A Study Of The Interest Of Teachers Towards The Various Techniques Of Co-Educational Evaluation Method (Life Skills, Social Skills, Emotional Skills)

Dr. Bhawna Kulshrestha[1] , Mahadev Prasad Sharma[2]

[1]Supervisor (Research Guide) : [2]Researcher

Assistant Professor School of Education Suresh Gyan Vihar University, Jaipur, Rajasthan

Summary

The desirable behaviour related to learner's life skills, social skills and emotional skills are described as skills to be acquired in co-scholastic domain. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme. The main objective of the research is to study the interests of teachers towards various techniques of co-educational evaluation methods. The Survey method was used and a self made tool was prepared by researcher. Findings of the research that interests of teachers towards various techniques of evaluation methods is depends on the nature of Skills But many teachers like Essay or descriptive type evaluation Method.

Key words: Life skills, Social skills and Emotional skills, Evaluation, techniques, interest.

The desirable behaviour related to learner's life skills, social skills and emotional skills are described as skills to be acquired in co-scholastic domain. The process of assessing the student's progress in achieving objectives related to scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation

comprehensive, both Scholastic and Co Scholastic aspects should be given importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

Life skills

Life skills have been identified as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). Adaptive means the person is flexible in approach and is able to adjust in different circumstances. Positive behaviour implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others and cope with managing their lives in a healthy and productive manner. Essentially there are two kinds of skills- those related to thinking termed as "thinking skills", and skills related to dealing with others termed as "social skills". "Emotional" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view.

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18 years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children.

Social skills

It is well accepted notion that students of today are the citizens of tomorrow. So, we've to coach them to accumulate different skills to measure within the society with satisfaction.

The social change and modernization of the society demands more efficient people. That is, people with different social skills are needed. The personality of the scholar features a direct correlation with the social skills acquired by them. Social skills are essential to handle interpersonal relations, to require appropriative decisions to speak effectively, to manage our emotions and to accumulate professional development. Students won't be productive for the society if they're unskilled with reference to social skills. This has been substantiated by the empirical researches. it had been revealed by Corrigan et. al. (1993) that social skills and sets of social behaviours might be learned

and maintained through regular interaction with others. Social skills are defined because the ability to emit behaviours that are positively or negatively reinforced and to not emit behaviours that are punished or extinguished by others. Social skills are those communication problem-solving, deciding , self management and peer relations abilities that allow one to initiate and maintain positive social relationships with others (Mclntyre,2005). Rewarding and enjoyable communication between people is one among the foremost important components of life. Throughout every day most of the people are exposed to a good sort of interpersonal situations. These skills enable us to understand what to mention , the way to observe choices, and the way to behave in diverse situations. The extent to which children and adolescents possess good social skills can influence their academic performance, behaviour, social and family relationships and involvement in extracurricular activities. Social skills also are linked to the standard of the varsity environment and faculty safety. While most youngsters devour positive skills through their everyday interactions with adults and peers, it's important that educators and fogeys reinforce this casual learning with direct and indirect instruction (NASP, Center,2002). Introduction 29 McFall (1982) proposed that social skills are the precise behaviours that enable an individual to be judged as socially competent by others on a specific social task. Social skills include both the overt behaviour that an individual must engage in to supply a positive outcome and also the various cognitive skills that determine how we respond. Hicks (2001) viewed that social skills develop naturally as they learn from their daily interactions with others. A child's own physical abilities, attitudes and communication skills also because the behaviour of his/her relations and peers influence this interpersonal, human process .

Emotional skills
Emotional skills represents an ability to have feelings that are separate from others feelings. The closer an adolescent comes to achieving emotional autonomy, the more they learn that there are many ways to view a situation. When problems arise, emotionally childrens are more equipped to look for their own solutions rather than solely relying on outside influences (Brody, 2003). During early adolescence youth shift from depending mainly on parents, to getting an increase of emotional support from peers (Barton, Watkins & Jarjoura, 1997). Both parents and peers exert pressure on the adolescent to comply with their wishes. Adolescents need to maintain a feeling of confidence in their own goals while showing consideration for the goals of others. In developing this, adolescents increasingly perceive their parents as people rather than merely as parenting figures, and become fewer reliant on them for instant emotional support, they tend to rely more on their peers than

their parents and they begin to develop an intimate relationship (Santrock, 2007). Adolescents interest in turning away from parents and they turn towards peers for emotional support. This may 28 be sparked by their emerging interest in sexual relationships and by their concerns over things like dating and intimate friendships. An individual at the onset of adolescence does not have the knowledge to make appropriate or mature decisions in all areas of life. The ability to attain autonomy and gain control over one's behavior in adolescence is acquired through appropriate adult reactions to the adolescent's desire for control (Santrock, 2007).

The method used in teaching of life skills, social skills and emotional skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour.

It involves the process of participatory learning using 4 basic components:

- Practical activities.
- Feedback and reflections
- Consolidation and reinforcement.
- Practical application to day to day life challenges.
- The peer training approach.
- Inter school training workshop programme

Each workshop is specially designed to impart a particular skill and involves all or some of the techniques like class discussions, brainstorming, demonstration and guided practice role plays, audio and visual activities, e.g., arts, music, theatre, dance, small groups educational games and simulations, case studies, storytelling, debates, decision mapping or problem trees.

1.2 Justification of the Problem

Examinations in their present form are not the real measure of students" potential because they cover only a small fraction of the course content. They do not cover all the evaluation of all abilities. Nor do they provide for the application of multiple evaluation techniques which can assess the cognitive as well as the non-cognitive abilities of learners. The introduction of CCE in place of traditional examination system intends to enhance learning by creating varied avenues for students instead of determining the grades/marks of student at one time using the mode of pencil paper test. On the whole, varieties of assessment patterns are offered comprising of assignments, projects, debates and quiz competitions for the assessment of learners. Continuous and Comprehensive evaluation facilitates students" effective learning as well as their all round development of personality

with its multiple evaluation tools and techniques and corrective measures. It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education. The CCE method claims to bring enormous changes from traditional chalk and talk method of teaching, provided it is implemented accurately (Wikipedia). Once implemented effectively, it can be a boon to a student since it reflects those scholastic assessments in which the student has performed to his optimum. Co- scholastic areas such as life skills, attitudes, values, co curricular assessments and health and physical education are considered and are evaluated to provide feedback of the wholesome growth and development of the student. So it is necessary to reflect upon the „accuracy and objectivity with which these assessments are done". The success of CCE depends upon its uniform understanding and comprehensive implementation methods. So there is a chance that the concept of CCE may be differently interpreted and practised in different schools. This scheme of evaluation claims to lead the conventional classroom to a collaborative classroom where in environment and „belief change" in student- teachers constitutes a more important aim. It is aimed at making students participative and self reliant and at developing specific skills and abilities in the concerned subject, which if utilized correctly, can become a boon for the students and the teachers.CCE being relatively new, offers a great chance to explore it. As any policy, it is one thing to formulate it on paper with all its benefits beautifully enumerated and quite another to actually implement it successfully, keeping to the spirit and letter of the original formulation..

Hence, in respect of the evaluation of the researcher's research, all the aspects, facts, progress, etc., mentioned above, have been learned from the depth. In this sense, the researcher has made CCE understanding the importance of teachers in the relationship between teacher and students - Knowing about the contribution of teachers and students to the CCE and success of the CCE and the failure of the CCE is also the reason for research. In this background, the researcher has chosen the title of his research subject "A study of the interest of Teachers towards the various techniques of co-educational evaluation method (life skills, social skills, emotional skills)". Hence, the problem chosen by the researcher is complete and the research is conducted and researcher research will be beneficial to the policy makers, teachers, parents, students, is the trust of the researcher.

1.3 Statement of Problem: -
' A study of the interest of Teachers towards the various techniques of co-educational evaluation method (life skills, social skills, emotional skills)'

1.4 Main Objectives of Research: -

1.   To study the interests of teachers towards the various techniques of co-educational evaluation methods.
2.   To study the teacher's interests of various techniques of co-educational evaluation method   (life skills, social skills, emotional skills).

1.5 Research hypothesis: -

1. There is no significant difference in the interests of teachers towards techniques of co-educational evaluation methods.
3. There is no significant difference in the interests of the teachers towards the co-educational evaluation method (life skills, social skills, emotional skills).

1.6 Definition of applying words in research: -

Teacher's Interests: -
Generally interest is seen as an interest in or liking something. What is the interest in education psychology? How is it built? Such questions can be considered, which are the ways in which good interests can be generated.
According to Crow, 'there is a sense of interest and motivation that inspires us to pay attention to any person or action'.
Co-scholastic techniques: - Evaluate the co-educational work done in addition to the academic work in the teaching learning process.

Evaluation :-

Education is a continuous process and evaluation is an integral part of education. The evaluation program is related to the learning process. Assessment of the points of weakness by assessing the status of changes in the students' behavior after determining the teaching points after organizing the learning activities. The reason is to come under the process of appraising the appropriate nutritional basis. Where to go? How was it delivered? Can you reach the real world? What are the reasons that you cannot reach there? How to achieve the goal now? etc. are part of the evaluation process. The final and important phase of evaluation process is monitoring. The final and important completion phase of the evaluation process is pervasive. After evaluating the status of the uniquely specialized objectives of teaching, the educational objectives are redefined. Teaching learning process is organized by selecting teaching points.

1.7 Research method
In the current research, the survey method were used by the researcher.

1.7.1 Population and sample

In the form of Population / Total for introductory research pursuance, three types of schools that have been identified in the State have been identified -

1. Primary schools
2. Secondary School
3. High Secondary School

Sample

In the present research, the schools were selected by proportional random sampling method of diverse nature / types of schools run in the Jaipur district of Jaipur division of the state. Proportional random sampling survey method out of these selected schools will be selected by the teacher (600) in the form of trustee. For the purpose of research, a total of six hundred (N-600) sizes have been fixed.

1.7.2 Research instrument -

Self-made questionnaire was used for teachers' interests towards different assessment methods.

This self devised questionnaire was also prepared for the teachers of class ix and x of schools (Govt. Public and Private) in Jaipur. The questions framed were based on relevant items/statements from guidelines from Inner Book chapter 3 & 4, given in official website of CBSE (www.cbse.nic.in). The questions were related to formative and summative evaluation patterns adopted and followed subject wise by secondary school teachers of different CBSE schools, tools and techniques employed for evaluating academic performance, Scholastic and Co-scholastic areas and activities. The final draft contained 10 questions. All the questions were close ended and most of them had multiple responses (the respondent could select more than one of the response choices)

1.8 Limitations of research

The following are the limitations of the present research study:

• Only co-scholastic methods were examined under various evaluation methods.

• The proposed research study were included in the classes of State / Private Primary, Secondary and Higher Secondary Levels of Jaipur district of Jaipur division of Rajasthan State.

1.9 Selected Statistics in Research -

In the research, statistics were used in analyzing statistics of statistics according to the percentage and as per the requirement

1.10 Data Analysis

Table 1.1 : Life skills, Social Skills and Emotional Skills being assessed with respect to level of school

Responses	Primary (200)		Secondary (200)		Sr. secondary (200)		Total (600)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Life Skills	164	82.00	171	85.50	182	91.00	517	86.16
Social skills	161	80.50	178	89.00	184	92.00	523	87.16
Emotional skills	176	88.00	182	91.00	175	87.50	533	88.83

It was found in the table 1.0 that the life skills by school were being assessed effectively by 86.16 % teachers. Social Skills and Emotional Skills were being assessed effectively by 87.16% and 88.33 subsequently teachers. The No. of teachers who assessed such skills among students was more in Sr. Secondary schools, followed by Secondary and Primary schools.

Table 1.2 : Activities conducted to impart/assess Life skills, Social Skills and Emotional Skills effectively among students with respect to level of school

Responses	Primary (200)		Secondary (200)		Sr. secondary (200)		Total (600)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Classroom activities (activities in CCE books, group tasks, classroom participation, reflective	131	65.50	152	76.00	169	84.50	452	75.33

exercises, role play, simulation)								
Outdoor activities (exhibitions, tours, field trips)	96	48.00	164	82.00	174	87.00	434	72.33
School programs (sports/games, functions, celebrations)	172	86.00	168	84.00	176	88.00	516	86.00
Clubs (literary club, science club, eco club, health club)	92	46.00	154	77.00	186	93.00	432	72.00

From the above table, it was observed that the activities which were being used the most i.e.86.00% by school teachers to impart and assess Life Skills, social skills and emotional skills effectively among students with the help of School programs-Sports/games, functions, celebrations. The No. of teachers using these activities was more in Sr. secondary schools 88%. Also teachers of 86% Primary and 84% secondary schools.)Classroom Activities - activities in CCE books, group tasks, classroom participation, reflective exercises, role play, simulation and Clubs-Literary club, Science club, Eco club and Health club was followed after that. It was also seen that Outdoor Activities- exhibitions, tours and field trips were being used the least (72.33%) to impart and assess life skills, social skills and emotional skills effectively.

1.11 Finding
Interests of teachers towards various techniques of co-scholastic evaluation methods is depends on the nature of content. But many teachers like Essay or descriptive type evaluation Method.

1.12 Educational implications -

The meaning of any research is only when it is useful for society. Hence the utility of the presentation is important for the education department, for teachers, for parents and for

students .

Good evaluation method is directly related to students. By this assessment, the student is regularly evaluated in both academic and co-scholastic areas. Hence, from time to time the students are aware of their weaknesses and powers and can overcome them by detecting vulnerabilities (self evaluation).

Bibliography

1. Agarwal Mamta (2005) - Initiative of reform in India '' Further in English
2. Asifa Mastart (2008) - Analyzing Assessment Method in Different 9 Departments of Medical Education 'Research on Indian Education Journal Volume 9 34 Number 3 Page 106-26
3. Government of India (1986) National Education Policy - 1986, Ministry of Human Resource Development, Education Department, New Delhi
4. Bhatnagar, R.P. And Bhatnagar, Meenakshi (2012) Education Research Eagle Books International., Meerut
5. Baston J. Dube and Jamesath K.V. (2010) - Education Research Prentice Hall, Bharat Private Limited, New Delhi 2010
6. Garrett, Henry E. (2012) - Statistics in Education and Psychology Kalyani Publishers, 1/1, Rajendra Nagar, Ludhiana (Punjab)
7. Good, Bar Skarts - Educational and Social Audit, 1994-95
8. Kaul, Lokesh (2010) - Research Methods of Educational Research, Vikas Publications House Pvt. Ltd., 1984
9. LINN, ROBERT NORMAN E. GREENLAND (2000) : "Measurement & Evaluation in Teaching", 8th Edition, Prentice Hall, USA
10. MEHRAN, WILLIAM & ERIA J. LEHMAN (1969) : "Measurement & Evaluation in Education & Psychology", Hault, Rinehart & Winston, USA
11. ROBERT, L.EBEL/ DAVID A. FRISBIE : "Essentials of Educational Measurement" (fourth edition) – Prentice – Hall, INC, Englewood Cliffs, New Jersey 07632
12. SIDDIQUI MUJIBUL HASAN (2001) "Educational Evaluation" – A.P.H. Publishing Corporation 4435-36/7, Ansari Road, Darya Ganj, New Delhi-1100002 Page No. 21-25, 44-108