1. 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 centered 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 1 age of 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. Traditional techniques and methods of teaching had given stress on the development of Intelligent Quotient (IQ) of the students and no place was
given to Emotional Intelligence (EI) and its development. Knowledge about the EI and its development is necessary in secondary teacher trainees and also there is a need of development of professional skills in them which would help them to face the upcoming challenges in their teaching career.

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 and Emotional Intelligence of B.Ed students in Mumbai region.

**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. Like other professions teaching profession also expect some development of emotional and professional level 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 and emotional intelligence.

**Scope of the study:**
1. The study has scope for B.Ed students only.
2. This research has a scope in Teacher Education only
3. This study will focus on evaluation of teachers

**Limitations of research study**
1. This study is limited to cooperative learning strategies (Think pair share, The Williams, STAD (Student Teams Achievement Divisions) only
2. This study is limited to B.Ed students of Mumbai Region.
3. This study is limited to B.Ed students of English medium only.
4. This study is limited to Experimental method only.
5. This study is limited to statistical methods of data analysis like ‘t’ test, ‘F’ test, Central tendency, ‘r’ coefficient of correlation, ANCOVA.
6. This study is limited for 2 years duration.

**Delimitation of research study**
1. The study is delimited to B.Ed students of Mumbai region
2. The study is delimited to B.Ed students of English medium
3. This research is delimited to Co-operative learning strategies only
4. This research is delimited to academic year 2015-17 only.