills of learners of commerce at the higher secondary level. If critical pedagogy combined with constructivist approach is adopted for classroom transaction, that will be a great help for the learners to be independent in their cognitive thinking so that they may have their own style of learning as well as their interests. The study is helpful to the curriculum makers, teachers and students.