



# The Use Of Rubrics For Evaluation Of Effectiveness Of Life Skill Education On Student Teacher

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## ABSTRACT

"Life skills" are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and interpersonal skills for communicating and interacting effectively with others. Life skills are problem-solving behavior used appropriately and responsibly in management of personal affairs. Life skills may be learnt by teaching or simply by personal experience. Actually, no life skill is used alone; there is always a combination of more than one. **UNICEF (2002)** defines life skills as psychosocial and interpersonal skills that help people make informed decisions, communicate effectively, and develop the coping and self-management skills needed for a healthy and productive life. Life skills can be applied to actions directed at either the self, other people, or the local environment; their goal is to promote health and wellbeing at all these levels.

The present research is based on "The use of rubrics for evaluation for Effectiveness of Life skills education on Student Teacher".

**Key word:** Rubric, Life skill

## INTRODUCTION

“Food, Cloth and shelter are the essential needs of human. We cannot live without these needs, but for living successful life, we need of life skills. Now, 21st century is the age of Technology and Tremendous competition. In this age, every individual face different problem. To solving this problem, it is essential to inculcate life skills among each individual. Therefore, it is important to impart life skills in every individual.

Let us begin by first defining what life skills are. There is no fix definition of life skills, but they can be best understood as the abilities for positive and adaptive behavior, which enable individuals to deal effectively with day-to-day needs and challenges (WHO, 1994); which means that life skills are innumerable and vary over different cultural settings.

**1. Self-awareness** includes recognition of ‘self’, our character, our strengths and Weaknesses, desires and dislikes. **2. Empathy** - To have a successful relationship with our loved ones and society, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. **3. Critical thinking** is an ability to analyze information and experiences in an objective manner. **4. Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). **5. Decision making** helps us to deal constructively with decisions about our lives. **6. Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. **7. Interpersonal relationship skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. **8. Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. **9. Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. **10. Coping with emotions** means involving recognizing emotions within others, being aware of how emotions influence behavior and being able to respond to emotions appropriately and us.

### Importance of Life skill education:

The host of factors promotes high-risk behavior such as alcoholism, drug abuse and casual relationships such as boredom, rebellion, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high-risk behavior. Life skills training is an efficacious tool for

empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviors

## Objectives

The objectives of the present investigation is-

The use of rubrics for evaluation of the effectiveness of life skills education provided to B.Ed. Students.

### Objective:

1. There will be significant difference in area of self-care between the life skill and non-life skill group.
2. There will be significant difference in area of communication between the life skill and non-life skill group.
3. There will be significant difference in area of responsibility between the life skill and non-life skill group.

## Methodology

**Sample:** Total 100 students were selected from B.Ed. college of Yeola city. Out of 100 students, 50 student teacher were from college providing life skill education and 50 student teacher from college not providing any life skills education. The students were between the age group of 18-22 years.

**Tools used** - For the present research, researcher has use Rubrics

**Procedure:** - After receiving the consent of the concerned authorities of the college. The aim of the research was to check the effectiveness of life skill training given in college on students teacher between ages 18-22 years. For this purpose two groups were prepared- first, the life skill group which consisted of 50 students teacher from B.Ed. college which provided life skill education and second the non-life skill group which also consisted of 50 student teacher from B.ED. college not providing life skill education.. In addition, knowledge about the functioning of the college as well as ways in which they imparted life skill education, in case they did was taken. The prepared rubrics was given to all the 100 students and individual data on all dimensions for all students was calculated.

**Table 1: Table showing Mean and Standard deviations of life skill test,**

Sr. no.	Test	dimensions	Mean		Standard deviation	
			Group A	Group B	Group A	Group B
1	Rubric	Social etiquette and communication	11.64	11.69	2.733	2.539
		Self esteem and hygiene	9.64	7.66	2.786	2.633
<b>Total</b>			<b>21.28</b>	<b>19.34</b>	<b>4.290</b>	<b>4.340</b>

Table 1. Shows mean scores and standard deviation of both the groups, life skill education group and non-life skill education group . High mean scores show high effectiveness of life skill training, whereas High standard deviation scores show lower effectiveness As it can be seen from the tables above, mean scores were 21.28 for the life skill group and 19.34 for the non life skill group and standard deviation 4.290 and 4.340 respectively for test 1, which was life skill test. Significant difference is seen between performances of both the groups.

## Findings

Life skill education is necessary for all students especially the Student Teacher lot to help them deal effectively with life's challenges.

## References

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