# CONTENTS

ACKNOWLEDGEMENTS

LIST OF TABLES v

LIST OF FIGURES xi

CHAPTER 1: INTRODUCTION

1.0.0.0 The Aims of Teacher Education 2

1.1.0.0 The challenge 5

1.2.0.0 The Teacher Education Programme 8
   Pre-service and Inservice

1.3.0.0 Cooperative Learning Based Training 12
   Approach (CLBTA)

1.3.1.0 Cooperative Learning : Concept 13
   and Practice

1.3.2.0 Peer Teaching Group Project Format 15

1.3.3.0 Group Project Format 15

1.3.4.0 Jigsaw Format 15

1.3.5.0 Management of Cooperative Learning 18

1.3.6.0 Cooperative Learning Based Approach 18

1.3.6.1 Active Learning 18

1.3.6.2 Negotiation of Objectives 20

1.3.6.3 Demonstration, Practice and Feedback 23

1.3.6.4 Continuous Evaluation 24

1.3.6.5 Support 25
1.3.7.0 Cooperative Learning Based Training Design
1.3.7.1 Inservice Training
1.3.7.2 Composite Training and Transfer Design (CTTD)
1.4.0.0 The Present Study
1.5.0.0 Definitions Used
1.5.1.0 Cooperative Learning Based Training Approach (CLBTA)
1.5.2.0 Conventional Training Programme
1.5.3.0 Training Effect Transfer to Practice
1.5.4.0 Teacher Attitude Towards Learning-Teaching
1.5.5.0 Pupil Perception Towards Learning
1.5.6.0 Variables
1.6.0.0 Objectives
1.7.0.0 Hypotheses
1.8.0.0 Delimitation of the Study

CHAPTER II: REVIEW OF RELATED LITERATURE
2.1.0 Comments on the Related Studies
2.1.1 Cooperative Learning Approach
2.1.2 Non-Cooperative Learning/Traditional Approach
2.1.3 Achievement of Students
2.1.4 Teacher Attitude
2.1.5 Pupil Perception
2.2.0 Deviation of Present Study from Previous Studies conducted so far

CHAPTER III: DESIGN AND PROCEDURE

<table>
<thead>
<tr>
<th>3.0.0</th>
<th>Introduction</th>
<th>71</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.0</td>
<td>Design</td>
<td>71</td>
</tr>
<tr>
<td>3.2.0</td>
<td>Variables</td>
<td>73</td>
</tr>
<tr>
<td>3.3.0</td>
<td>Sample</td>
<td>75</td>
</tr>
<tr>
<td>3.4.0</td>
<td>Research Tools</td>
<td></td>
</tr>
<tr>
<td>3.4.1</td>
<td>Teacher Attitude Scale Towards Learning-Teaching</td>
<td>76</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Pupil Perception Inventory Towards Learning</td>
<td>77</td>
</tr>
<tr>
<td>3.5.0</td>
<td>Experimental Procedure</td>
<td>78</td>
</tr>
<tr>
<td>3.6.0</td>
<td>Training</td>
<td>80</td>
</tr>
<tr>
<td>3.7.0</td>
<td>Follow Up</td>
<td>102</td>
</tr>
<tr>
<td>3.8.0</td>
<td>Instructional Material</td>
<td>103</td>
</tr>
<tr>
<td>3.9.0</td>
<td>Statistics Used</td>
<td>103</td>
</tr>
</tbody>
</table>

CHAPTER IV: DATA ANALYSIS, INTERPRETATION AND DISCUSSION

<table>
<thead>
<tr>
<th>4.1.0</th>
<th>Active Learning</th>
<th>124</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.0</td>
<td>Negotiation of Objectives</td>
<td>145</td>
</tr>
<tr>
<td>4.3.0</td>
<td>Demonstration Practice and Feedback</td>
<td>161</td>
</tr>
</tbody>
</table>
4.4.0 Continuous Evaluation
4.5.0 Support
4.6.0 Pupil Perception Inventory Towards Learning

CHAPTER V: CONCLUSIONS AND SUMMARY

5.1.0 Conclusions
5.1.1 Limitations of the Findings
5.2.0 Implications of the Findings
5.3.0 Suggestions for Further Research

SUMMARY
REFERENCES
APPENDICES