LIST OF CONTENTS

CHAPTER –I Introduction
1.1.1 The concept of Teachers
1.1.2 Teacher and Education
1.1.3 Importance of Teachers
1.1.4 Concept of Teacher Education
1.1.5 Pedagogical knowledge of teachers
1.1.6 Knowledge of subject matter and knowledge about teaching learning
1.1.7 Pedagogical content knowledge
1.1.8 Teacher training a means of mass Education
1.1.9 Different ways of Training the teachers
1.1.10 Importance of pre-service programme at the B.Ed level.
1.1.11 Inadequacies of B.Ed training programmes.
1.1.12 Effectiveness of Teaching
1.1.13 The nature of the concept –‘teaching effectiveness’
1.1.14 Some problems in defining effectiveness of teaching
1.1.15 Measuring effectiveness of teaching
1.1.16 The ‘criterion’ of ‘criteria’ for measuring teaching effectiveness
1.1.17 Relationship between “effectiveness” “Successfulness” and “popularity” as concept of teaching.
1.1.18 The Teacher in the Vedic and post Vedic period.
1.1.19 Role of Teacher in the Education process
1.1.20 Educational objectives for effective teaching
   1.1.20.01 Learning
   1.1.20.02 Teaching
   1.1.20.03 Principles of Teaching
   1.1.20.04 Observing Teaching
   1.1.20.05 Practice Teaching
   1.1.20.06 Effective Teaching
   1.1.20.07 Effective Learning
1.1.21 Research in Effectiveness teaching / Instruction.
1.2 Teaching aptitude
1.2.1 Teaching aptitude and student teachers
1.2.2 Teaching aptitude and teaching effectiveness
1.3 Brain Hemisphericity
   Left Hemisphere
   Right hemisphere
   Integrated hemisphere
1.3.1 Hemispherical dominance in learning
1.3.2 Left Brain and Right Brain students, and learning
1.3.3 Style of learning and thinking style
   Auditory
   Visual
   Kinesthetic
   Linear (left Brain-dominant)
   Global (Right Brain-dominant)
1.4 Cognitive styles: The development of Field Independent- Dependent
1.4.1 Definition of cognitive style
1.4.2 Origin and development of cognitive development
1.4.3 Concept of cognitive style
1.4.4 Characteristics of Cognitive style
1.4.5 Different Approaches to the study of Cognitive style
1.4.6 Dimension of Cognitive style
   1. Systematic style
   2. Intuitive style
   3. Integrated style
   4. Undifferentiated style
   5. Spilt style
1.5 Academic performance
1.5.1 Definition of academic performance
1.5.2 Criteria of academic performance
1.5.3 Factor facilitating Academic performance
1.5.4 Hindrance to Academic Achievement
1.5.5 Teacher and academic performance
1.5.6 Multi Dimensional Activity of academic performance
1.6 Need for the problem
1.7 Statement of the problem
1.8 Operational definitions
1.9 Objective of the study
1.10 Hypotheses
1.11 The Method
1.12 Statistical Techniques
1.13 Delimitation of the study
1.14 Selection of the sample
1.15 Tools used in the present study
1.16 A brief Resume of the chapters

CHAPTER – II REVIEW OF RELATED LITERATURE

2.1. Studies on Teaching Effectiveness
2.1.1 Studies related to teaching effectiveness at primary level.
2.1.2 Studies related to teaching effectiveness at secondary level.
2.1.3 Studies related to teaching effectiveness at College level.
2.1.4 Studies related to teaching effectiveness at dimensions.
2.1.5 Studies related to teaching effectiveness at Student teachers.
2.1.6 Studies related to Teaching effectiveness at Survey of 12 Strategies.
2.1.7 Studies related to Teaching effectiveness at teaching competency.
2.1.8 Studies related to Teaching effectiveness at Gender.
2.1.9 Studies related to Teaching Effectiveness Subjects discipline.
2.1.10 Studies related to Teaching effectiveness at type of management.
2.1.11 Studies related to Teaching effectiveness at Locality.
2.1.12 Studies related to Teaching effectiveness at Educational Qualification.
2.1.13 Studies related to Teaching Effectiveness at The Nature of the institution.
2.1.14 Studies related to Total Teacher Effectiveness.
2.1.15 Studies related to Teaching effectiveness at teaching aptitude
2.1.16 Studies related to Teaching effectiveness at hemispheric dominance.
2.1.17 Studies related to Teaching effectiveness at cognitive style.
2.1.18 Studies related to Teaching effectiveness at Academic Achievement.

2.2: Studies on Teaching Aptitude
2.2.1 Studies related to Teaching aptitude and General.
2.2.2 Studies related to Teaching aptitude and college level.
2.2.3 Studies related to Teaching aptitude and hemispheric dominance.
2.2.4 Studies related to Teaching aptitude and cognitive style.
2.2.5 Studies related to Teaching aptitude and Academic performance.
2.2.6 Studies related to Teaching aptitude and Gender.
2.2.7 Studies related to Teaching aptitude and Subject discipline.
2.2.8 Studies related to Teaching aptitude and Type of management.
2.2.9 Studies related to Teaching aptitude and Locality.
2.2.10 Studies related to Teaching aptitude and Educational qualification.
2.2.11 Studies related to Teaching aptitude and Age groups.

2.3 Studies on Hemisphericity.
2.3.1 Studies related to hemispheric dominance in Right left and integrated brain.
2.3.2 Studies related to hemispheric dominance and cognitive style.
2.3.3 Studies related to hemispheric dominance and Academic achievement.
2.3.4 Studies related to hemispheric dominance and Gender.
2.3.5 Studies related to hemispheric dominance and subject discipline.
2.3.6 Studies related to hemispheric dominance and educational qualification.

2.4 Studies on Cognitive style
2.4.1 Studies related at cognitive style school and college level.
2.4.2 Studies related at Cognitive style and academic achievement.
2.4.3 Studies related to cognitive style and Field independent and Field dependent.
2.4.4 Studies related to cognitive style and Gender.
2.4.5 Studies related to cognitive style and Subject discipline.
2.4.6 Studies related to cognitive style and type of management.
2.4.7 Studies related to cognitive style and locality.
2.4.8 Studies related to cognitive style and Educational qualification.
2.4.9 Studies related to cognitive style and age groups

2.5. Studies on Academic achievement.
2.5.1 Studies related Academic achievement in General.
2.5.2 Studies related to Academic achievement in B.Ed Practical and Theory.
2.5.3 Studies related to Academic achievement and Gender.
2.5.4 Studies related to Academic achievement and Subject discipline.
2.5.5 Studies related to Academic achievement and Type of management.
2.5.6 Studies related to academic achievement and locality.
2.5.7 Studies related to Academic achievement and educational qualification.
2.5.8 Studies related to Academic achievement and Age groups.
2.5.9 Studies related to Academic achievement and Birth order.
2.5.10 Studies related to Academic achievement and Parental income.
2.5.11 Studies related to Academic achievement and Parental occupation.
2.5.12 Studies related to Academic achievement and Parental education.
2.5.13 Studies related to Academic achievement and Type of family.

CHAPTER – III Methodology
3.1 Introduction
3.2 Objective of the study
3.3 Location of the study
3.4 Methods of study
3.5 Selection of Samples
3.6 Variables of study
3.7 Tools used in the present study
3.8 Kulsum teaching effectiveness scale
3.9 Teaching aptitude Scale
3.10 Style of learning and thinking inventory (SOLAT)
3.11.01 Cognitive style (Witkin’s groups embedded figure test)
3.12.02 Cognitive style inventory (CSI)
3.13 Academic performance Test
CHAPTER –IV ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction
4.2 Classification of B. Ed student teachers Based on the variables of the present study
4.3 Descriptive statistics
4.4 Differential Statistics ‘t’ values
4.5 Differential Statistics ‘F’ Values
4.6 Correlation Analysis
4.7 Multiple Correlation and step wise Regression Analysis
4.8 Discriminate Analysis
4.9 Conclusion

CHAPTER – V SUMMERY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 Summary
5.2 Statement of the problems
5.3 Operational Definitions
5.4 Objective of the Study
5.5 Selection of the samples
5.6 Methods of Study
5.7 Variables of the study
5.8 Delimitation of the study
5.9 Major finding
5.10 Educational implication
5.11 Recommendation
5.12 Conclusion
5.13 Suggestion for the further research.

BIBLIOGRAPHY

APPENDIX.