



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL  
OF CURRENT RESEARCH

International Journal of Current Research

Vol. 16, Issue, 06, pp.28870-28872, June, 2024

DOI: <https://doi.org/10.24941/ijcr.47354.06.2024>

## RESEARCH ARTICLE

# A STUDY OF THE EFFECTIVENESS OF CO-OPERATIVE LEARNING STRATEGIES ON PROFESSIONAL SKILLS OF B.ED STUDENTS

\*Prof. Sunil S Patil

Asst Professor, BLDEA's, JSS College of Education, PG Studies in Education and Research Centre, Rammandir Road S.S. High School Campus Vijayapur, Pin-586101state- Karnataka, India

### ARTICLE INFO

#### Article History:

Received 20<sup>th</sup> March, 2024

Received in revised form

15<sup>th</sup> April, 2024

Accepted 24<sup>th</sup> May, 2024

Published online 30<sup>th</sup> June, 2024

#### Key words:

Co-operative Learning Strategies,  
Professional Skills, Emotional  
Intelligence.

#### \*Corresponding author:

Prof Sunil S Patil

### ABSTRACT

Education is a lifelong process. It starts at the birth and continue till the death. India has seen various era of education right from Vedic education system up to the post independent period. In the start the education system was totally teacher centered. Whatever teachers taught was considered as an ultimate truth and reality. Teacher centered learning is not sufficient to fulfil the requirement of education hence there is a need of strategies based on the student centered approach. Cooperative learning is one of the teaching techniques where student's involvement in teaching learning process has given importance. Cooperative learning strategies are based on social constructivism which is one of the main stream of constructivism. In this concept students works in a small group and collectively for better learning. Students get the chance for the activeparticipation than the passive listener like in traditional teaching methods. If teachers are developed allroundly in their life directly it would help the students to develop their personality and help them in their future careers. Right from the ancient education system more stress was given on the cognitive developmentof the students and emotional development has been totally ignored as our curriculum is mainly based onintellectual development of the child. Hence it is a need of today to strengthen the emotional intelligence of the students and it would be possible if we introduce new strategies of cooperative learning the curriculum.The success of teaching is depends upon the required professional skills. Cooperative learning can help the teacher training students to improve their professional skills.

Copyright©2024, Sunil S Patil. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Prof Sunil S Patil. 2024. "A study of the Effectiveness of Co-operative Learning Strategies on Professional Skills of B.Ed students". *International Journal of Current Research*, 16, (06), 28870-28872.

## INTRODUCTION

Education is a lifelong process. It starts at the birth and continue till the death. India has seen various era of education right from Vedic education system up to the post independent period. In the start the education system was totally teacher centered. Whatever teachers taught was considered as an ultimate truth and reality. Student's involvement was less in the teaching learning process. As period changed involvement of students and their active participation was appreciated by the various educationist of our country, Teacher and students are two inseparable poles of education system of our country and lots of efforts were made to introduce the curricula where student's participation had given importance. The great educationists of our country had stated the importance of education for the development of overall personality.

If we observed the today's scenario of the education. We can say the teacher centred teaching is still practiced in the majority of educational institute and spoon feeding type of learning is going on. Only intellectual level of the students is being strengthened and instead of overall development of personality education has become the medium to earn the bread and butter. There is no scope for the development of emotional intelligence and required professional skills in the students. Free and compulsory education for all children up to 14 years is the constitutional commitment in our country and to achieve this number of teachers both at the primary and secondary level of education overtime has increased many folds. Kothari commission (1964) stated that "Nothing is more important than securing a sufficient supply of high quality of recruits of the teaching profession providing them with the best possible profession preparation and creating satisfactory conditions of work in which they can be fully effective"

Teacher training education plays an important role to develop good quality teachers for the country. Teaching information, techniques and methods are constantly being updated and changed. Teacher centered learning is not sufficient to fulfill the requirement of education hence there is a need of strategies based on the student centered approach. Cooperative learning is one of the teaching techniques where student's involvement in teaching learning process has given importance.. Cooperative learning strategies are based on social constructivism which is one of the main stream of constructivism. In this concept students works in a small group and collectively for better learning. Students get the chance for the active participation than the passive listener like in traditional teaching methods. There may be a direct relationship between cooperative learning and professional skills required in the teaching profession. Today's world is a world of globalization and modernization. Every sector is in the race of success and development. Education sector is also grooving and mostly depends upon the qualities of the teachers. Cooperative learning could help the teacher training students to develop the emotional intelligence and the professional skills to cope up with the worst situations and incoming challenges. NCTE had taken the great efforts to strengthen the teacher education curriculum of the all levels of teacher education. If teachers are developed all roundly in their life directly it would help the students to develop their personality and help them in their future careers. Right from the ancient education system more stress was given on the cognitive development of the students and emotional development has been totally ignored as our curriculum is mainly based on intellectual development of the child. Hence it is a need of today to strengthen the emotional intelligence of the students and it would be possible if we introduce new strategies of cooperative learning the curriculum. The success of teaching is depends upon the required professional skills. Cooperative learning can help the teacher training students to improve their professional skills.

**Statement of the Problem:** A study of the Effectiveness of Co-operative Learning Strategies on Professional Skills of B. Ed students .

**Need of the study:** Teacher training education is based on the theoretical pedagogy and practical skills required for the teaching. Only cognitive development and basic practice teaching skills are not enough to prepared teachers for the various levels of the schools. Cooperative learning can be one of the options to develop the professional skills and emotional intelligence in primary teacher trainees. In this term it is one intention of researcher to study utility of cooperative learning strategies in the development of professional skills.

#### Scope of the study

- The study has scope for B.Ed students only.
- This research has a scope in Teacher Education only
- This study will focus on evaluation of teachers

#### Limitations of research study

- This study is limited to cooperative learning strategies (Think pair share, The Williams, STAD (Student Teams Achievement Divisions) only
- This study is limited to B.Ed students of Vijayapur City
- This study is limited to Experimental method only.

- This study is limited to statistical methods of data analysis like 't' test, 'F' test, Central tendency, 'r' coefficient of correlation, ANCOVA.

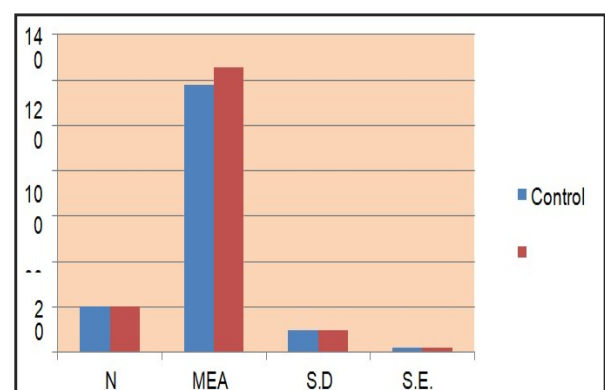
#### OBJECTIVES OF THE STUDY

- To select the Sample of B.Ed English medium students from the population of B.Ed students in Vijayapur
- To develop a lesson plan of selected unit from Science Method on the basis of Lecture method for B. Ed students.
- To develop a lesson plan of selected unit from science on the basis of cooperative learning strategies for B.Ed students.
- To compare Professional Skills of B. Ed students.
- To compare the effectiveness of lecture method on development of professional skills of B.Ed students.
- To compare the effectiveness of lecture method on development of emotional intelligence of B.Ed students.
- To compare the effectiveness of cooperative learning strategies on development of professional skills of B.Ed students. .
- To compare the effectiveness of Lecture method and cooperative learning strategies on the development of professional skills in B.Ed students.
- To compare the effectiveness of Lecture method and cooperative learning strategies on the development of Emotional intelligence in B.Ed students.
- To study the Effectiveness of lecture method on different professional skills of B.Ed students.
- 14. To study the effectiveness of cooperative learning strategies on different professional skills of B.Ed students.
- 15. To compare the effectiveness of lecture method and cooperative learning strategies on different professional skills of B.Ed students.

#### HYPOTHESIS

- There is no significant difference in professional skills of B.Ed students of Control and Experimental group.
- There is no significant difference in the effectiveness of lecture method on the development of Emotional Intelligence of B.Ed students of Control and Experimental group.

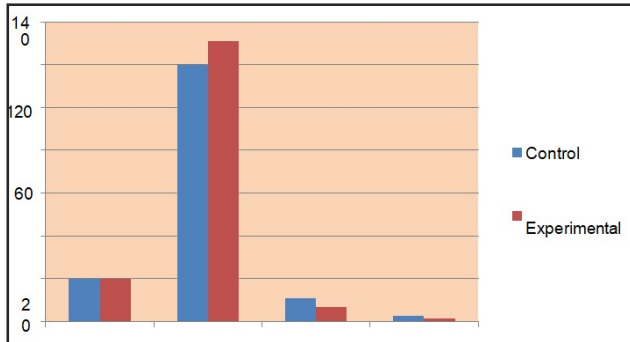
Particulars	Control	Experimental
No. of students (N)	40	40
Mean(M)	118.10	125.50
Standard Deviation( $\sigma$ )	9.77	9.65
S.E.( $\sigma_M$ )	1.54	1.53



Graph 4.1. Showing the difference in professional skills of B.Ed Students

Statistical comparison of mean, S.D. and S.E of scores of professional skills of control and experimental group B.Ed. students of area after teaching by using lecture method and co-operative learning strategies. Graphical comparison of mean, S.D. and S.E. of scores of control and experimental group B.Ed. students of area in the study of effectiveness of lecture method and co-operative learning strategies on the development of their professional skills

Particulars	Control	Experimental
No. of students (N)	40	40
Mean (M)	119.60	125.75
Standard Deviation ( $\sigma$ )	10.36	10.05
S.E.( $\sigma_M$ )	1.64	1.59



**Graph 4.2. Showing the difference in the effectiveness of lecture method on the development of Emotional Intelligence of B.Ed students**

Statistical comparison of mean, S.D. and S.E. of scores of professional skills of control and experimental B.Ed. students after teaching by using lecture method and co-operative learning strategies. Graphical comparison of mean, S.D. and S.E. of scores of control and experimental group B.Ed. students the study of effectiveness of lecture method and co-operative learning strategies on the development of their professional skills.

## CONCLUSION

Cooperative learning also provides the same condition for learning where students interact with each other and observe behaviour of each other. Previous researchers have found that, cooperative learning was seen more effective on social skills of individuals. Cooperative learning has significantly positive effect on social skills. Shekarey (2012) had also discussed the effects of cooperative learning on development of social skills and found the same results as found by Ebrahim.

The present research study supported some of the past studies and contradicted with some. The result of the present study shows that, co-operative learning has benefits at three levels i.e. professional, psychological and social. These conclusions are consistent with the inferences of Johnson. According to him, cooperation enhances considerably greater effort to achieve than does competitive or individualistic efforts

## REFERENCES

- Randall, Vickie. "Cooperative Learning." *Gifted Child Today* 22, no. 2 (March 1999): 14–16. <http://dx.doi.org/10.1177/107621759902200205>.
- Sterne, Marie L. "Cooperative Learning." *Strategies* 3, no. 5 (April 1990): 15–16. <http://dx.doi.org/10.1080/08924562.1990.10591744>.
- Logan, Thomas F. "Cooperative Learning." *Social Studies* 77, no. 3 (May 1986): 123–26. <http://dx.doi.org/10.1080/00220973.1944.11019799>.
- Wiegmann, Douglas A., Donald F. Dansereau, and Michael E. Patterson. "Cooperative Learning." *Journal of Experimental Education* 60, no. 2 (January 1992): 109–16. <http://dx.doi.org/10.1080/00220973.1991.10806583>.

\*\*\*\*\*