

# METRICS FOR LIFE-SKILL EDUCATION SYSTEM: IMPACT ASSESSMENT MODEL

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**Abstract :** This study has been undertaken to investigate the determinants of stock returns in Karachi Stock Exchange (KSE) using two assets pricing models the classical Capital Asset Pricing Model and Arbitrage Pricing Theory model. To test the CAPM market return is used and macroeconomic variables are used to test the APT. The macroeconomic variables include inflation, oil prices, interest rate and exchange rate. For the very purpose monthly time series data has been arranged from Jan 2010 to Dec 2014. The analytical framework contains.

**Key words :** World Health Organization, life-skills, conceptual gap, Life-skill Assessment construct.

## I. INTRODUCTION

World health Organization (WHO) in collaboration with other social development organizations has developed program to educate the younger generation—in schooling and higher education. It has given a clear and defined objectives for the society by which an organized, acceptable, and beneficial lifestyle is developed for everyone. WHO Department of Mental Health identified and enlisted five basic areas of life skills that are relevant across the globe: decision-making and problem-solving; creative thinking and critical thinking; communication and interpersonal skills; self-awareness and empathy; coping with emotions and stress.

Life skills education is aimed to facilitate the development of psychological and social skills that are required to deal with the challenges of everyday life.

Educational institutions seriously head to implement the life-skill education and training to students in order to build mentally strong future generation. There exist many training modules for the above said skill sets, whereas the gap exists in understanding the concept and context to drive in right direction. Impact Assessment tool would help the education institutions improvise and keep moving forward evidentially in the right direction.

**source:** Thinking Critically about Critical Thinking in Higher Education.

[https://www.researchgate.net/publication/228513767\\_Thinking\\_Critically\\_about\\_Critical\\_Thinking\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/228513767_Thinking_Critically_about_Critical_Thinking_in_Higher_Education) [accessed Jun 14 2019]; WHO/MNH/MHP/99.2 Original : English Partners in Life Skills Education, Conclusions from a United Nations Inter-Agency Meeting, Department Of Mental Health Social Change And Mental Health Cluster World Health Organization Geneva 1999.

## OBJECTIVES:

- To study the gap between understanding the concept and context of identified life-skills by the students and the mentors.
- To develop a construct to assess the impact of the life skills training modules, its components and implementation.

## LITERATURE REVIEW:

Self-awareness also entails a sense of continuity as a person across time and includes a feeling of self as being distinct from the rest of the environment (Kircher & David, 2003). 2011 The Author Social and Personality Psychology Compass 5/10 (2011): 807–823, 2011 Blackwell Publishing Ltd page 3 showed that a state of self-awareness could be experimentally induced by exposing participants to self-focusing stimuli. Various levels of consciousness have been identified (see Morin, 2006). Barnett (cited in Tapper, 2004) noted that “critical thinking is a defining concept of the Western university. Almost everyone is in favor of critical thinking, but we have no proper account of it” (p. 201). Knight (2007) argued that clear and shared understanding was essential for a fair and valid assessment of students’ critical thinking. Deatherage, Servaty-Seib, and Aksoz (2014) found “Roughly 80% of college students perceive the Internet to be ‘close to’ or ‘as vital’ as air, water, food, and shelter” (p. 40). The Internet usage can cause stress, but also can be used as a coping mechanism to relieve stress (Deatherage et al., 2014).

## METHODOLOGY:

The small-scale study described in this paper is concerned with how understandings between students and mentors sync and to look for instances in students’ learning experiences. The perceived understanding of life-skills and recounting of experience was investigated by adopting self-authored survey instruments and a qualitative methodology.

The respondents for the study were students (n=26) and mentors/trainers/teachers (n=21) of educational institutions conducting life skill training. Survey response was voluntary and anonymous.

Defining life-skills is the first question of survey, both mentors and students were asked directly to define “life-skill” in their own words. The plan layout was to map these definitions against published definitions and to compare and contrast responses from the two groups. Existing definitions were scanned and a simple schema of common Indicators was devised. These indicators were:

- (i)disposition;
- ii) interventions; and
- (iii) the application of life-skill to learning.

Responses from students and mentors were coded with the schema.

From the conceptual and contextual perspectives indicators for life-skill assessment were derived. The indicators were ranked using Garret Ranking method and plotted in Cycle matrix to give shape to the Impact Assessment construct for life-skill training. The output has been floated in educational institutions for testing.

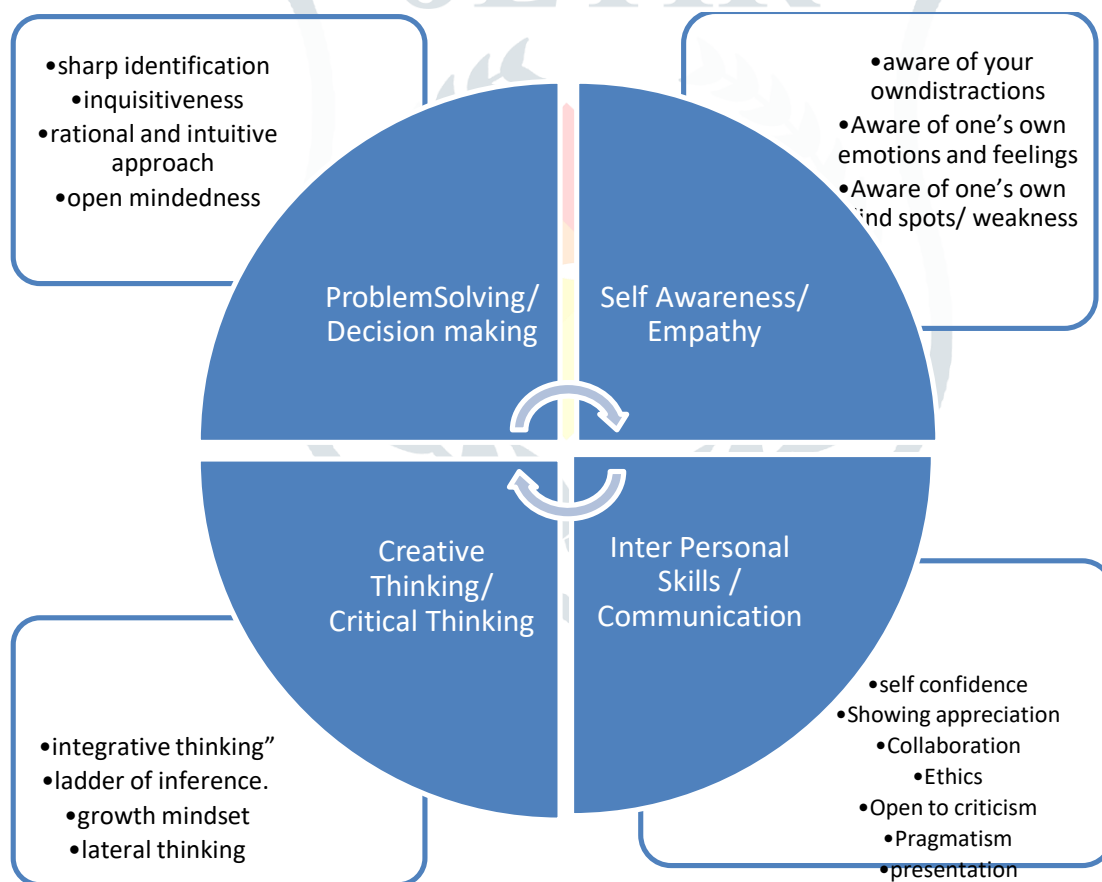
Table 1:

Comparisons of indicators of student and mentor definitions of Life-skills			
	Indicator 1	Indicator 2	Indicator 3
	Disposition	Interventions	Application
Students	28.24	21.74	50.02
Mentors	35.57	47.43	17.00

**FINDINGS**

Overall, the difference in understanding by students and mentors appeared to be in perspective and purpose rather than any fundamental difference in conceptual and contextual understanding of life-skills. All deliberated definitions, though informally worded, were synonymous with existing definitions. Mentors were more likely to see critical thinking as a disposition or mindset. The notion of life-skills as a Disposition is 36.84% of mentors’ responses. The majority (47.37%) of mentor definitions expressed life-skills in terms of its Interventions and a number made specific reference to their own teaching practice. The application progress was studied and indicators were evolved on a common ground.

**OUTPUT:-**



**IMPACT ASSESSMENT MODEL: LIFE-SKILLS**

**CONCLUSION:**

The small-scale study described in this paper found that students, irrespective of age group, students were generally confident in their ability to think, act rationally and were able to clearly Identify activities in their coursework that demanded life-skills. These are the high-valued skills that are to be achieved through the Life Skill program of education. Through this, many health, psychological and social problems can be controlled at very basic and scratch levels. The primary goal of the Life Skill education system is to develop a psychologically and physically moderate society with agreed and suitable lifestyle and behaviors. The Impact Assessment gives the management of educational institutions a right direction of life-skill education system to be successfully designed and implemented.