

CHAPTER VII

SUMMARY AND CONCLUSION

7.0 INTRODUCTION

Early adolescence starts from the age of 10 to 13 years. At this stage children typically begin to experience a faster rate of growth. At this stage there is often a tendency to view things as either right or wrong, great or terrible with little room for nuance in between. They might begin to seek out ways to establish independence from their family. Adolescents' ability to manage any problem is determined by a variety of elements such as their personality, the psychological support they receive from their surroundings including their parents, teachers, peers and their life skills.

Life skills are transferable abilities that are applicable to a wide range of experiences in one's lifetime. To ensure that life skills lessons have an optimal impact they ought to be imparted precisely. Life skills education facilitates students become more confident in their ability to communicate and work cooperatively with others.

7.1 DEFINING LIFE SKILLS

The World Health Organisation (1993) has described Life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1996). According to Singh (2003) “Life skills in a general way mean a mix of knowledge, behaviour, attitudes and values and designate the possession of some skill and know-how to do something, or reach an aim”. United Nations International Children's Emergency Fund (UNICEF) has defined life skills as “A behaviour change or behaviour development approach designed to address a balance of three areas: Knowledge, Attitudes, and Skills” (UGC, 2023, p. 7.).

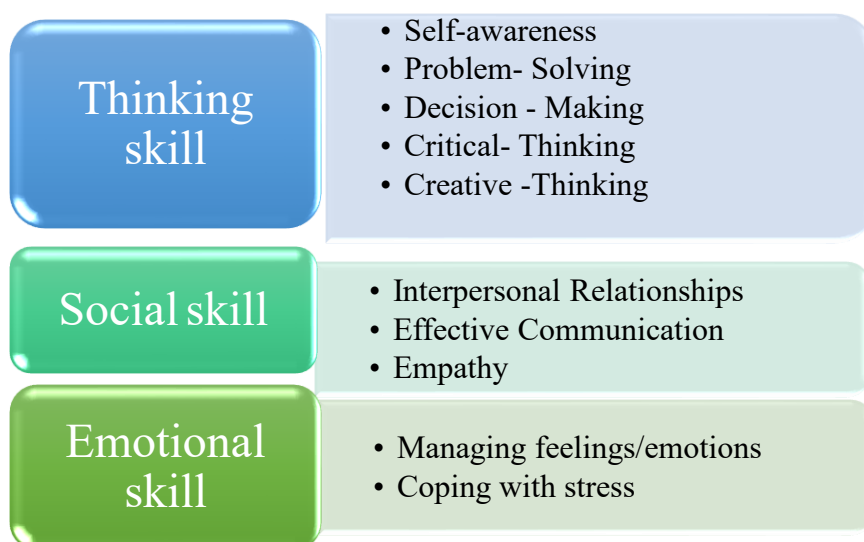
7.1.1 EVOLUTION OF LIFE SKILL

The Ottawa Charter for Health Promotion (1986) observed Life Skills in context of making firm choices. The Convention on the Rights of the Child (1989) linked Life Skills to education by stating that education should be directed towards the development of the child's fullest potential” (as cited in CBSE, 2010 p.5). The Jomtien Declaration on Education for All (1990) has considered life skill as basic learning content for survival to develop expertise, to upgrade the standard of living and to involve in advancement. The United Nations Inter-Agency Meeting held at WHO,

Geneva in 1999 recognized the importance of life skills education in promoting healthy child and adolescent development, coping with disability, preparing youth for changing circumstances in society, preventing some major causes of child and adolescent death and disease, and socializing the child. The Dakar framework for action (2000) in its third goal assure that the young people's and adults learning needs would be met through fair approach to life skills and sixth goal stated upgrading features of education and assure the quality so that significant educational outcomes are attained in life skills.

Being the highest authority, the Central Board of Secondary Education has taken the lead in teaching life skills to students enrolled in school. CBSE (2010) has categories life skills into three broad categories.

Figure 1.1 Categories of Life skills



For the present study life skills as stated by WHO (1996) has been adopted. These are

- Self-awareness
- Empathy
- Effective communication
- Interpersonal skill
- Critical thinking
- Creative thinking
- Problem solving
- Decision making

- Coping with emotions
- Coping with stress

7.1.2 LIFE SKILLS EDUCATION INITIATIVES IN INDIA

Bharat & Kishore (2001) has developed life skills education model for India. The National Curriculum Framework for School Education (NCERT, 2005) has identified the significance of linking education with life skills, Central Board of Secondary Education (CBSE) has introduced life skills an essential part in the curriculum through Continuous and Comprehensive Evaluation from classes 6 to 10 and has issued teacher's manual on Life Skills. An International Workshop on Life Skill Education Concerning Youth Development was held in 2006 by the Department of Adult and Continuing Education in cooperation with the University of Madras and the University Grants Commission. UNICEF (2007) in collaboration with Rajya Shiksha Kendra carried out life skills education project in Madhya Pradesh. Rajiv Gandhi National Institute of Youth Development is running two years M.A in Life Skills since 2008.

7.1.3 LIFE SKILLS INITIATIVES IN GUJARAT

The Health Education and Life Skills Program (HELP), formerly known as the Adolescent Education Program, is being implemented with assistance from GCERT. It began in 2008 with 2500 schools spread across 4 districts, and in 2013–14, it covered 6365 schools spread across 18 districts. The program covers a number of topics, including balanced diets, mental health, drug abuse, infectious and non-infectious diseases and prevention, human body and health, reproductive health, and child protection. Gujarat Council of Educational Research and Training has introduced Bal mela and Life skills as one its extension activity. This program aims to enhance children's hidden abilities. The GCERT organizes these kinds of Bal mela and Life Skills Mela in all Gujarat State government elementary schools, to improve the schools' reputation and stabilise their quality. Between December 2009 and March 2010, 150 experts received training at DIET Vadodara during four stages of the "Life skill through drama" program.

7.1.4 BENEFITS OF LIFE SKILLS EDUCATION

Students' entire growth is greatly aided by life skills which equip them for success in the classroom and in real-world scenarios. The following are some major advantages of life skills for students:

- Solving problems: Critical thinking and problem-solving skills are strengthened by life skills. Students gain knowledge of situation analysis, problem identification and effective problem-solving techniques.
- Decision making: Life skills assist students in making well-informed decisions by weighing multiple possibilities, assessing potential outcomes and comprehending how their decisions will affect both others and oneself.
- Communication: A vital life skill is the ability to communicate effectively. Strong communication skills are crucial for students to succeed academically and in their future professional efforts because they allow them to listen intently, communicate properly, and work well with others.
- Time management: As students manage a variety of responsibilities, they must learn how to manage their time effectively. Their ability to prioritize, create objectives, and manage their time well is facilitated by life skills, which also help students become more productive and responsible.

7.1.5 NEED OF LIFE SKILLS FOR STUDENTS

The following list demonstrates why children need to be taught life skills:

1. To enable the students to make a rational judgement.
2. To appreciate the significance of real-world experience.
3. To meet the demands and goals of the young people.
4. To give and foster a vibrant sense of self and high self-worth
5. To develop and enhance communication abilities
6. To manage interpersonal issues and to have better interactions with family and other people
7. To Develop and maintain excellent decision-making skills
8. To develop into an enthusiastic and balanced person
9. To address the issue of lack of discipline.
10. To create responsible citizens for the nation.
11. The ability to distinguish between what is positive and negative, ethical and unethical, wanted and unwanted.
12. To gain flexibility, which will allow them to survive and proceed in changing situations.
13. To equip students to handle stress and challenges that arises in life.

7.1.6 ROLE OF SCHOOL IN DEVELOPING LIFE SKILLS

According to WHO (1997) “The school is an appropriate place for the introduction of life skills education because of:

- the role of schools in the socialization of young people;
- access to children and adolescents on a large scale
- economic efficiencies (uses existing infrastructure);
- experienced teachers already in place;
- high credibility with parents and community members;
- possibilities for short- and long-term evaluation.”

1.1.7 ROLE OF TEACHER IN DEVELOPING LIFE SKILLS

According to WHO (2020) manual on: Life Skills educations in school the following are the roles of the teachers to develop life skills among students:

1. Motivating youth to collaborate constructively.
2. Establishing a trustworthy environment in which youth feel free to express their thoughts and emotions.
3. Encouraging every child to believe that they are improving.
4. Serving as a mentor rather than controlling the students.
5. Handling delicate matters.
6. Respecting each student's right to self-governance individually.
7. Having conversations with youth as equals rather than "at" them as superiors.
8. Promoting civility among youth.
9. Serving as a good behaviour role model.
10. Carrying on attitudes and behaviours in both personal and professional contexts.
11. Gaining acceptance as a reliable and well-respected person.
12. Educating using strategies that support youth self-expression.
13. Regularly creating and utilizing methods for monitoring and assessment.
14. Provide leadership, institutional support, and resource access.

7.1.8 STRATEGIES TO DEVELOP LIFE SKILLS

WHO (1999) stated that learning life skills cannot be improved by information or conversation alone. Experiential learning—that is, real-world application and skill reinforcement for every student in a nurturing learning environment—must be

incorporated into the active learning process. It suggested -group work, discussion, debate, story-telling, peer-supported learning and practical community development projects as a means to teach life skills. (NCF, 2005) states that learning in the company of others is a process of interacting with each other and also through the learning task at hand. Children while working in the group not only raise their understanding but also support the learning of their peers. CBSE (2010) has suggested class discussions, brainstorming, demonstration and guided practice, role play, small groups, educational games, and simulations, case studies, story-telling, debates, practising life skills specific to a particular context with others, audio and visual activities, e.g., arts, music, theatre, dance, decision mapping or problem trees as strategies to develop life skills among students. Dotson (2001) pointed out that cooperative learning has been found to be a successful teaching strategy at all levels, from pre-school to post-secondary.

7.2.0 ORIGIN OF COOPERATIVE LEARNING

Till 1960 cooperative learning was not given due recognition, it was from the year 1961 various educationist started working on cooperative learning. Researchers and educational psychologists from the early to mid-20th century, including Kurt Lewin, Morton Deutsch, and John Dewey, are recognized in contributing to establish cooperative learning. However, throughout the second part of the 20th century, educators like Elizabeth Cohen, Robert Slavin, and David and Roger Johnson contributed to the development and popularization of today's concept of cooperative learning. (Davidson, 2021). Cooperative learning than started in the mid-1980s (Jacobs, 2008).

7.2.1 DEFINING COOPERATIVE LEARNING

Slavin (1987) defines cooperative learning as sets of instructions given to students to work together to achieve academic content. Cohen (1992) states that in “cooperative learning a small group of students work together to complete their assigned task.” Johnson and Johnson (1994) states that in Cooperative learning small group of students work together on the instructions provided to enhance their as well as others learning. According to Jolliffe (2007) “Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others”.

7.2.2 ELEMENTS OF COOPERATIVE LEARNING

1. Positive Interdependence

Cooperative activities are centered on positive interdependence. Students need to understand two things: (a) they are interconnected with their group members and cannot thrive without them, and vice versa; and (b) both their group members' and their own efforts contribute to the success of the group.

2. Individual and Group Accountability

Each member of the group is responsible for contributing the appropriate amount to the group's task. Every student is accountable for their own work when their assignments are graded and the results are shared to the class as a whole as well as to each student alone.

3. Interpersonal and Small Group Skills

Interpersonal and small group abilities are necessary to contribute to the success of a cooperative effort. In cooperative learning groups, students are encouraged to use their social skills efficiently.

4. Face-to-Face Promotive Interaction

By supporting, encouraging, praising, and helping one another in their learning endeavours, students help each other succeed. By doing this, one engages in cognitive processes like debating the nature of the topics being taught, verbally instructing others on problem-solving techniques, imparting knowledge to peers, critiquing each other's logic and conclusions, and bridging current and previous learning.

5. Group Processing

Group processing is the process of evaluating how well members of the group use the process to optimize their own and each other's learning in order to find areas for process improvement. In a group, everyone needs to (a) notice which actions help or harm the group, (b) make sure they get along well and work together, (c) decide which actions to change or keep, and (d) praise each other for doing well.

7.2.3 THEORIES OF COOPERATIVE LEARNING

1. *Social Interdependency Theory*: developed by Morton Deutsch in the 1940s, positive and negative social interdependence were the two forms he postulated. There are two different kinds of interdependence: competitive (negative) and cooperative (positive), and individualistic efforts do not result in social interdependence. In a cooperative learning environment, learners depend on each other to accomplish common objectives, encouraging greater comprehension and topic mastery via group work and communication. Social interdependence produces more meaningful and successful learning experiences by improving communication, fostering a sense of responsibility, and establishing trust.

2. *Cognitive development theory*

Cognitive development theory was emphasized by a Swiss biologist, philosopher, and psychologist Jean Piaget in 1936. According to Piaget's developmental theory, students actively participate in their own learning and cognitive growth. In Piaget's framework, learning involves a dynamic process where learners integrate new knowledge with their existing cognitive structures. When learners encounter new information, they initially try to assimilate it into their existing knowledge. If the new information aligns with what they already know, equilibrium is maintained. However, if there is a conflict, learners must adjust their existing knowledge to accommodate the new information, creating a new equilibrium. In cooperative learning setting, students work together, engage in discussion and solve problem cooperatively. This environment fosters a continuous cycle of knowledge construction and reconstruction, facilitating cognitive growth as students build on each other's ideas and experiences.

3. *Social-cognitive theory*

Albert Bandura formulated the Social Cognitive Theory on the premise that learning is shaped by a combination of cognitive processes, behavioural observations, and environmental influences. This theory is built upon social learning theory by incorporating the impact of cognitive processes, such as perceptions, decision-making, and motivation, on an individual's behaviour and the environment that shapes their actions. Cooperative learning emphasizes the active role of individuals in shaping their learning experiences within social contexts. In cooperative learning settings, students work together in groups, actively engaging in shared tasks and collaborative problem-

solving. This active participation allows them to observe and learn from their peers, shaping their understanding and behaviours through social interactions.

7.2.4 INCULCATION OF LIFE SKILLS THROUGH COOPERATIVE LEARNING

In cooperative learning students learn to work together, that enable them to acquire important life skills, which are important for their development. For example, when students are working in groups, they need to organized their thoughts to explain them to their teammates, for this they will be engaged in thinking process, they will think creatively and critically and will solve problems and will take appropriated decision. Students strengthen their own learning when they explain to others this is how they are able to raise effective communication, interpersonal skills and empathy. When students motivate each other to learn they are able to know about themselves their strength and weakness and how to overcome such situations, in this way self-awareness can be raised. When an individual student is working on the task it is likely that he may encounter with stress, with the help of his team mates he can overcome his stress as he is responsible for the group success. Students facing with emotional problems can be guided by individual assistance, guidance and attention which is provided by their team mates as these team mates act as the strongest support system. Thus, it can be summarized that cooperative learning carries all the components through which Life Skills can be enhanced.

7.3.1 MEANING OF SOCIAL SCIENCES

Social Sciences is the study of the society and human beings - their behaviour, relationships, growth and development, the resources they use and various institution they require to function such as family, school, colleges, government, clubs, etc. All these aspects are associated with one another.

7.3.2 ENHANCING LIFE SKILLS IN SOCIAL SCIENCES

The aims of teaching social sciences are interlinked with life skills. Such as:

- The students will think critically about the past struggles of mankind and will think creatively for the progress of the society.
- Interpersonal skill enables the students to praise their personal relations with the society and with the nation

- Empathy will enable the students to develop sympathy, tolerance and understanding among people, groups and nations and promote world peace.
- Self-awareness will prepare the students to become an active, responsible and effective member of the society.
- Problem solving will enable the students to develop the habit of investigating and solving all individual and social welfare problems.
- Decision making will enable the students to develop the ability to lead the society in the right direction.
- Coping with stress and managing emotions will enable the students to promote an understanding and appreciation of life in society.
- Effective communication will enable the students to make him intelligent citizen of the society and as well as making the society intelligent too.

7.4.0 RATIONALE FOR THE PROPOSED STUDY

Adolescence is a critical transitional stage that can lead to challenges and conflicts if not properly managed with adequate knowledge, supervision, guidance, and counselling. Given the significance of this developmental period, education must be continually updated to include essential knowledge and life experiences. The specific needs of young people necessitate incorporating life skills into education, as life skills education is one of the most effective preventive measures for addressing the challenges faced by adolescents globally. The CBSE has required its schools to incorporate Life Skills Education into the curriculum for classes VI-X to foster self-confidence, eco-sensitivity, and positive attitudes toward life among students. This implies that schools are the ideal place to achieve the most effective outcomes of life skills education at the elementary level. Schools, where students spend a significant portion of their day and much of their productive time, are well-positioned to promote holistic development by incorporating life skills education into the regular curriculum.

Life skills can be enhanced to in number of ways. Through this study researcher intend to make an effort to enhance life skills through cooperative learning as one of the methods of constructivism. Cooperative learning is one of strategy which can be used in daily teaching learning environment. It is considered as one of the highly effective teaching strategies which helps in raising motivation, retention, raise self-esteem, increase social skills, enhance cognitive skills, increase higher level thinking among

adolescents. Research indicates that cooperative learning methods improve student knowledge and academic achievement, increase student engagement with their learning, improve verbal communication skills, foster social skills, boost student confidence and contribute to positive race relations, along with positive outcomes in other areas. The findings from various studies provide strong support for the implementation of cooperative learning in educational settings.

Despite the numerous cooperative learning techniques proposed by various scholars, only a limited number have seen widespread use, as reflected in the literature review. This raises the question as to why other techniques have not been more commonly implemented. Therefore, the researcher aims to explore the effects of these less commonly used techniques to assess their impact on student enhancement. Therefore, for the present study the researcher has taken cooperative learning as one of the strategies to enhance life skills.

One of the solutions that can be made is teaching life skills through school subjects. WHO (1997) has suggested that life skills programme can be designed in such a way that it can be infused into other subjects and integrated either as a new subject, or withing the existing subject, this would offer greater potential for programme success. Therefore, researcher has taken social sciences as one of the subjects to enhance life skills. As social sciences is one of the scientific disciplines that focuses on the study of societies and the interactions between people within them. Young children can develop the ability to solve problems and become engaged members of their communities and beyond by participating in social sciences inquiry. Chetri (2020) suggested that “life skills should be taught in every regular school by a life skills trainer/teacher/counsellor so that students learn basic skills which are very much needed in the present society to enhance mental health, peace and adjust in the changing environment.”

7.5 STATEMENT OF THE PROBLEM

Enhancement of life skills through cooperative learning in social sciences among elementary school students

7.6 RESEARCH QUESTIONS OF THE STUDY

1. What is the level of life skills among elementary school students?
2. How can life skills be enhanced in social science class?

3. To what extent cooperative learning strategy will be helpful in enhancing Life Skills among elementary school students?

7.7 OBJECTIVES OF THE STUDY

1. To study the current level of life skills among elementary school students.
2. To design lesson plan using cooperative learning techniques.
3. To study the process of enhancement of life skills through cooperative learning among elementary school students.
4. To study the reaction of students on cooperative learning techniques.

7.8 EXPLANATION OF THE TERM

Life Skills: For the present study life skills are considered as the capabilities for dealing with the challenging situations of everyday life with positive behaviour. For the present study 10 core life skills as laid by WHO (1996) have been selected:

(i) Self-awareness, (ii) empathy, (iii) critical thinking, (iv) creative thinking, (v) problem solving, (vi) decision making, (vii) interpersonal skill, (viii) effective communication, (ix) coping with stress, (x) managing emotions.

Cooperative learning: Cooperative learning is a teaching method where small teams of students, usually four to six works together to accomplish a common task. The students will be instructed through eight methods. These methods are:

(i) Jigsaw, (ii) Student Teams Achievement Division, (iii) Think-pair-share, (iv) Three step interview, (v) Round table or Rally table, (vi) Note taking pairs, (viii) Numbered head, (viii), Write around, (ix) Structured problem solving, (x) Turn to your neighbour, (xi) Rally Coach, (xii) Think, write, pair, compare, (xiii) Reciprocal teaching, (xiv) quiz quiz trade, (xv) Group problem solving, (xvi) Three stay one stray, (xvii) Write, pair, share.

Social Sciences: Social Sciences refers to the NCERT class VI text book of Social science, which contain History, Geography and Civics text book.

7.9 DELIMITATION OF THE PROPOSED STUDY

The proposed study is delimited to class VI students (of one section) from a private unaided senior secondary school in Vadodara district, affiliated with the Central Board of Secondary Education. (CBSE) for the academic year (2023-24).

7.10 ORGANIZATION OF THESIS

The thesis is divided into 7 chapters. The first chapter deals with theoretical and conceptual framework of the study. It contains explanation on initiatives taken for life skills in world, theories of cooperative learning and objective of teaching social sciences as per NCFSE 2023. The second chapter summarizes review of the related literature done in the area of life skills and cooperative learning. The review studies have been divided between studies conducted in India and studies conducted abroad. The third chapter explains the methodology chosen for the present study. It contains research design, sample for the present study, data collection methods and data analysis method. Fourth chapter is about the settings. It explains the description of Baroda city, its location, educational settings, detail information of sample background. Fifth chapter presents analysis and interpretation of data. Chapter six present findings and discussion on findings. Seventh chapter presents summary and conclusion of the present study.

7.11 IMPLICATION OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

The difference between studies conducted in India and those conducted abroad regarding life skills research have varied focus. Studies in India concentrate on the impact, effectiveness and development of intervention programs and packages for life skills. Whereas studies conducted abroad emphasize on effectiveness, development, incorporation and perceptions towards life skills. While both areas explore life skills, the Indian context leans more towards practical application and program development, whereas international studies inquire into broader aspects such as perception and integration into various contexts.

When a new approach, program or strategy is introduced in the classroom it is crucial to observe the participants to record their reactions, attitudes and behaviours in their natural environment. This type of observation provides a deep understanding of how

well the program is implemented and how participants respond. The studies mentioned above highlight a significant need for qualitative research as it allows for a deeper understanding of experiences, phenomena and contexts. It is evident that very little attention has been given to qualitative research in these studies. Therefore, the researcher has chosen to use case study as a method to observe the enhancement of life skills through cooperative learning.

7.12 APPROACH BASED METHODOLOGY

The conceptual framework of the study presented in chapter I gave rise to three research questions which the present study has tried to answer. These are:

1. What is the level of life skills among elementary school students?
2. How can life skills be enhanced in social sciences class?
3. To what extent cooperative learning strategy will be helpful in enhancing Life Skills among elementary school students?

To enhance the students' ten core life skills, the researcher in this study had prepared lesson plans in the social sciences subject using cooperative learning techniques. The researcher wanted to study the enhancement of life skills among the students, therefore it is necessary to study this phenomenon in the continuous process. For this it is necessary to have face to face interaction and observe the students in their natural settings. This nature of study led the researcher to adopt a methodology where the process of enhancement could be observed. Hence, the researcher has adopted “Qualitative Descriptive Case study” an approach as a research strategy.

7.13 CASE STUDY AS A RESEARCH STRATEGY

From the review of studies, it is learned that cooperative learning techniques contribute significantly in the enhancement of life skills among school students. Although the fact cannot be denied but the large-scale dominance of quantitative studies has not revealed any significant findings pertaining to the process aspect which could be linked to the enhanced level of life skills in order to arrive at a conclusive understanding. Therefore, it is necessary to carry out such research that will reveal the process of enhancement of life skills among the students. Consequently, qualitative case study approach was selected to fulfil this requirement.

The researcher aimed to develop lesson plan through cooperative learning to enhance life skills among the students. This research study was designed as an embedded single-case qualitative study. In the present study the case is the class VI, and the students studying in this class is considered as the units of analysis. This qualitative case study provided the researcher with the opportunity to closely and deeply examine the progress of the students within a specific context.

7.14 SETTING THE SCENE FOR THE CURRENT STUDY

The aim of the research was to investigate how students' life skills are enhanced through cooperative learning in the social sciences. In order to observe the process of enhancement during the execution of the activity constructivist lesson plan was developed using cooperative learning techniques. The students were supposed to work in group and interact with each other to achieve the common goal. Researcher acted as a mediator and teacher in this endeavour.

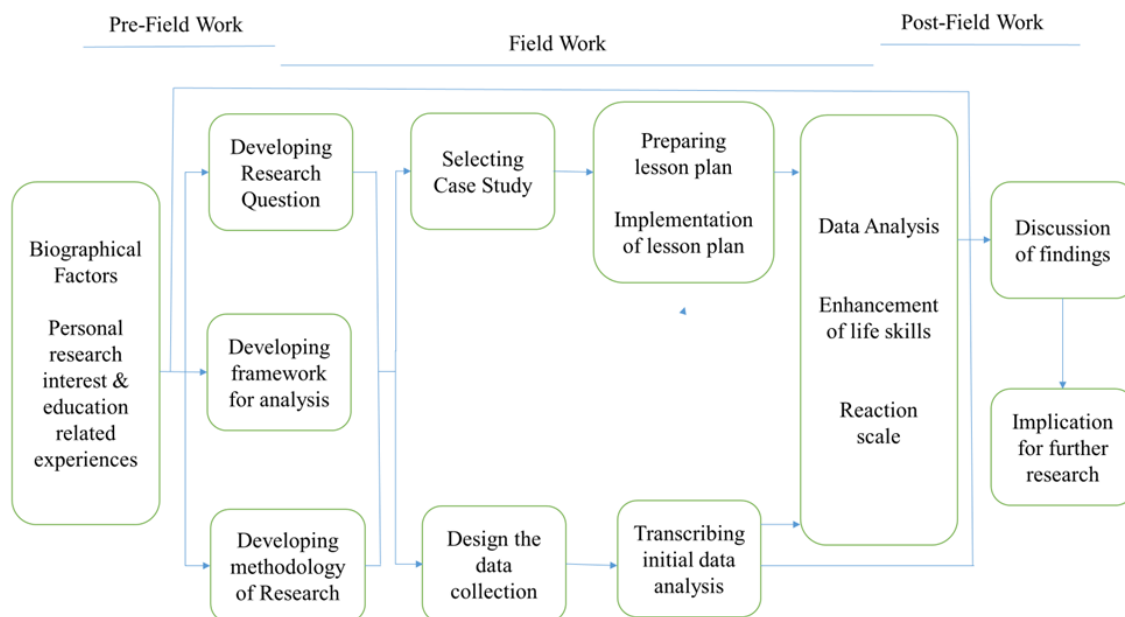
The essences of these interaction lead the researcher

- to teach the content of social sciences
- to direct and engage the students in the activities
- to observe and record their reactions.

7.15 RESEARCH DESIGN

Yin (2009) defined research design as ‘a methodical strategy for moving from a starting point, which could be thought of as the questions that need to be answered initially, and ending with a set of conclusions (answers) regarding those questions.’

At the outset of study, the researcher started with preliminary research questions and a conceptual framework based on a literature review. Thus, the stages of pre-fieldwork, fieldwork, and post-fieldwork are interconnected and significantly overlap. The research design is presented in figure 3.1

Figure 3.1 Research design

(Adopted from Ramkumar, 2003 & Ramchandani, 2017)

7.16 SELECTION OF CASE STUDY SCHOOL

Researcher was working as a coordinator in one of the senior secondary school of Vadodara for past one year. Throughout this year researcher came to know about the environment of the school, curriculum and the students. Most of the time whenever students faced any difficulties, they directly approach to their teachers without putting any efforts to resolve on their own. Many a times students misunderstood at some point which led to a huge disagreement. Researcher had observed this behaviour of the students in the school which lacked basic life skills. As the students were occupied with their daily curriculum it was difficult to provide daily session to enhance the life skills. This gave an insight to the researcher to carry out a kind of work which will help the students in their daily life as well as in their future. Therefore, researcher has purposively selected this school as the case study school.

7.17 SAMPLE OF THE STUDY

The purpose of the study was to enhance life skills through cooperative learning in social sciences among elementary secondary school students. For this purpose, researcher required interaction and participation with a group of students over an extended period of time to understand the process of enhancement in life skills.

Therefore, researcher had selected grade VI students. Researcher was knowing these students for past one year. The years between 10-13 are considered as early adolescence which is befitting stage to inculcate, enhance and strengthen the life skills in them. This is because, at this stage the intellectual, social, emotional and physical development of early adolescents is distinct and hence it needs to be handled with extreme caution. Class VI students fall in the age group of 11 and 12. Researcher being a social science teacher thought of enhancing life skills in their social science class as this was the most fruitful area where students can remain engage for a longer period of time. Accordingly, class VI students of Gujarat Public School, Chhani were chosen for the study.

7.18 ETHICAL PROCEDURE

Due to the nature of the current study researcher had to spend a significant amount of time (6 months) in the school interacting with a group of students on a daily basis. Researcher had to be honest with herself and other people in order to fulfil this need. Accordingly, researcher took permission from the school management to conduct the study. The school management was explained clearly about the purpose of study and assured them to maintain confidentiality of the information to be collected from the students. Parents of the students were also explained the same and their approval was obtained.

Researcher told students that she will be teaching them social sciences for six months using various cooperative learning techniques for carrying out the task, their active participation is required. Accordingly, students agreed to participate in the activities to be carried out by the researcher. During the execution of the activities, the regular teacher of the school too participated actively.

7.19 PREPARATION OF LESSON PLAN

Following constructivist approval lesson plans were developed using seventeen cooperative learning technique from the content of social science textbook. The Researcher had selected the chapters from history, civics and geography textbook. Topics were selected from each chapter of history, civics, and geography. All the ten life skills were covered in the topics, these skills overlapped in all the seventeen cooperative learning techniques.

7.20 DATA COLLECTION METHODS

To fulfil the requirements of objectives of the study various data collection methods were employed. These are

- *Life Skills assessment scale developed by A. Radhakrishnan Nair, R. Subasree and Sunitha Ranjan (2010) to check the pre and post status of life skills among students*
- *Situational Test to check the pre status of life skills among students*
- *Observation*
- *Video recording*
- *Rubrics on ten life skills*
- *Situational test to check the level of life skills among the students after the implementation of CLT.*
- *Reactional scale on Cooperative learning techniques*

7.21 LIFE SKILLS ASSESSMENT SCALE (LSAS)

A standardised tool on Life Skills Assessment Scale (LSAS) developed by A. Radhakrishnan Nair, R. Subasree and Sunitha Ranjan (2010) was used to check the initial level of skill present in the students and the same test was used at the end of the program too. The multi-dimensional Life Skills Assessment Scale has one hundred (100) items, or statements, with a built-in five-point rating scale that allows the respondent to select the response that best describes them viz., Always true of me, Very true of me, Sometimes true of me, Occasionally True of me, and Not at all true of me.

7.22 SITUATIONAL TEST

To check the initial level of life skills among student's and after the implementation of CLT situational test was developed and administered before and after conducting the activities. The situational test consists of ten situations where each situation covered all ten life skills. The situations were pertaining to their daily lives, which the students may have encountered in their lives. Each situation consists of 5 alternatives. The alternatives of each situation ranged from very high, high, average, low and very low. Among the given 5 alternatives students were supposed to put a (✓) on one appropriate alternative.

7.23 OBSERVATION

The researcher conducted ongoing observations during daily interactions with students in a cooperative learning environment. This qualitative approach aimed to capture the authentic behaviours and interactions among students, particularly focusing on those who had difficulty verbalizing their ideas. The class was composed of a diverse group of learners, making it crucial to closely monitor and document the experiences of students who struggled with communication.

Daily observations were meticulously recorded in a diary, allowing the researcher to gain deep insights into the challenges students encountered while working in groups or pairs. The continuous nature of these observations also contributed to maintaining student engagement and focus on their tasks.

7.24 VIDEO RECORDING

The researcher, who also served as the teacher, faced the challenge of observing all students simultaneously in the cooperative learning class. This limitation made it difficult to document the behaviours and interactions of every student in real-time. To address this challenge, the researcher employed video recording as a supplementary tool.

The video recordings captured the students' discussions, peer interactions, and their engagement during activities. This allowed for a more comprehensive and detailed analysis of the students' behaviours and interactions, providing rich qualitative data. By using video recordings, the researcher was able to overcome the constraints of real-time observation and ensure that no significant interactions were missed.

7.25 RUBRICS ON TEN CORE LIFE SKILLS

Researcher wanted to observe the process of enhancement of life skills among students and thus rubrics on ten life skills were developed by the researcher. Therefore, Researcher has prepared rubrics on ten life skills. The rubrics were marked on daily basis after the completion of each activity to know the progress of the students in each activity. Each life skills rubric has four criterion which is assessed on a five point scale, i.e. novice, approaching, emerging, developing and mastery. Novice indicates the lacking of fundamental knowledge and struggle of a student to perform basic task. In Approaching stage, the child has started acquiring some basic knowledge but their

abilities are still limited. In Emerging level student have progress beyond the basics and are beginning to demonstrate more proficiency in the skill. In Developing level student have achieved moderate level of proficiency and confidence in the skill. In Mastery level student represents the highest level of proficiency and expertise in the skill. The rubrics were discussed with the school teachers, school coordinators and one of the experts and accordingly rubrics were developed looking into various dimensions to be observed on the daily basis.

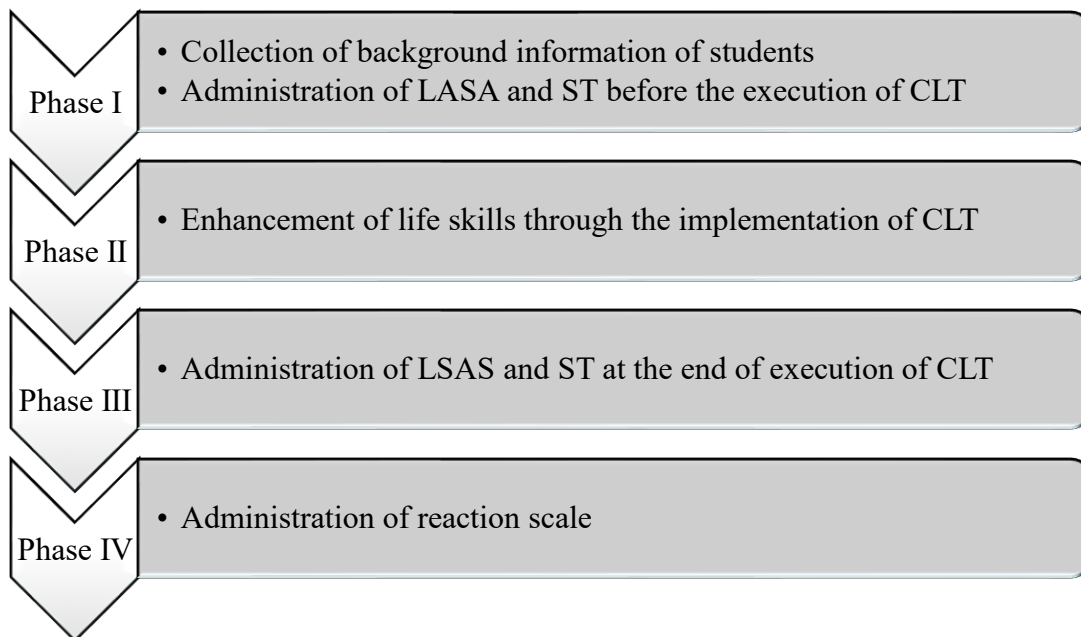
7.26 REACTION SCALE ON COOPERATIVE LEARNING TECHNIQUES

The tool aimed to know the reaction of the students towards cooperative learning techniques, this scale was developed by the researcher. Researcher has prepared 5-point Likert scale. The scale consists of 30 statements. These statements were related to the component like the advantage of activity in their learning process, enhancement of skill through CLT, understanding of subject's content through CLT, environment during the CL class.

From the 30 statements, the scale consists of 19 positive statements and 11 negative statements. Five alternatives in each statement were given to know their preference towards the statement. These alternatives were Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. These alternatives were given scores. The scores were different for positive statement and negative statement. For positive statement the scores were Strongly Agree- 5, Agree- 4, Undecided- 3, Disagree- 2, Strongly Disagree- 1. For negative statement the scores were Strongly Agree- 1, Agree- 2, Undecided- 3, Disagree- 4, Strongly Disagree- 5.

7.27 PROCEDURE FOR DATA COLLECTION

The data collection process spanned four distinct phases, utilizing various tools mentioned above, and was conducted during the academic session from April 2023 to October 2023. The Researcher was personally involved in gathering the data during this period. These phases have been mentioned below.



Phase I: Collection of background information of students

Phase I was conducted in April 2023 at the beginning of the academic session. On day one students were instructed to bring background information such as educational qualification and occupation of parents. Next day background information form was given to students to fill their background information such as age, family structure and language spoken at home, educational qualification and occupation of parents.

Phase I: Administration of LSAS and ST before the execution of CLT

On third day LSAS was conducted first, the time allotted for the test was 80 minutes. Students were properly explained about the procedure of responding to the alternatives. Accordingly, the data was collected. The same procedure was followed for collecting data through situational test.

Phase II: Enhancement of life skills through the implementation of CLT

The CLT was implemented in the first term of the academic session 2023-24. Five periods per week were allotted to grade VI in social sciences with the duration of 40 minutes per class. To observe all the students many a times their assembly period, proxy period, zero period, extra co-curricular period was utilized. Researcher used to teach all the topics of social sciences on five days to the students. Researcher used to teach the

topics and whenever the selected topic was to be taught, it was taught during the assembly period or in their regular teaching period.

According to the nature of the CLT, the activities were carried out in two ways: group and pair. The data was collected through researcher's observation and video recording. This observation had provided the researcher in knowing the involvement of the students during the activities, either in group or pair.

During the observation of students working in pairs, the researcher systematically recorded interactions row by row. First, observations were made for the entire first row of student pairs, followed by the second row, and finally, the interactions of the third row were recorded. This process was time-consuming as expected. Often, video recordings of students working in pairs had to be completed over two different periods.

Phase III: Administration of LSAS and ST at the end of execution of CLT

Phase III was conducted in the month of November 2023. Both the test: Life skills assessment scale (LSAS) and Situational test (ST), were administered on two different days. On the first day LSAS was administered and on the second day ST was administered. The time duration to conduct the test remained the same as of initial level test.

Phase IV: Administration of reaction scale

After the completion of all the activities including the implementation of LSAS and ST, reaction scale was administered. The time duration allotted for the reaction scale was 40 minutes. Before administering the reaction scale, researcher had explained the purpose of the scale and had explained them about the statements and alternatives presented in the scale.

7.28 DATA ANALYSIS

Data collection and analysis is a simultaneous activity in qualitative research. Accordingly, data analysis began with the beginning of the test phase. The LSAS and ST were analysed quantitatively. The data obtained through observation, video recording and rubrics have been analysed through qualitative content analysis. The data obtained through reaction scale was analysed in the form of Intensity Index.

7.29 UNITS OF DATA ANALYSIS

The present study aims on the enhancement of life skills through cooperative learning among elementary school students. To achieve this aim researcher carried out activities among students of class VI to see the influence of cooperative learning techniques. Therefore, the students form an important unit or they form the entire case of class VI. Hence, the class VI A forms the case and its units are the thirty students (S1- S30).

7.30 PROCEDURE OF DATA ANALYSIS

The data collected during the various phases was thoroughly examined and objectively analyzed. The data analysis was conducted in four distinct stages.

Stage 1: Administration of Life Skills Assessment Scale (LSAS) and Situational Test (ST) before the execution of CLT

LSAS was analysed quantitatively. LSAS was analysed as per the manual. ST was analysed quantitatively. Students were score on the scale very high, high, average, low and very low.

Stage 2: Understanding the process of enhancement of Life skills

The data analysis involved several steps, starting with the daily transcription of video recordings. This process was tiring and tedious, there was a risk of missing some important observation. To prevent this, the video was replayed multiple times during transcription to ensure nothing significant was missed. The researcher's observations were documented in a separate diary, and rubrics were marked after each activity was completed. The transcriptions were carefully reviewed, and irrelevant information was removed. To obtain a comprehensive understanding of the enhanced life skills, the video recordings, the researcher's observations, and the rubrics were triangulated. A coding framework was developed to systematically organize and to accurately analyze the data. During the analysis, the activities performed by different groups were categorized using specific coding categories.

Stage 3: Administration of Life Skills Assessment Scale (LSAS) and Situational Test (ST) after the execution of CLT

LSAS was analysed quantitatively. LSAS was analysed as per the manual. ST was analysed quantitatively. Students were score on the scale very high, high, average, low and very low.

Stage 4: Knowing the reaction of the students towards cooperative learning technique

Data was collected using a reaction scale, assessing both positive and negative statements. Analysis involved calculating percentages, frequencies, intensity index, and average intensity index.

7.31 ESTABLISHING VALIDITY OF QUALITATIVE DATA

At the end of data analysis, triangulation was employed to support internal validity. Data from multiple sources, including initial level test, video recordings, researcher's observations, rubrics and post-test were triangulated to strengthen internal validity.

7.32 CHALLENGES OF CASE STUDY RESEARCH

Using case study as a methodology presents several challenges for researchers during fieldwork. Initially, researcher struggled to balance both roles as a teacher and as a researcher. Managing video recording was particularly challenging due to the multitude of events occurring simultaneously. However, with time, researcher was able to adapt and effectively observe and record the activities of the students.

Another challenge encountered by the researcher was the students' awareness during videography. Students often became cautious, exhibiting behaviours such as smiling at the camera or waving their hands. Additionally, when the researcher approached them to record their interaction, they sometimes remained silent. However, when they did communicate, it was often in a casual manner.

Sometimes students use to discuss unnecessary talks which was not relevant to the task. During the observation, the researcher noticed that some pairs or groups took longer time to complete activities than others. Those who finished before the allotted time often engaged in conversations that distracted other group members. Furthermore, while the researcher was video recording interactions of one group, another group would frequently interrupt, seeking attention of researcher for their own findings.

The initial stage posed significant challenges. With multiple pairs and group activities occurring simultaneously, it was challenging to observe and attend to every incident as well as to focus on each group or pair adequately.

7.33 SCHOOL CONTEXT

The selected school is a private un aided English medium school. The school offers curriculum from CBSE and GSEB boards. The strength of the school consists of 2000 students which include students from pre-primary to class XII from both the boards. The staff comprises of 160 teachers, 12 administrative staff, and 40 non-teaching staff. 70% of school student's parents are working in various fields and are salaried person. 20% of the student's parents have different businesses. 10% students belong to RTE family. The school offers facilities of Audio-visual room, music room, dance room, computer lab, AC classroom, auditorium, playground, and canteen facility. The school has both science and commerce stream.

Majority of the students of school comes from Nizampur, Gorwa, Chhani, Ranoli, Dashrath and GSFC area. Nizampura is a premium area in Vadodara that has reached full development. Gorwa is Vadodara's residential and business neighbourhood. Dashrath is the Vadodara city's rural administration. Ranoli is a village of Vadodara district. GSFC is an industrial township, it is a semi urban area.

For this study, VI grade students, typically aged 11 and 12, were selected as the case group. The majority of these students have fathers who are salaried employees, while most of their mothers are housewives. However, five students have fathers who own businesses, and only a few students have working mothers. Most of the selected VI grade students live in nuclear families and have siblings, though a few are only children. Approximately eighteen students attend tuition classes, whereas the majority receive help with their studies from their parents at home. The class has a higher proportion of boys than girls. Most of the students come from the Chhani and Gorwa areas, with a few from Ranoli, Dashrath, and the GSFC area.

All the selected students are from the CBSE board. There are 30 students in grade VI, designated as S1 to S30. They arrive at school by 7:30 in the morning, with an assembly held from 7:30 am to 8:00 am. Classes commence at 8:00 am, with each period lasting 40 minutes. A 30-minute break is scheduled from 10:30 am to 11:00 am. On Tuesdays and Thursdays, students have a 40-minute Group Games period. Every Saturday, they participate in School Cinema and Skill Club activities.

The compulsory subjects for these students include English, Mathematics, Science, Social Studies, Hindi, and Computer Science. Additionally, they can choose between

Gujarati and Sanskrit, with 60% opting for Gujarati and 40% for Sanskrit. Students also choose between music and dance, with the majority selecting dance and a few choosing music. Drawing and yoga classes are conducted once a week.

Most students bring their own lunch boxes, and only one student utilizes the breakfast facility provided by the school. Some students bring money to purchase eatables and juice from the canteen.

7.34 FINDINGS OF THE STUDY

7.34.1 SECTION 1: FINDINGS PERTAINING TO STAUTS OF STUDENTS IN INITIAL LEVEL OF LIFE SKILLS

1. With regard to the presence of initial level of life skills, it was found that majority of the students fall between average and low level and very few students were at very low level in all the ten core life skills.

7.34.2 SECTION 2: FINDINGS PERTAINING TO PROCESS OF ENHANCEMENT OF LIFE SKILLS

1. Being conditioned in the traditional method of teaching and learning style, almost all the students were not able to adjust with cooperative learning techniques embedded in constructivist pedagogy.
2. As the teaching and learning activities carried out was non practiced, it was found that almost all the students had shown lack of involvement and seriousness.

7.34.3 FINDINGS PERTAINING TO ENHANCEMNT OF LIFE SKILLS AMONG STUDENTS

1. The study revealed that implementing Cooperative Learning Techniques (CLT) significantly enhanced all ten life skills, including self-awareness, empathy, effective communication, interpersonal skills, critical thinking, creative thinking, problem-solving, decision-making, coping with emotions, and coping with stress.
2. Group activities such as "Reciprocal Teaching," "Three Stay One Stray," and "Jigsaw II" promoted inclusive participation, thoughtful consideration, and constructive dialogue among students. Specifically, the dynamic interaction within the "Three Stay One Stray" technique demonstrated members' ability to support each other in navigating complex discussions and reaching consensus effectively.

3. The "Three Step Interview" activity significantly improved effective communication among students. This method fostered a productive environment prioritizing understanding and clear communication.
4. "Write Pair Share" was found to enhance the creativity among students by fostering shared perspectives and understanding, allowing students to bring out their creative thinking skills collaboratively.
5. In the "Jigsaw II" technique, students exhibited a strong inclination to express their feelings and thoughts to their peers, reflecting enhanced empathy and self-awareness.
6. The cooperative decision-making process, characterized by active participation, open dialogue, and collective decision-making, was evident in the "Group Problem Solving" technique. This method showcased the students' abilities to engage actively and make decisions collectively.
7. Individual accountability emerged as a key factor, as students took responsibility for their contributions during discussions, ensuring that each member played an integral role in the group's success.
8. The cooperative nature of activities, where each member had the opportunity to both ask and answer questions, fostered engagement and interaction within the group. This was particularly evident in activities like "Numbered Heads" and "Three Stay One Stray," where students demonstrated excellent interpersonal skills, including active listening and making their peers feel heard and valued.
9. Structured problem-solving techniques was found to be an impetus among students as they assisted each other formulating solution, working collectively towards achieving the best outcomes for their tasks.
10. The researcher observed that students enjoyed working in groups in open environments such as gardens and playgrounds. This setting contributed to enhanced engagement and enthusiasm among students towards learning.
11. The "Reciprocal Teaching" activity significantly enhanced students' critical thinking skills. Students participated enthusiastically as they were given worksheets to be filled cooperatively by all group members. This activity promoted active involvement and deeper understanding of the material.
12. The initial stages of CLT activities such as "Round Table," "Write Around," and "Structured Problem Solving" had showed low performance of students. Many students faced issues understanding these activities, which necessitated the

researcher to provide guidance and continued support. Despite continued support some students' performance remained low throughout the study.

13. Group settings proved beneficial for students. Students felt valued as their voices were heard, had opportunities to consider multiple perspectives and enjoyed collaborative work with their peers. These settings fostered a sense of inclusion and mutual respect.
14. Working in groups helped students fostered the sense of empathy among students. When students faced challenges their peers showed excellent consideration by providing support and encouragement. This collaborative environment cultivated empathy and cooperation.
15. Initially, students experienced stress in completing assigned tasks productively. Over time, they learned to manage stress and remain calm under pressure. This skill development was crucial for their overall performance and well-being.
16. Students developed a keen interest in the discussion process as each student had a definite role to play which fostered a sense of responsibility and active participation.
17. The activities which involved students to work in pairs were also found to be effective as each student coached their partner and provided corrective suggestions. This interaction helped all students become experts in their respective roles, promoting a deeper understanding of the content.
18. By participating in cooperative learning techniques students were able to remember the content of social science. By studying the content and then working on it collaboratively, students reinforced their learning and were found to retain information more effectively.
19. Throughout the implementation of cooperative learning techniques (CLT), a noticeable increase in participation was observed among several low achiever students. Compared to their initial levels of engagement, these students became more involved in group discussions and activities, demonstrating a significant improvement in their willingness to participate and contribute.
20. By the end of the activities, twenty-three students exhibited substantial progression in various skills. These skills included self-awareness, empathy, effective communication, interpersonal skills, critical thinking, creative thinking, problem-solving, decision-making, coping with emotions and coping stress. The structured and supportive nature of cooperative learning technique facilitated this

development, providing students with opportunities to practice and enhance these essential life skills in a collaborative environment.

21. The implementation of cooperative learning techniques significantly enhanced the students' life skills, fostered inclusive participation and promoted constructive dialogue. These activities created a supportive and collaborative learning environment where students actively engaged with their peers, developed essential life skills and worked together towards common goals.
22. A positive correlation was observed between various skills. Problem-solving skill demonstrated a strong relationship with decision-making skill, while critical thinking skill had a close connection with coping with stress. Additionally, empathy showed a significant link with interpersonal skill. This indicates that the development of one skill can significantly influence the enhancement of another.
23. The life skills of students were found to be enhanced through the teaching of social science by employing CLT.

7.34.4 FINDINGS PERTAINING TO THE REACTION OF STUDENTS ON COOPERATIVE LEARNING TECHNIQUE

1. In the study present it is found that all students expressed a preference for cooperative learning techniques (CLT) over traditional teaching methods. They reported that CLT made studying social science easier and more enjoyable. A significant majority (86%) of the students felt comfortable sharing their thoughts during cooperative learning activities, and (86%) of the students felt their viewpoints were valued by their peers. Furthermore, 97% of students expressed a desire to learn all subjects through CLT, and 93% reported building friendships with their classmates.
2. In terms of engagement, 94% of students did not find working in CLT classes boring. 67% of the students preferred group work rather than working alone. Only 13% of students felt pressured by the responsibilities in CLT, while 23% found the cooperative learning environment to be noisy.
3. The cooperative learning techniques (CLT) offered students a fresh and engaging learning experience. They appeared to enjoy the various pair and group activities, each thoughtfully selected to align with different topics, adding an element of interest and variety to their learning process.

4. The researcher observed that most students developed a positive attitude towards cooperative learning techniques (CLT) and towards the roles and tasks assigned to each group member. Students showed significant improvement in personal attributes, including listening to others, cooperating effectively, adaptability, commitment, accountability, focus on tasks, clarity of roles and responsibilities and leadership skills.

7.35 DISCUSSION OF FINDINGS

The findings from the present study on enhancement of life skills through cooperative learning techniques (CLT) in social sciences revealed a multifaceted landscape of educational outcomes and pedagogical implications. This discussion has integrated the findings with the review of related literature thus emphasizing the alignment, contradictions, and unique contributions of the current study to the existing body of knowledge.

The initial assessment of life skills among students revealed generally low to average level, particularly in areas like empathy, communication and coping with stress. This aligns with study by Dhingra and Chauhan (2017) which highlight the necessity of life skills education to bridge gaps in adolescent competencies. The findings resonate with Srikala & Kishore (2010) and Parvathy & Pillai (2015) who emphasized the impact of life skills programs in improving self-esteem and coping abilities among adolescents. This underscores the critical need for targeted interventions to enhance essential life skills from an early stage.

The present study found that using Cooperative Learning Techniques (CLT) effectively enhanced various life skills, such as self-awareness, empathy, effective communication, critical thinking and coping with stress. This supports the findings of Maryam et al. (2011) and Kaur (2022) who also found that well-structured life skills programs have a positive impact on students. The employment of techniques such as numbered heads together and jigsaw II was also found to increase the engagement of students as it made learning environment conducive. These methods are recognized in the research as being very effective for teaching life skills.

The enhancement of all ten life skills in the current study has pointed towards the interconnectedness between the life skills as supported by (Khera & Khosla (2012), Godi (2017) and Ezra (2018), who found that the growth of one ability positively

impacts the development of another. This demonstrates a strong connection between various life skills.

The process of improving students' life skills through Cooperative Learning Techniques (CLT) faced several challenges at the beginning. Students had trouble working together as a team, some didn't take the tasks seriously and there were issues with maintaining discipline and understanding the activities. These challenges show how difficult it can be to introduce new ways of teaching. Researchers like Amandeep (2016) and Saki & Darhour (2023) have pointed out that creating a supportive environment and providing clear instructions are crucial when teaching life skills. Amandeep (2016) study found that students needed a lot of guidance at first, but they gradually got better over time. Learning new skills takes time and practice and teachers play a key role in helping students improve.

Additionally, other studies by Odja & Mursalin (2019) and Abdelgelil (2022) also show that cooperative learning is very effective in improving life skills. They found that using cooperative learning in different subjects like physics and swimming helped students think critically, solve problems and work well with others. These consistent results across different subjects suggest that cooperative learning is closely connected to developing important life skills.

The present study found that students got better at interacting with others, communicating effectively and showing empathy. This matches the findings of Roodbari et al. (2013) who showed that life skills training helps students develop socially and become more emotionally stable. The results also agree with studies by Godi (2017) who found that life skills education boosts emotional intelligence and helps students do better in school.

The findings from the present study underscores the significant role that cooperative learning techniques play in enhancing various student life skills. This observation is well-supported by numerous studies reviewed in the literature. For instance, Kaymak et al. (2022) and Sholissafitri (2022) have documented the positive impact of cooperative learning models on academic achievement and student engagement. Specifically, the Jigsaw technique has been highlighted as an effective method for fostering critical thinking and social competence, which aligns with the findings of this study that cooperative learning enhances problem-solving and decision-making skills

Studies by Singh (2014) and Chopra (2019) showed that cooperative learning especially using the Jigsaw method is better than traditional teaching methods. These studies found that the Jigsaw method helps students think critically, work well with others and succeed academically. The Jigsaw method is particularly effective in teaching social sciences as it not only improves grades but also helps students develop important social skills like empathy and good communication. This research backs up the current findings that cooperative learning enhances student skills significantly.

The significant improvement in students' willingness to participate and contribute in cooperative learning have also been reported by Faiza (2018) and Peldon & Chalermnirund (2018) who found that cooperative learning enhances students' engagement and collaboration.

The findings of the present study suggests that individual accountability was a key factor as students took responsibility for their contributions during discussions, ensuring that each member played an integral role in the group's success. When students are accountable, they are more likely to engage actively, prepare thoroughly, and participate meaningfully in discussions and activities. Additionally, individual accountability prevents social loafing, where some members might rely on others to do the work thereby promoting a fair distribution of effort and participation.

As the students found learning social sciences enjoyable, particularly when engaging in cooperative learning techniques, this is supported by the findings of Purwanto et al. (2018) who suggested that students who learn social science through cooperative learning simultaneously have higher levels of learning motivation. To enhance the learning of social sciences through cooperative learning, it is recommended to implement structured cooperative techniques, where each student is responsible for learning and teaching a specific part of the content. Teachers should create diverse groups to promote different perspectives and encourage students to engage in meaningful discussions.

The students liked using Cooperative Learning Techniques (CLT) more than traditional teaching methods. This shows that CLT makes learning more motivating and engaging for them. The finds align with the findings of Yusuf (2010), Salako et al. (2013), Singh (2014) and Faiza (2018) who reported that students prefer to work in groups rather than learning through traditional methods.

The observation showed that students developed a positive attitude towards cooperative learning techniques (CLT) and towards the roles and tasks assigned to each group member, this corroborates with the findings of Korkmaz & Tay (2016) who stated that cooperative learning method and systematic teaching and constructivist learning approaches had a positive impact on the retention of the knowledge students learn.

7.36 CONCLUSION OF THE STUDY

The current study was conducted to enhance life skills through cooperative learning in social sciences among elementary school students. The study was a qualitative case study which was carried out on grade VI of Gujarat Public School, Chhani. The literature review supports the present study indicating the effectiveness of cooperative learning in enhancing life skills of the students. The study demonstrates that students learn better while participating in group rather than studying individually. It was observed that students starting taking responsibility of completing the assigned task this was reflected when students who were shy and non-participative have started involving in the group as well as in pair work. Researcher observed that students have improved their various skills such as students were able to communicate and started interacting with their peers, they started caring for each other, this reflected that their communication skill, interpersonal skill and empathy was raised. Students creative thinking ability has also raised as they tend to think critically, as one skill led to the development of another skill. Students were able to make independent decision and started initiative to solve the problem at their own. It was observed that students started understanding the viewpoints of their peers even students got disciplined and showed the urge to take the social science content seriously by involving in studying the subject seriously. It was also observed that students prefer to study using activities as they get chances to involve in the teaching learning process.

7.37 IMPLICATION OF THE PRESENT STUDY

The study's findings have significant implications for teachers, curriculum planners and policymakers.

I. Implication for teachers

For teachers the study offers a comprehensive overview of strategies for handling difficult content and creating new tasks that align with innovative learning methods. It provides insights and strategies for addressing difficult topics, ensuring that teachers

are well-equipped to handle complex material. It also highlights that the primary responsibility of teachers is to cultivate a supportive and encouraging classroom environment. Learning is a dynamic interaction where students' personal experiences and perspectives play a crucial role in how they understand and engage with the subject matter. By introducing novel approaches, teachers can make the learning process more engaging, interactive and relevant to real-life situations.

II. Implication for curriculum planners

Various methods have proposed to teach life skills by WHO and CBSE. But with the daily teaching learning process it is difficult to incorporate these various methods. Therefore, curriculum planner should take into account on including life skills in the school subjects. Such curriculum should be prepared where skill-based activities are included in the textbooks that is used in both central and state government schools.

III. Implication for policy makers

It is important to include life skills education as a key part of the curriculum at all the level of school education. By integrating life skills into education, students will be better prepared for real-world challenges and job opportunities.

7.38 SUGGESTIONS FOR FURTHER STUDIES

Based on the researcher's observations, experiences gained and through literature review, the researcher proposes the following research topic for future study.

- The case study can be conducted to enhance life skills at secondary stage students in central board and state board.
- A survey can be done to check the level of life skills among teacher educators all over India.
- A case study can be conducted to identify the various teaching methods adopted by teachers for the enhancement of life skills among students.
- An experimental study can be conducted to find out the alternative means of enhancing life skills among students.