CHAPTER-VI

GENERALIZATIONS, CONCLUSION

AND

EDUCATIONAL IMPLICATIONS

On the basis of findings obtained in respect of the research hypotheses studied in this research the generalization, conclusion, suggestions and educational implications which appear to arise and emanate from the observations are being presented systematically in this chapter.

Generalizations

In this study the researcher made available the learning opportunities to the students through Cooperative Learning technique. In small groups, the students started to help each other in learning together. Students used cooperative pro-social behavior to accomplish the learning activities. Activities were structured by the researcher in a manner so that students need each other to accomplish their common tasks or learning activities. Students were individually accountable or responsible for their work, their learning as well as the learning of the group members.

During every activity specific roles were assigned to students and they accomplished the task with great enthusiasm. The results of the study proved that the self-instructional package of cooperative learning and this innovative method of instruction were found very effective and this method can apply on a larger population with great confidence for the attainment of better results and in making teaching-learning process more effective.
Impact on Learning Gains

One of the very obvious mandates flowing from the results of this study is that there was an increase in the learning gains of students after the implementation of self-instructional package of cooperative learning. It also appeared to prove that a positive attitude developed among students towards academics because of better achievement in subject. So it can be said with a great confidence that cooperative learning method of teaching is very effective and this method can be implemented on a larger population with surety. The findings of this research are in conformity with several other researches also, which proved that there is a positive impact of cooperative learning teaching method on the achievement of the students.

Impact on Creative Behaviour

The findings of the research have confirmed that there is an impact of use of cooperative learning method on the development of creative behavior among students.

In this study, in the cooperative learning classroom the activities were organized in a way that children tried to complete the assigned tasks in an innovative way. They got the opportunity to think divergently. It was observed that the power of association and ideational fluency increased in them. The students worked in a group with cooperation, accepted the ideas of others as well as they were free to express their views, opportunities were given to do several experiments and to attain meaningful conclusions. It was observed by the researcher that cooperative learning group activities increased the power of imagination and creative thinking among the students.

Cooperative learning classroom increased the spontaneous flexibility in the children. Further an ability to make logical evaluations and effective decisions was found increased. It was
found that the given problems and tasks helped in the manifestation of original thoughts and diversity in actions among students. It was also observed that Cooperative learning classroom provided opportunities to the children for wild, creative thinking, to get new experiences, to modify the previous experiences, to apply various concepts in different ways, to find the solutions of various problems which will remain useful for them in the future.

In a cooperative learning classroom such thought provoking tasks and assignments were given which helped children in making self-assertive and in developing higher logical ability in them. Different aspects of the creative imagination were found enhanced, which ultimately generate the creative behavior in the children. Students had shown their creative behaviour in a huge range or domains. The cooperative learning technique used in this research affected to all these domains successfully and helped in making a child more creative. The programme gave opportunities of wild thinking i.e. to allow the mind to think freely, unusually, unconventionally and without any inhibition. Group discussions through brainstorming helped students in motivating them and to become goal–oriented.

The findings of the research proved that self-instructional package of cooperative learning was helpful in developing imagination power, logical reasoning, novelty or original ideas, functionality and relevance of the thoughts, elegance and aesthetic sense, integration of thoughts, to stimulate positive emotions and an ability to create something new among students. The findings of the research are applicable on a greater population as well.

One can question that is there any relation between intelligence and creativity? And can creativity be developed among students? If a child is intelligent s/he can be creative also? As it is an established fact that through practice intelligence can be enhanced, similarly creativity can be enhanced in the children. This
study appear to provide positive hints in this regard that creativity can be taught to the children and by divergent thinking, expertise in the area and motivation, creative behavior can be developed among students.

Fig 6.1: Factors involved in enhancing creativity

**Impact on Attitude**

Most attitudes in individuals are a result of observational learning from their environment. Cooperative learning teaching method in this research provided adequate opportunities to the children for the observational learning. The researcher observed that through cooperative learning method children become education-oriented. Group processes and group activities developed positive attitude in the children towards various issues. Opportunities of gaining real experiences, discussions and original thinking, affected all the four dimensions of i.e. intensity, direction, extensity and duration of the attitude among students.

In the development of attitude in a person his/her perceptions, emotions, motivational, environmental and functional aspects took part. In this study researcher observed that by working in a group and by taking responsibility of learning of their own and the peer's, subsequently children shown emotional maturity. A more emotionally balanced behavior was observed in the children after
spending more time with each other. The researcher also observed that the tendency of selfishness and to win alone was more in the children in the early stages, which changed slowly and the children started to understand the importance of team work. The researcher observed the positive changes in attitude of the students on providing favorable, pleasant and satisfying experiences to the children through cooperative learning group activities.

This study also revealed that the cooperative learning teaching strategy produced positive results in the academic environment, as a cognitive support, especially within affective-motivational and socio-relational field. The researcher observed the constructive changes in the behavior of most of the students by working in group and completing the tasks together. Children were motivating each other, seemed to engender enthusiasm and great energy to do things and accomplish goals. Students started to believe in themselves and in their abilities. After completing every task children felt happy and a sense of fulfillment, satisfaction and success appeared in them. This boosted them to work more and to learn more and more, new things. Children were asking to do more work every time. It was observed that Cooperative learning method is an effective way to channelize the energy of the children in a positive and desired direction.

Working together developed an attitude in the children not to give up to the things, they started to thought that they can do everything, any task they can complete and there is nothing, which is difficult for them. The confidence level of the students became high and a problem solving attitude developed in them due to the group activities. Some students either individually or in groups tried to do various similar activities separately and at their homes also. They were participating in the discussions and asking various questions related with the activities. Various children of different schools started to work as a group leader in SCLGs, they voluntarily
also came forward for the completion of the various tasks of the cooperative learning modules, while in the beginning they were of very shy nature and even were not ready to speak anything in front of others.

The researcher discerned that the understanding of the concepts related with the subjects became deeper and comprehensive in the students and they were able to connect to the concepts with the experiences of daily life. Subject became easy and joyful for them and the eagerness to know more was found increased in the students.

The researcher also observed that the group tasks of cooperative learning are able to increase the inner powers and strengths of the children. The mental abilities of the children and the higher order thinking skills were increasing in them. In the students the power of retention of the concepts was found enhanced and the experience of learning became more satisfying for them. The attitude towards the subject as well as towards the school, peers, and teachers became more positive in the students. Cooperative learning activities created an environment of active, involved and exploratory learning for the students.

Cooperative learning tasks also encouraged the understanding of the students in a diverse manner. It also encouraged a feeling in the students for the responsibility of learning, responsibility towards each other and to make them more devoted towards their goal. Cooperative learning activities stimulated the tendency of critical thinking and helped students clarify ideas through discussion and debates. The communication skills become stronger in the children and who were shy and were not ready to speak anything in the beginning, they also started to participate in the discussions, started to ask questions and the learning became easier for all. It helped in the establishment of an atmosphere of cooperation and to help each other school wide.
Cooperative learning group activities helped the students in learning through constructivist approach. They tried to explore the things themselves, to find the results and to talk about the new ideas to solve the problems. This method also appeared to foster and develop interpersonal relationships. During the group activities students learnt that how to criticize ideas, how to argue and how to accept the shortcomings of their own. Emotional stability or balance and motivation are two major attributes which are necessary to develop in the students and the researcher found that cooperative learning method is useful in the development of these attributes in the students.

The ratio of class attendance was also increased in those schools in which, absence of the students were earlier a big problem e.g. Ramleela Public Inter College, Sardar Singh I. C. Lucknow and Shally P.S. Iglas, Aligarh. In public schools of Lucknow, Rampur, Moradabad and Raebareli, it was not a major problem, but the enthusiasm to come to the school increases in the students. Cooperative learning method slowly developed a stronger social relationship among the students. The classroom anxiety was significantly reduced. The classroom during the activities resembled with a place of real life social and academic experiments and interactions. Students played different roles and fulfilled different types of duties which increase confidence in the students. It increases the personalized experiences. Skill building and practice enhanced among students. Leadership quality and time management skill was found to be high in the children.

It may therefore be concluded that in face of all the evidences, it appears safe to aver that cooperative learning teaching method is helpful in the development of positive attitude among students and the findings are applicable on the larger population with a great confidence and surety.
Educational Implications

The findings of the present research have important implications for reengineering and reshaping the whole school education system in a more effective way. The findings of this research are also helpful in contributing immensely in restructuring and to strengthen the teaching-learning process by using an innovative strategy of cooperative learning. So curriculum and activities can be designed in such a manner so that students can get better opportunities to learn by doing and a realistic learning can occur in the students.

The cooperative learning method is based on constructive approach and engages students in learning actively. All the students get equal opportunity to work as well as for beneficial outcome. The results of this research appeared to prove that students who got opportunities to work collaboratively, learnt faster and more efficiently, shown greater retention, and felt more positive about the learning experience.

It can be said that with the use of cooperative learning method students can learn essential interpersonal life-skills and develop the ability to work collaboratively, the skill which is greatly in demand in the workplace nowadays. It is a way for students to take turns with different roles in the peer group and to construct the knowledge in their own way. In the SCLGs, every student was assigned a specific role, everyone was involved in the learning or project or work assigned, and it was assured that no one can remain a passive learner for the long time. The success of the group depends on the successful work of every individual. After working in a group for a long time during this research, such sense of responsibility was appeared in the students.

On the basis of this study it can be reasonably concluded that cooperative learning method might be the best approach. In the opinion of researcher with the help of cooperative learning method it
is possible to develop various skills in the students successfully. The organization WHO enlisted ten core (generic) life skills i.e. Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Managing Emotions. The researcher observed that Cooperative learning teaching method is helpful in the development of all these attributes in the students easily because it provides such opportunities to the children which can bring a major change in the attitude and the overall behavior of them.

Development of interpersonal skills like curiosity, questioning, rational thinking, decision making, leadership, suspended judgment, motivation etc. can be enhanced by CL teaching method. CL teaching method can develop scientific attitude and scientific temper among children. It is necessary to develop qualities of Altruism, Brother Hood, susceptibility, help to others, needy people, disabled people, respect to elders, women and children. All these qualities children will learn from school and then transfer in the society. The path of truth and hard work can be taught to the children by the use of CL teaching method.

The integral development of human beings is possible by the development of 4 H’s, these are – Head, Hand, Health and Heart. The various aspects included in 4 H’s are represented below:
Group events influence the progress of the children and their behaviors can be modified. The forces operative in the group can be shaped in the development of better personalities, attitudes, discipline, effective discussions, decisions and applications of the laws, principles and theories. A task oriented cooperative group can make learning a better and realistic experience.

In a closely cohesive or intimate group children proceed towards the achievement of goals with greater energy. The group work is observed as more effective than individual work or efforts in the performance of social activities. The group atmosphere and the technique of action of group life influence the personality of the group members. In a group, children also become free from tensions and frustrations.
Cooperation develops a mental state that produces a psychological motive to excel or to achieve goal. General humanistic tendencies are of great educational value. They have an important social reference and in a great way influencing the general social development of the child. This also helps in making effective social bonding among people and to find optimum solutions of the problems of the society. In cooperative learning group children learnt a tendency of bonding with others effectively. By the use of cooperative learning method and by organizing such activities in curriculum a positive attitude towards all can be inculcated among students.

Organization power of the students, time and resource management skills can be increased by the use of CL teaching method. Students can become more responsible and a tendency of Responsibility – towards self, family, society, nation and the world can develop in them. Students can become more aware for the progress of self and others positively. CL method provides good opportunity of education to the children. The teaching learning process can become more effective and child centered by the use of it and the effective learning will produce effective results and a wholesome development of the child.

SUGGESTIONS

Suggestions for Policy Makers, for Teachers, for Parents, Society & for further Researches

In today’s era of globalization and the explosion of information technology the forces of market govern to most of the policies. Nowadays world is focusing on the policy of ‘Learning Without Boundaries’, so in our education system also such changes are necessary to bring, which can help our students to grow and develop superior competencies and excellence in all respects. There is one drawback of our education system that it is more exams oriented. Only the marks obtained in exam, matters for the
child, for the parents, teachers as well as for the whole society. There is no time and space available to do some novel things, to get some excellence in the other fields of interest of the children.

Modern education in India is often criticized for being based on rote learning rather than problem solving or based on constructivist approach. It is necessary to change the situation and to focus on some new strategies and approaches, which can increase the participation of children in education and bring excellence in the field of education. There is also a total cut off between the social problems, social conditions, social demands and the education provided to the children.

For a democratic country like India it is very necessary to nurture the talents of the children and to take care to develop a creative attitude among them. In this age of globalization world is changing into a knowledge– based society. Creativity became a source to generate wealth for every common man of society. Social constructivism, in which learners actively formulate ideas and knowledge through collaborative activities and/or dialogue, is needed to adopt as a model of learning in all parts of the country. As a result questioning, peer-to-peer discussion, problem solving attitude etc. can bring forward in life of the students and teaching learning process can become more effective.

Firstly, the changes in curriculum are needed. Activity based and more application based curriculum is the need of hour. Curriculum must connect with the daily life of children. It should fulfill the needs and aspirations of adolescent children. Social advances, social demands and changes in students’ desires must be of paramount importance in the organization of academic scenario. Management of teaching-learning processes must ensure to the society that applicable opportunities can be provided to the
children in relation to quality education. It is necessary to introduce an assorted and diversify curriculum in secondary schools.

The curriculum of primary as well as secondary school must give emphasis on the knowledge of local surroundings, local needs, demands of the society, to get the solutions of the problems of society and some knowledge of vocations based on local resources. The role of hands-on work, projects and experiments etc. in primary and in secondary school must be taken very seriously. In the process of education, the need of the hour is to incorporate real life experiences, project work, case studies, excursions, inquiry based learning and research or action researches as a powerful parallel stream along with the core theory and principles learnt in class, as is done in the much-acclaimed Waldorf approach to schooling prevailing in various European countries. The role of computer / IT is tremendous in today’s world. It is required to incorporate in curriculum of every level. Cooperative learning teaching method can play a vital role in carrying out such type of innovative curriculum.

Secondly, the changes in pedagogical practices are required, which should be focused on the construction of understanding through collaborative and group activities. Teaching methods ideally need to be reconfigured to encourage active learning, questioning and discussion. Questioning, discussions and brain storming gatherings engage each individual in thinking through an answer or solution, and are vital to success. Practices of strengthening learner’s involvement and empowering learners are necessary to include in the curriculum and teaching-learning process. Curriculum should also be based on the pedagogical concept of individual differences of students.

Third major change is required to bring in the form of development of skills among students. At the secondary school
stage education of some vocation and skills is necessary to give. In India industrial sector faces a problem in getting suitable employee as education provided is not suitable for directly working and fulfilling the requirements of an industry. It is required to develop a strong connection between industry and academics. To overcome the problem of poverty and unemployment, edifice of various skills among students is the need of hour. Appropriate education should provide to students to enhance their skills and to make them able in exploring better employment options in future.

Fourthly, it is also required to develop a close and strong relationship between education and society. If social aspects of education will be neglected our society as well as nation can’t flourish and attain the desired growth. The secondary education in our country is not helpful for economic development of the nation and rapid social transformation. Secondary education must prepare an adolescent for India’s technical, agricultural and industrial growth though proper utilization of the available natural resources and man power.

Fifthly, education must be provided according to the aptitude, abilities and interest of the children. When a child enters in class VI an aptitude test can be conducted or teachers, who observe to the child or principal, can discuss with the parents and can guide about the area in which the child can excel in future. School should provide proper guidance to the child and parents in the selection of a particular field and subjects on the basis of aptitude and capabilities of the child. In this way at quite early stage an area shall be decided and an achievable goal should be set for the child and wastage of time, money and resources can be stopped. It is important to prepare students for their bright future inspite of loading them with unnecessary information.
Sixthly, goal of reduction in drop outs and improvement in literacy rate in the country can be achieved with the use of self-instructional cooperative learning group technique easily because in India as per 2011 census the overall literacy rate is 74.04%, and the male and female literacy rates are 82.14% and 65.46% respectively. Inspite of all the efforts done by government, goal of 100% literacy is still beyond our reach.

Seventh major change, which can be brought in the whole education system, is to give emphasis on SPORTS & YOGA in the schools. Sports can change the attitude of the children towards life. It will make them physically and mentally strong as well as involvement in group activities will increase the group cohesion. Tendency of healthy competition will help in personal growth and to get motivation from others.

The aim of education should be to use the widest possible application of various approaches collectively to achieve excellence in the area of education in 21st century. Sustainability in development could be achieved by creating new approaches and aiming for greater efficiency in managing the education and the wholesome development of students. Cooperative learning technique provides collaborative and interactive learning experiences to the children. Students may encouraged to take ownership of tasks given; optimum use of resources can make them more confident learners and can turn them into more productive and innovative thinkers. Decisions taken by group members always formulate around the interaction between three elements - the learners, the learning environment and the learning outcomes - to produce the most effective learning experience.

Cooperative learning method extends the options available to students, especially in specific contexts or niche activities. This method could also support more innovative learner centered actions. Cooperative learning can extend the range of contexts and
various activities can be offered and, coupled with development of positive attitude, inculcation of values, brain storming, problem solving, questioning, discussions and skill development. It can enable learners to take part in dynamic interactive or immersive learning; enquiry based learning, generating learning resources as part of their own collaborative investigations. This increase in the reach and diversity of activity can be included with all other approaches of learning.

The cooperative learning design is supportive of group work and through this formal and informal learning becomes beneficial for students. This method of learning provides a choice between types of learning styles with different functions and enables students to respond more effectively towards changing study and assessment requirements. Cooperative learning technique provides an opportunity to do something extraordinary to the children. It required for extracting the full advantage of formal and informal education. Learning activity or sequence of activities may develop a sense of novelty and deeper engagement of students in education.

Educational Institutions have to be responsive to changing pedagogies which have increasingly focused on situation based, exploratory and social forms of learning. However, the use of innovative cooperative learning technique is also required to extract the full advantage of scholastic and co-scholastic areas and to enhance the learning experiences in a more realistic and practical manner.

The potential of group learning is extended by the greater variety of activities. Alternative learning experiences can be provided to learners. Learning can be enhanced by games, puzzles and quizzes or by taking place in more unique and memorable settings. Learning together can help to reduce the drop-outs also
and encourage, greater regularity in the academic career of students.

The cooperative learning technique has lent itself especially well to motivate those students who have low basic skills or little sense of belonging to social problems, environmental problems, and with disabled and deprived communities. It is a way to considerably enhance learning opportunities in mainstream education. It is possible to reconfigure and refurbish existing learning methods and to make them more advance and useful in the era of globalization. Careful and innovative uses of IT facilities will enable educational institutions to respond flexibly to changes in pedagogy and to fulfill the needs of the learner.

A 21st century school must allow its teachers greater freedom and to accept greater responsibility for what goes on in the classroom and beyond. Creative and innovative, teachers through interactive and congenial atmosphere, will be able to create the same spirit of self-reliance, self-awareness, positive attitude and creativity in the students. There is also a strong need to identify and incorporate indigenous practices in the process of educational reform.

To make Teaching-Learning process more realistic, useful and application based the division between formal and informal, learner, and group-focused learning activities should be reduced. Teaching-Learning activities should be reorganized to allow a variety of learning experiences. “Learning has always been and always will be a group oriented experience.”

A powerful benefit of group learning is that learners do not have to be separated from their day to day commitments. As learning becomes active and interaction based the potential for synthesis of ideas and values increases, as does the potential for learning increases and learning become an attractive and
interesting experience for a greater number of children. An example would be the use of reinforcement exercises in the learning of basic skills.

Cooperative learning is an effective technique to develop deeper involvement, self-motivation and an extensive outlook among students. It becomes more effective by the use of coordinated experimentation. Implementation of this technique brilliantly by the teachers in the classroom ensure that learners enter more effectively into collaborative learning activities, the synergy between the needs of whole group, society and the needs of individual learners fulfill effectively.

Cooperative learning is a way to provide authentic learning to the children. Learning which comes from direct experiences or via simulations that mirror real situations. It also gives an opportunity to students to perform different roles in the society. A form of social learning that occurs when people with a common interest in a subject collaborate to communicate ideas, find solutions to problems and define principles, concepts and terms relating to that subject.

Cooperative Learning is a tool of social practice. Learners develop their identity through participation in specific perspectives and practices. Learners actively construct new ideas through collaborative activities and through the meaningful dialogue. Active learning is made possible in large group contexts by experimentation. It supports collaborative learning and construction of meaning through information sharing and discussion.

Learners acquired knowledge by building associations between different concepts easily. Learners gained skills by building progressively complex actions from component skills. Good practice in designing accessible learning is about the learner’s ability to
engage as fully as possible with the learning experience. Curiosity, mental ability, precise memory, practical wisdom can increase and the teaching–learning journey can become more joyful, interesting and long lasting and they shall be able to become the true leaders of the society.

Suggestions for further Researches

➢ More researches related with the cooperative learning technique in the Indian socio-cultural environment are needed.

➢ Researches to study the impact of cooperative learning method on various variables can be conducted like multiple intelligence, motivation, personality, emotional intelligence, emotional balance, stress management etc.

➢ Researches can be done to study the impact of cooperative learning method on different variants like rural, urban, male/female and the students of different SES.

➢ Researches can be done to study the impact of cooperative learning method on the students of different age groups like primary, upper primary, secondary, senior secondary, college, university and of different professional courses.

➢ More researches are needed to study the use and importance of self-Instructional modules on the students of different categories, age groups and their applicability for different courses and to teach for various skills.

➢ More researches are needed to be done by the use of different structures of cooperative learning method. Different types of structures are used by various researchers in the world like Jigsaw, etc. but some more new, effective and innovative structures can be developed and used.

➢ More researches related with the cooperative learning technique are needed to do on the students of different regions of India to identify the differences and needs of that particular region.

➢ More researches related with the cooperative learning technique are needed to do by considering different subjects like
languages, science, mathematics, social sciences, art, IT and vocational subjects.

- More researches related with the cooperative learning technique and various attributes like aptitude, emotional balance, intelligence, creativity, empathy, concentration, personality etc. are required to be done.
- More researches are required to be done to study the usefulness of self-instructional material for the students and children of different age groups, different SES, different needs and for different classes, for non-school going children, for different courses as well as vocational courses.
- More researches related with the use of self-instructional teaching-learning technique are needed to be done on the students of different regions, remote areas, villages of India to identify the differences and needs of that particular place and people.
- Researches can be conducted to study the use of cooperative learning method in improving the condition of adult education in our country.
- Researches can be done to study the use of cooperative learning method to increase the rate of literacy in our society.

On the basis of findings of this research it may therefore, be concluded that cooperative learning teaching method can provide children an atmosphere of freedom, permissiveness and to work according to their own interests. The education can become multidirectional by the use of cooperative learning technique or strategy. It can extend a tremendous help in the organized sublimation of the children in the school.

Cooperative learning teaching method is helpful in the development of various skills in the students like concentration, adjustment, communication, hard work, discipline, and goal setting.
abilities, high-level competencies like taking initiative, creativity and leadership qualities by making them “internally consistent”.

In India we are observing a lot of moral degradation in the society. Education only becomes a procedure to get degree anyhow by using any immoral or illegal method. The parents and various students want to get good grades without any hard work. We are seeing the increased tendencies of cheating and copying in the exams. Corruption expands in the education sector also and it is really disastrous for the development of society as well as our nation.

In the newspapers we usually read such news that on stopping students from using mal practices in the exam they misbehave with the teacher, some students are not feeling any hesitation in threatening to the teacher or even gun down to the teacher. In the opinion of the researcher one big reason of various problems is the explosion of population in India. The struggle of life is increasing every day. For every person it is the utmost reality to fulfill his basic needs first and after that only a person can become able to consider and accomplish the needs of other higher level.

The Maslow’s hierarchy of needs appears totally true for the Indian society. Because of overpopulation there is always a crisis of resources which give rise to undue behavior in the people. Our school curriculum is so rigid that there is no extra time for students to take care about the development of different skills, so that they shall think wild, can do some extraordinary things and can invent something new. Some basic researches can be done by the students on the basis of their real life experiences, on getting opportunities and motivation. It is necessary to find out the solution of such problems of education of our country by our educationists.
Fig 6.3: Maslow’s Hierarchy of Needs

The sincerity to get knowledge, to do hard work and the moral values are every day decreasing among students and it is very necessary to take some serious actions and to do something immediately. A complete revolution in the education system is necessary.

Cooperative Learning teaching method can help in the inculcation of values of working together, accountability towards set goal, hard work, honesty, care & share, every ones responsibility of work, collaboration and the tendency of commitment in the students. A small group structure can develop intimacy between the students and tendency of healthy competition with others. A tendency of self-progress by hard work and sensitivity towards the progress of others also developed among students. A feeling of togetherness, a sense about social problems and an attitude of active participation in finding the solutions of the problems of society shall develop in the students due to working in small group.

CL method provides an opportunity of realistic perception to the children. Children can easily realize about their own potentialities. The qualities of attentiveness, a sense of responsibility, expertise in subject matter can be developed in the students through CL method. Cooperative learning technique is
able to develop ethical principles in the children. As we all know that values are powerful determinants of human accomplishment, progress, and fulfillment. If we want to develop a good society of tolerant, progressive, adjusting people with positive attitude CL is very effective method to develop such qualities in the children of our nation.

Use of cooperative learning method, can inculcate humanistic behavior in our children and can convert the society into a civilized and knowledge society in its true sense. So education through cooperative learning is, need of the hour, it can light our souls and can fill the earth with glow of peace and harmony. The whole scenario can be changed by the quality and value based education. CL teaching method is a strong instrument in our hands to bring a meaningful change in the condition of society. It can open the paths of peaceful coexistence as well as the academic excellence for the members of society. Effective use of resources, equity and equality can be brought in the society through CL teaching method. As in the report of International Education Commission for 21st century, published in 1996, four pillars of education were categorized i.e. learning to Know, Learning to do, Learning to be and Learning to live together. With the help of cooperative learning we shall be able to strengthen the above said pillars in our country.

India is a democratic country. The democratic system is called a government of, by and for the people. So it is necessary to develop democratic values in the children. Today’s student is the citizen of tomorrow. The leaders or experts in every field can be developed by an effective education system. Democratic values can be developed by the quality and value based education in the children. A good citizen, having democratic values can be developed by the use of CL teaching method in the country.
Children at the age of nursery and kindergarten stage are generally ego centric by nature. Therefore the teacher at the primary and upper primary level should aim at the development of a socio centric attitude in children through appropriate instruction and activities. Cooperative learning method is an effective solution of the tendency of ego centrism because it gives such opportunities to the children through which children can come close to each other and can be benefited from each other. CL method can turn students from Ego centric to Socio-centric.

The skills needed to work together in groups are quite distinct from those used to get success in individual assignments. Nowadays the qualities of team spirit, solidarity and team loyalty are observed as a key of success in life; cooperative learning is a very useful and relevant tool in developing such sense among students. It is just one of the prominent set of tools; however, it can easily be integrated into a class of a school that uses multiple approaches at a time. For some assignments individual work may be most efficient, while for others cooperative groups work best.

Cooperative and collaborative learning in conjunction with other educational techniques can work effectively. Since cooperative-learning technique revolve around the use of a particular tool “small groups” it can be used with almost any other essential educational strategy and can help in fulfilling the aim of education of evolving people having true and realistic knowledge. The education system must resolve the problems of the society. It must be of such type that everyone can contribute in the best way as well as can get benefit from it.

We all are in a phase of illusion because it appeared that we lost faith in our values, civilization, culture and heritage. In ancient times our scholars and philosophers developed “Vidya”, whose source were our great Vedas, upnishads and work of other great thinkers and because of that only, the status of India in the whole
world was as ‘VISHVA-GURU’. Various Indian universities like Takshshila, Nalanda and Vikramshila, were considered as international universities in ancient period.

Now it is very necessary to revive our greatness and glory of ancient period in the field of education and this can be done only by the schools and society with strong will power. It is necessary to give value based education to our children. In spite of making them rote learners, emphasis should be given on development of creativity and original thinking in the children. Today’s education is far away from its practical utility in daily life. So it is necessary to link vidya from day to day life of the children.

The education of Sanskar will develop Sadachar (Sada= good, Aachar= Behaviour or practices) in our children. True knowledge is that which will develop human values in us. The aim of education must be to construct a knowledgeable society by abolishing differences between different social classes, different areas and individuals. Right knowledge only, precedes us on the path of all round development and magnificence. As gurudev “Rabindranath Tagore” said that “knowledge is truth and nothing is more valuable than truth in this world”. We need true knowledge not for our convenience, not for respect but to make our souls free from ignorance.

Collective success is the need of hour. We all are familiar with the story of turtle and rabbit, which gives a lesson that slow and steady wins the race but now it is required to change in the present scenario. Now it can be said that “Fast and Active” will win the race. There is no need of competition, they can run together when turtle can’t run or face any unfavorable condition can climb on the back of rabbit and when there will be some unfavorable condition for the rabbit, the rabbit can climb on the back of turtle and ultimately together they can win and enjoy the life.
It is true that hard work, discipline and strong will power are the key factors of success and greater achievements. In the cooperative learning groups such opportunities can be provided to the children so that they shall be able to develop such qualities in them. It is very necessary to develop a sense in the children of brotherhood and togetherness, which appears to decreasing nowadays. In ancient times the philosophy of Indian people was “Vasudhav Kutumbakam” i.e. the whole universe is like a close family, people were following, the concept of “Jio or Jine Do” and the feeling of -

सर्वेभवन्तुसुखिनः
सर्वेसन्तुनिरामयः ।
सर्वेभद्राणिपश्चिन्तु
मा कश्चिदहुःखभाग्भवेत् ।
शान्तिःशान्तिःशान्तिः ॥

(based on Brihadāraṇyaka Upanishad verse 1.4.14.)

means all must be happy, well in all means, prosperous and will be able to lead a peaceful life, all must be healthy and wealthy, all will care- share and work for the welfare of all, no one on this earth will face pain and sorrow. There shall be peace and happiness everywhere in the whole universe.

Success of the nation depends upon the physical, mental and spiritual vigor of its citizens. Education must broaden the minds of the people. The greatest religion is humanism or the “Manav Dharma”. Education should enlighten the souls of the people and help to make this earth a place full of peace, harmony and prosperity.

So it can be said rightly that we have to evolve our educational system from our indigenous roots. As –
means s/he who sees everyone and everything in self; and the self in all beings and forms; feels no hatred for anything.

So it is right to say that authorities, now awake leave your own profits and desires, discuss on the achievement of universal education and see it in the form of national glory and individual growth.

Education must be the first priority of our country. Education is the only tool or instrument through which we can make our nation pride. A positive change can be brought in the lives and behavior of the people through quality education. Through effective education we shall be able to solve numerous problems of our society. So it is necessary to Recreate, Reform & Reorient to the whole education system and especially the school education in a meaningful way.

Our policy makers must take care of the formulation of suitable policies for education sector and the effective implementation of the policies. In our country, the problem is on the level of policy implementation. We do not fulfill our duties with responsibility and commitment. For the corruption and moral degradation, only we, the people of India are responsible. If we want to live and grow with sustainability, we must change ourselves. We must refine our souls and light a flame of true knowledge, compassion and fraternity inside us. Then only, we can become global citizens in true sense and our peaceful coexistence will become possible.

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