## **CONTENTS**

Sr. No.	Particulars	Page No.
	❖ Certificate	
	❖ Acknowledgements	
	<b>❖</b> Table of the Contents	
	❖ List of Learning Logs	
	❖ List of the Tables	
	❖ List of the Figures	
	❖ List of the Abbreviations	
	CHAPTER- I: INTRODUCTION	1-45
1.0	Introduction	
1.1	Bases of Constructivism	
	1.1.1. Learning and Instruction in Constructivist Class Room	
	1.1.2. Constructivist Learning Environment	
	1.1.3. Learner and Knowledge Construction	
	1.1.4. Constructivist Instructional Strategy and Problem	
	Based Learning (PBL)	
	1.1.4.1. How PBL Works?	
	1.1.4.2. The Role of the Teacher in PBL	
	1.1.5. Constructivist Learning Environment and PBL	
	1.1.6. Challenges of Constructivist Education	
	1.1.7. Instructional Approach: A Contrast Between	
	Conventional and Constructivist Education	
	1.1.8. Teacher Centered Versus Learner Centered Education	
	1.1.9. Characteristics of Teachers in Constructivist	
	Classrooms	
1.2	Teacher Education Programme	
	1.2.1. Pre-Service Teacher Education Programme	
	1.2.2. In-Service Teacher Education Programme	
	1.2.3. Teacher Education and National Curriculum Framework-	
	2005	

cial Skill  1. Importance of Social Skill 2. Differences between Social Skill and Social Competence 3. Social Skill Behavior 4. Social Skill Assessment 5. Social Skill Development and Constructivism 6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions tement of the Problem dectives of the Study  CHAPTER-II  REVIEW OF THE RELATED LITERATURE Toduction cas of Review 1. Constructivism 2. Constructivist Mathematics and Science Education 3. Constructivist Pedagogy 4. Problem Based Learning	46-64
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education bortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme tionale of the Study search Questions tement of the Problem sectives of the Study CHAPTER-II REVIEW OF THE RELATED LITERATURE Toduction teas of Review .1. Constructivist Mathematics and Science Education	46-64
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education bortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme ionale of the Study search Questions tement of the Problem jectives of the Study  CHAPTER-II  REVIEW OF THE RELATED LITERATURE roduction eas of Review .1. Constructivism	46-64
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions tement of the Problem sectives of the Study CHAPTER-II REVIEW OF THE RELATED LITERATURE roduction eas of Review	46-64
1. Importance of Social Skill 2. Differences between Social Skill and Social Competence 3. Social Skill Behavior 4. Social Skill Assessment 5. Social Skill Development and Constructivism 6. Social Skill Development and Teacher Education Fortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme Fionale of the Study Freach Questions Frement of the Problem Frederick Study Freational definition of Terms For ope of the Present Study  CHAPTER-II  REVIEW OF THE RELATED LITERATURE Froduction	46-64
1. Importance of Social Skill 2. Differences between Social Skill and Social Competence 3. Social Skill Behavior 4. Social Skill Assessment 5. Social Skill Development and Constructivism 6. Social Skill Development and Teacher Education Fortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme Fionale of the Study Freach Questions Frement of the Problem Frederick Study Freational definition of Terms For ope of the Present Study  CHAPTER-II  REVIEW OF THE RELATED LITERATURE Froduction	46-64
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions tement of the Problem sectives of the Study crational definition of Terms ope of the Present Study  CHAPTER-II REVIEW OF THE RELATED LITERATURE	46-64
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions tement of the Problem sectives of the Study erational definition of Terms ope of the Present Study	46-64
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions tement of the Problem jectives of the Study erational definition of Terms	
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education portance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme tionale of the Study search Questions tement of the Problem jectives of the Study	
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions tement of the Problem	
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme cionale of the Study search Questions	
.1. Importance of Social Skill .2. Differences between Social Skill and Social Competence .3. Social Skill Behavior .4. Social Skill Assessment .5. Social Skill Development and Constructivism .6. Social Skill Development and Teacher Education cortance of Vygotsky's Approach of Learning in Construction Social Skills in Pre-Service Teacher Education Programme tionale of the Study	
<ol> <li>Importance of Social Skill</li> <li>Differences between Social Skill and Social Competence</li> <li>Social Skill Behavior</li> <li>Social Skill Assessment</li> <li>Social Skill Development and Constructivism</li> <li>Social Skill Development and Teacher Education</li> <li>Footal Skill Development of Learning in Construction</li> <li>Social Skills in Pre-Service Teacher Education Programme</li> </ol>	
<ol> <li>Importance of Social Skill</li> <li>Differences between Social Skill and Social Competence</li> <li>Social Skill Behavior</li> <li>Social Skill Assessment</li> <li>Social Skill Development and Constructivism</li> <li>Social Skill Development and Teacher Education</li> <li>Footance of Vygotsky's Approach of Learning in Construction</li> </ol>	
<ol> <li>Importance of Social Skill</li> <li>Differences between Social Skill and Social Competence</li> <li>Social Skill Behavior</li> <li>Social Skill Assessment</li> <li>Social Skill Development and Constructivism</li> <li>Social Skill Development and Teacher Education</li> </ol>	
<ol> <li>Importance of Social Skill</li> <li>Differences between Social Skill and Social Competence</li> <li>Social Skill Behavior</li> <li>Social Skill Assessment</li> <li>Social Skill Development and Constructivism</li> </ol>	
<ol> <li>Importance of Social Skill</li> <li>Differences between Social Skill and Social Competence</li> <li>Social Skill Behavior</li> <li>Social Skill Assessment</li> </ol>	
<ol> <li>Importance of Social Skill</li> <li>Differences between Social Skill and Social Competence</li> <li>Social Skill Behavior</li> </ol>	
<ul><li>.1. Importance of Social Skill</li><li>.2. Differences between Social Skill and Social Competence</li></ul>	
.1. Importance of Social Skill	
cial Skill	
Education	
.9. Implications of Constructivist Approach for Teacher	
.8. Major Shift in Teacher Education	
.7. Teacher Education and Classroom Learning Challenges	
.6. Critical Reflection on Teacher Education	
2007	
2009	
2 2 2	<ul> <li>2.5. Teacher Education and National Knowledge Commission-2007</li> <li>2.6. Critical Reflection on Teacher Education</li> <li>2.7. Teacher Education and Classroom Learning Challenges</li> </ul>

	2.1.6. Teacher Education	
2.2	Relevance to the Present Study	
	CHAPTER-III	<i>(5.</i> 97
	METHODOLOGY	65-87
3.0	Introduction	
3.1	Choosing a Methodology	
	3.1.1. Case-study as research strategy	
	3.1.2. Situating the present study	
3.2	Research design	
	3.2.1. Selecting the case-study Teacher Training Institution	
	3.2.2. Gaining access to the case-study research site	
	3.2.3. Ethical considerations	
	3.2.4. Sample of the study	
	3.2.4.1. Sample size	
3.3	Data collection techniques	
	3.3.1. Procedure of data collection	
	3.3.1.1. Formation of group	
	3.3.1.2. Construction of PBL problem scenarios	
	3.3.1.2.1. Objectives of PBL problem scenarios	
	3.3.1.2.2. Finding out PBL problem scenarios	
	3.3.1.2.3. Preliminary form of the PBL problem	
	scenarios	
	3.3.1.2.4. Design of content analysis format of the	
	PBL problem scenarios 3.3.1.2.5. Content analysis of the PBL problem	
	scenarios	
	3.3.1.2.6. Editing the text of PBL problem scenarios	
	3.3.1.2.7. Final form of PBL problem scenarios	
	3.3.1.3. Orientation towards PBL	
	3.3.1.4. Assigning PBL activities	
	3.3.1.5. Participant observation	
	3.3.1.6. Focus group	
	3.3.1.7. Field note	

	ANALYSIS AND INTERPRETATION	95-195
4.5	The setting: the materials and technology.  CHAPTER- V	
4.4	The setting: Allocation of space and place  The setting: the meterials and technology.	
4.3	The setting: Allocations of time	
4.2	The Setting: Organizing Group of Students  The setting: Allegations of time	
4.1	Geographical Location	
4.0	Setting the Stage  Congraphical Location	
4.0		
	CHAPTER-IV THE SETTING	88-94
3.5	CHAPTER IV	
2.5	3.4.2.9. Content analysis of feedback	
	3.4.2.8. Factor analysis	
	3.4.2.7. Social Skills Check List	
	behavior	
	3.4.2.6. Content analysis summary of dynamics of	
	3.4.2.5. Checklist matrix of dynamics of behavior	
	3.4.2.4. Identifying meaningful data units	
	3.4.2.3. Formatting the transcript for analysis	
	3.4.2.2. Preparing the data in transcript form	
	3.4.2.1. Preliminary analysis during data collection	
	3.4.2. Procedure of data analysis	
	3.4.1. Units of data analysis	
3.4	Data analysis	
	3.3.1.11.2. Collection of feedback	
	3.3.1.11.1. Purpose of feedback	
	3.3.1.11. Feedback of teacher trainees towards PBL	
	3.3.1.10.3. Data collection through the perception scale	
	3.3.1.10.2. The perception scale	
	3.3.1.10.1. Objectives of Perception	
	3.3.1.10. Perception of teacher trainees towards PBL	
	3.3.1.9. Learning Log	
	3.3.1.8. Video recording	

5.0	Introduction			
	5.1.	Data		
	I. Edi	I. Editing and coding		
	<b>5.2.</b> Transcribing video-tapes			
	5.3.	Social skill components		
		5.5.1. How teacher trainees learnt to socialize?		
		5.5.2. Feelings and Know –How?		
		5.5.3. A teacher trainees became aware of self		
		5.5.4. Teacher trainees were different from one		
		another		
		5.5.5. How did one do what she\he did?		
		5.3.5.1. Body position and movement		
		5.3.5.2. Quality of voice		
		5.3.5.3. Facial expression		
		5.3.5.4. What did the teacher trainees say?		
		And how did the other respond?		
		5.3.5.5. What happened next in		
		relationship?		
		5.3.5.6. Emotional investment in the role		
		5.5.6. Pattern of behavior		
		5.3.6.1. Evidence of interest among teacher		
		trainees		
		5.3.6.2. How were contacts made?		
		5.3.6.3. How did one behave with other		
		teacher trainees?		
		5.3.6.4. What seemed to be one's feelings		
		about other teacher trainees?		
		5.3.6.5. What position did one take in		
		relation to other?		
		5.5.7. Evidence of growth		
	5.4.	Case analysis: Illustrations-I to XXXIII		
	II. Di	Pisplay of Data		
	5.5.	Choosing a display type		

	5.5.1. Check list matrix of dynamics of behavior	
	5.5.2. Content analysis summary of dynamics	ı
	behavior	ı
	5.5.3. Social skills check list	İ
	III. Generating meaning	
	<b>5.6.</b> Factor analysis	1
	<b>5.7.</b> Perception of teacher trainees towards PBL	1
	<b>5.8.</b> Content analysis of feedback of teacher trainees	1
	<b>5.9.</b> Major findings	1
	<b>5.10.</b> Discussion and conclusion	1
	CHAPTER-VI	195-
	SUMMARY, FINDINGS AND CONCLUSION	224
6.0	Introduction	
6.1	Constructivism in teaching and learning	
	6.1.1. Challenges of constructivist education	ı
	6.1.2. Major shift in teacher Education	İ
6.2	Rationale	
6.3	Research question	
6.4	Statement of the problem	
6.5	Objectives of the study	
6.6	Operational definitions of terms	
6.7	Scope of the present study	
6.8	Case-study as research strategy	
6.9	Data collection	
	6.10.1. Procedure of data collection	İ
	6.9.1.1. Participant observation	ı
	6.9.1.2. Focus group	1
	6.9.1.3. Field note	1
	6.9.1.4. Video recording	ı
	6.9.1.5. Learning Log	l
	6.9.1.6. Perception of teacher trainees towards PBL	l
	6.9.1.7. Feedback of teacher trainees towards PBL	<u> </u>
6.10	Data Analysis	

	6.10.1.	Procedures of data analysis
	6.10.1.1.	Preliminary analysis during data collection
	6.10.1.2.	Preparing the data in transcript form
	6.10.1.3.	Formatting the transcript for analysis
	6.10.1.4.	Identifying meaningful data units
	6.10.2.	Check list matrix of dynamics of behaviors
	6.10.3.	Content analysis summary of dynamics of
	behavi	ors
	6.10.4.	Social Skills check list
	6.10.5.	Factor analysis
	6.10.6.	Content analysis of teacher trainees' feedback
6.11	Major findings	S
6.12	Discussion	
6.13	Educational in	nplications
	6.13.1.	Learners
	6.13.2.	Learning process
	6.13.3.	Learning activity
	6.13.4.	Learning environment
	6.13.5.	Learning technique
	6.13.6.	Teaching skill
	6.13.7.	Curriculum
	6.13.8.	Learning experience
	6.13.9.	Teacher Education
	6.13.10.	Lesson plan
	6.13.11.	Pedagogy
6.14	Suggestions for further research	
6.15	Conclusion	
	Bibliography	
	Appendices	
	Appendix-A	PBL Orientation
	Appendix-B	Preliminary Form of PBL Problem Scenario-1
	Appendix-C	Preliminary Form of PBL Problem Scenario-2
	Appendix-D	Final Form of PBL Problem Scenario-1

Appendix-E	Final Form of PBL Problem Scenario-2
Appendix- F	Content Analysis Format of PBL Problem
	scenarios
Appendix- G	Sample Field note
Appendix- H	The Perception Scale
Appendix-I	Check list matrix of dynamics of behaviors of
	group-1 and group-2
Appendix-J	Content analysis summary of dynamics of
	behaviors of group-1 and group-2
Appendix-K	Factor matrix of group-1
Appendix-L	Factor matrix of group-2
Appendix-M	Contents of Feedback