SUMMARY

The purpose of this study is to investigate the effect of cooperative learning on academic anxiety, social skills and achievement in social studies of secondary school students. The study is experimental in nature. The study is designed on non-equivalent Pretest-Posttest design. A sample of 105 students of 9th class of Government Senior Secondary School, Skeikhupra is selected for the study. Out of these, 50(Boys28+Girls22) are in experimental group and 55(Boys28+Girls27) are in control group. Academic Anxiety Scale for children (Singh and Gupta, 2013), Social Skills Rating Scale (Sood, Anand and Kumar, 2012) and Achievement Test in Social Studies (developed by the investigator) are used. The experiment is conducted for a period of forty days at the rate of fifty minutes per day. The experimental group is taught social studies with the help of modules based on jigsaw method (prepared by the investigator) and control group is taught with conventional method. For analysis of data 2×2 ANCOVA is used. The findings revealed that jigsaw method of cooperative learning is helpful in reducing academic anxiety and increasing social skills and achievement in social studies of secondary school students. Gender differences and interaction effect between group and gender are also found. The study may be very useful for students, physically disabled students, teacher educators, curriculum planners, parents and the society.