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REPORT ON COOPERATIVE LEARNING METHOD.

Usually, the instruction in Indian classrooms is a one-way process in which the teacher directly presents the content matter and skills dictated by a textbook. Students generally remain passive throughout a lesson. Group work is not nurtured in the classrooms and students are required to memorize a large quantity of factual information. The lesson usually begins with a review of the previous lesson. The teacher would then go over the pupils homework, listen to the memorized material and then accept or reject pupils solutions to problems previously presented. The teacher would then introduce new material, develop a lesson, give guided practice and home assignment, which usually consists of contents to be read, write, memorize or do some exercises from the book. Although teachers pose many questions for evaluation purpose, yet all the questions asked are at knowledge and comprehension levels which begin with what; and when; the questions of higher level, i.e. analysis and synthesis level, which would promote Critical Thinking skill in children, are rarely asked. Therefore, it is very much necessary that the Indian education system must undergo for some major reforms. These reforms should include a shift from the didactic approach to a student centered or more interactive teaching strategies. Dr Ajay Kumar, Assistant Professor, used the Cooperative learning method, while teaching to B.Ed. students. Cooperative Learning Method provided a better opportunity for students to discuss and exchange their views with one another and help to develop higher order thinking such as reasoning, logical thinking, Critical Thinking and Problem Solving Ability. So, as an instructional method and classroom organization, cooperative learning method merit serious consideration for use in thinking classrooms. This method helped to improve the whole teaching learning process.




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