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**TITLE OF STUDY: A STUDY OF THE IMPACT OF COOPERATIVE LEARNING STRATEGY-JIGSAW METHOD ON CERTAIN COGNITIVE AND AFFECTIVE DOMAINS VARIABLES**

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### **Abstract**

The schools have an increased role in helping young people to learn the skills necessary for living successfully with one another. In past decades, Cooperative learning has become a widely used instructional procedure in pre-school through graduate levels, in all subject areas, in all aspects of instruction and learning, in non traditional as well as traditional learning situations. Cooperative learning refers to students working together to achieve a common goal. In addition to the usual learning goals, it includes the goal of establishing a collaborative/helping relationship among participants (McCulloch 1985). Also, each member of the team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement. Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts.

### **Major Findings were:**

1. The calculated value of  $t$  on adjusting the initial scores by Using ANCOVA was 2.28, which is greater than the table value of  $t$  at 0.01 level of significance. Thus, inferring that cooperative learning strategy had more positive impact on experimental group learners than on the learners of the control group after the intervention.

2. The calculated value of  $t$  when the initial differences between the two groups was adjusted by ANCOVA was found to be 2.56. The value being higher than the table value at 0.01. Thus, inferring that cooperative learning strategy brought about a positive change in the learners of experimental group than the learners of control group after the intervention in social skills.

3. The calculated value of  $t$  after adjusting the initial differences if any in the selection of Adjectives test was 2.08 after using ANCOVA. Thus, it may be inferred that working in cooperative groups allowed the learners to know each others ability and positively effecting their attitude towards opposite gender, than the learners of control group after the intervention.

4. The calculated value of  $t$  after adjusting the initial differences if any in the achievement test was 2.08 after using ANCOVA. Thus, it may be inferred that working in cooperative groups performed higher on achievement test than the learners in control group.