

## **Summary of the UGC Sponsored Minor Research Project**

**Title: Effectiveness of a Programme on Cooperative Learning Teaching Strategy for Pre-Service Teachers**

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Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. To have a chance of future implementation, cooperative learning must be modelled for pre service teachers and experience by them as learners.

The researcher selected a study based on cooperative learning because the study would help the pre service teachers learn the teaching strategy based on cooperative learning as students as they would get hands on experience of the techniques as learners. Furthermore they would also learn how to use these teaching strategies as teachers, while conducting their practice school lessons.

The objectives of the study were: 1) To analyse the pre-service teachers' awareness regarding cooperative learning and their needs about a programme for its classroom application. 2). To develop a programme for preparing pre-service teachers regarding teaching strategy based on cooperative learning. 3). To find out the effectiveness of the programme.

This was a 'Multi Method Research' which included a 'Survey', 'Product Development' and 'Programme Evaluation' research methods. Both Qualitative and Quantitative Data was collected from a sample of 42 Second Year English Medium Pre-Service Teachers (S.Y.B.Ed. student teachers). The data was analysed and triangulation was done following the 'Mixed Methods Evaluation Design'.

The findings of the study indicated that the pre-service teachers showed awareness regarding the theoretical and practical aspects of cooperative learning; however they expressed the need for a training programme on cooperative learning to make their teaching more effective. The feedback from the pre-service teachers after the programme implementation indicated a very favourable opinion regarding the usefulness of the training programme based on cooperative learning teaching strategies. The researcher's observations using a rubric and rating scale showed that a large number of students reached the 'Accomplished Stage' as learners and more than 80% of the pre-service teachers were rated as 'Very Good' in planning and implementing the activities based on cooperative learning effectively as teachers. They further exhibited willingness to use cooperative learning teaching techniques during their school lessons as future teachers. The conclusion of the study was that the training programme on cooperative learning teaching strategy for the pre-service teachers was effective.