PREFACE

Educators have been constantly questioning and evaluating whether their students learn effectively and what they are learning has any meaning to them or not. The ultimate goal of the educators is to guide students so that what they are learning can be related and applied to their real life. We need to provide many opportunities for children to experience success in life. For the purpose, deep and fundamental changes are required to reform educational standards. Technology can be a great catalyst for considering full scale changes leading to quality education. The methodology of teaching is in a state of dynamic revolution today.

With the advancement of technology in the present era it is almost impossible to find an educational establishment that does not use it. Computers are becoming more and more important with education, as both learning tool for students and for the teacher to facilitate their teaching. And it is due to this fact that computer education is becoming absolutely vital for everyone who belongs to this modern day society. Regard less of how well web-based/technology is designed, if it is designed solely as a stand alone product without any human interface or interaction it will not meet its ultimate goal to educate. Most students need human interaction and human intervention so as to gain the sociological elements of instruction, intervention, encouragement and specific and specialized feedback. It is the teacher who analyses the uniqueness of individual learner, determines what is most useful and worthwhile and then motivates and inspire students to work at the task of learning.

Keeping this in mind the present study entitled *"Effect of Hybrid Instructional Model in Cooperative Learning Situation on The Life Skills of Secondary Students in Relation to Learning Approaches"*, focused on blending learning/hybrid instruction that integrate the advantage of both, technology and face-to-face classroom sessions was conceived off.

Hybrid Instruction means any format of instruction combining dynamically both technology and human instruction components to maximize respective advantages, but excluding the passive co-presence of the both. It is an approach that combines face-to-face facilitation with computer mediated instructions. It provides a good mix of technologies and interactions resulting in a socially supported,

constructive learning experience. The present study also ascertain whether hybrid instruction in cooperative situation would result into development of various life skills of students namely Skill of Acquiring Knowledge, Skill of Critical Thinking, Skill of Creative Thinking, Skill of Decision Making, And Skill of Problem Solving and how students approaches to learning affect in attainment of various life skills.

The report of the present investigation has been presented in six chapters:

Chapter I: Deals with the introduction of different variables under study and theoretical framework of the problem.

Chapter II: Focuses around the review of the literature related to various variables, objectives, hypotheses to be tested and need of the study.

Chapter III: Deals with the detailed description about development and validation of the tools used in the study.

Chapter IV: Deals with the methodology of the investigation under subheads-tools, sample, design and procedure of study.

Chapter V: Presents analysis, interpretation of data, and discussion of the results and,

Chapter VI: Includes the summary and conclusion of the findings, educational implications of the research findings and suggestions for further research work.