Dr. Sarvjeet Kaur

National Press Associates

Life Skills Oriented Education



CHIEF EDITOR

Dr. Amandeep Kaur

EDITORS

Dr. Sarvjeet Kaur Brar

Dr. Jagminder Kaur

G.H.G. Harparkash Co
of Education for Wo
SIDHWAN KHURD (Lgh

LIFE SKILLS ORIENTED EDUCATION

CHIEF EDITOR

Dr. Amandeep Kaur

EDITORS

Dr. Sarvjeet Kaur Brar

Dr. Jagminder Kaur

ISBN: 978-93-90863-85-3

National Press Associates

New Delhi

DEVELOPING LEADERSHIP SKILLS AMONG STUDENTS

*Sarvjeet Kaur Brar

*Associate. Professor, G. H. G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, Punjab, India.

ABSTRACT

The primary objective of educational institutions in imparting academic learning to the students is to ensure that they are able to achieve their personal and professional goals, sustain their livelihoods opportunities in an appropriate manner and turn out to be effectual citizens of the country. Apart from academic learning, it is essential for students to develop leadership skills among themselves. When they develop leadership skills, they are able to lead and guide others in the right direction, inculcate the traits of diligence and conscientiousness and differentiate between appropriate and inappropriate. The educators are vested with the responsibility to assign students tasks and activities that may render an effective contribution in augmenting their leadership skills. They make provision of duties to students, particularly within the classrooms to augment leadership skills. These include, monitoring and supervision, maintaining discipline, helping students, who are facing problems in academic learning and so forth. The main areas that have been taken into account in this research paper include, aspects highlighting significance of leadership, importance of developing leadership skills among students, strategies for developing leadership skills, leadership styles, and transformational leadership in classroom instruction.

"Leaders are born, not made" If you think the same, then you are wrong. Leaders can be created by instilling leadership skills in individuals. Leadership skill is one of the most important skills that can be acquired by the students in school. It can be developed through various activities and projects organized in schools.

There are many stages in life where leadership skills come into play. Life is full of challenges, employment issues and conflicts. In such situations, leadership skills enable students to accept challenges, solve problems and give a direction to their career. Leadership skill is not only important for student's development, but it creates a great impact on the community, nation, companies, political scenario, nature and environment.

IMPORTANCE OF IMPARTING LEADERSHIP SKILLS TO STUDENTS

- Leadership skill enhances the time management skills of the students. Students can plan their schedule accordingly.
- Students are able to achieve their goals in a better way through leadership skills.
- Students who possess leadership skills are aware of their rights and duties. They know how to get things done.
- Those possessing leadership skills are team players. They know how to lead others.
- Leadership skill makes students more confident and they never hesitate in accepting challenges of life.

- Leadership skills help students to enhance their social skills. Students also learn how to communicate effectively.
- Leadership skills help students to make better connections with others.
- Students possessing leadership skills are society-people. They have the ability to lead and find the solutions for problems like pollution, corruption, unemployment and social conflicts.

STRATEGIES THAT SCHOOLS SHOULD ADOPT TO INSTILL LEADERSHIP SKILL IN STUDENTS

- A school plays a pivotal role in instilling leadership skills in students. Here are some of the strategies that the school should adopt to impart leadership skills:
- By recognizing talent: All the students have certain talent/skills that can turn them into a leader in a particular field. So, mentors must recognize the talent of individuals and help them to hone their skills. Some of the students even possess leadership skill naturally. So, teachers should recognize them and encourage such students to sharpen their skills.
- By Influencing: The teachers have a great influence on a student's life. Taking advantage of this influence, teachers should help the students to enhance their skill of leadership.
- By Engaging them in Experiential Learning: The mentors should hone the leadership skills of the students by giving them projects and assignments that require teamwork. The teachers should encourage the students to organize and lead events in schools. It is through experiences that leaders can be created.
- Extracurricular Activities: Extra-curricular activities play a significant role in developing leadership skill in students. Schools should organize such skills to instill leadership skills in students.

HOW TO TEACH THOSE LEADERSHIP SKILLS IN THE CLASSROOM

One of the best all-encompassing ways to teach these skills is through group projects. You can either assign one leader to each group for the duration of that project (making sure to change leaders for each new project) or assign a different leader for each element of it.

For example, one student could be the research leader, another the report leader, someone else the visual presentation leader, and so on. Each leader would be responsible for guiding the rest of the group in establishing a concrete goal and delegating certain responsibilities. They would need to:

- Work hard
- Listen to the others
- Communicate their desires
- Make the final decisions
- Encourage the others in their tasks
- Maintain a positive attitude; and
- Take responsibility for the outcome of the project.

For example, one great communication game is "Lead the Blind." In this game, one person is blindfolded while his/her partner (who is not blindfolded) works to lead him/her across a designated area by issuing clear instructions. (Note from experience: Play this game in an area where there isn't anything that can be easily tripped over.)

7. Decision-making

Provide opportunities for the students to have choices and make decisions (but make sure you pre-select and pre-approve any pitches). These choices can include setting classroom rules, deciding on lesson activities, setting free time activities, etc.

Most importantly, be sure to guide your students in evaluating the costs and benefits of each option before they make their decisions.

8. Encouraging

Have your students make a list of the strengths and positive qualities they see in their classmates and provide time for those strengths to be communicated. Have the students list something they aren't good at (and want to get better at) and discuss (individually or as a small group) how they can improve.

9. Thinking positively

Discuss the power of positive thinking. Demonstrate a positive attitude and a negative attitude — what are the outcomes of each? You can also look at key people in literature and throughout history (eg., Thomas Edison) and discuss the role that positive thinking played in their accomplishments as leaders.

10. Taking responsibility

Model responsibility in your class. When you make a mistake, own up to it. Discuss the personal empowerment of taking responsibility instead of passing the blame onto someone else — it allows you to focus more on what you have control over instead of feeling like a victim who has no control. Find a way to affirm or reward students for taking responsibility for their actions.

Good, effective leadership is a skill that can be learned, practiced, and improved upon. And while we tend to notice the more obvious charismatic leaders with the loud and bold personalities, the fact is that anybody, even the quiet kid in the back who hardly speaks a word in class, can be a leader. In fact, it is highly likely that at some point in their life, everyone will be called upon to lead in some capacity. With this in mind, it is crucial that we provide what training we can to prepare our students for leadership roles, to prepare them to be good, effective leaders that will take others in a positive direction. Our world needs good, effective leaders. And with a bit of training and encouragement, our students have the potential to meet and even surpass that need.

REFERENCES

1. Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. (2006) Seven Strong Claims about Successful School Leadership. Department for Education and Skills, London.
2. Cress, C.M., Astin, H.S., Zimmerman-Oster, K. and Burkhardt, J.C. (2001) Devel- opment Outcomes of College Students' Involvement in Leadership Activities'. Journal of Student Development , 42, 15-25.
3. Weng, W.Y. (2011) The Status Quo and Development Methods of College Students' Leadership. Contemporary Youth Research , 3, 21-26.
4. Nahavandi, A. (2006) Teaching Leadership to First-Year Student in a Learning Community. Journal of Leadership Education

EFFECTIVE WAYS OF USING SOCIAL MEDIA

*Geeta Kundi

*Assistant Professor, G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana

ABSTRACT

Since its inception social media has taken the world by a storm. Where the introduction of World Wide Web made the world a global village; the advent of Social Media revolutionized the way people communicate in this global village. The young generation of today took to social media like a duck takes to water. And soon the fever of social media turned into what critiques call the 'Social Media Addiction'. Social media criticism witnesses all time high on the topic of students and social media. Many are of the opinion that social media is distracting and harmful for the students. There is a common saying that states 'excess of anything is bad.' The same is true for social media if used properly its very beneficial but if used in access it can be harmful. Like any other product in market social media has both its pros and cons. In this research article, we will discuss few ways to use social media wisely.

There has been a rise in social media usage among a younger generation over the years. Social media has proven itself as an effective tool. Young people are using it to study, look for jobs and to make money. Young individuals have found a number of reasons to be a part of social networking websites as they make an effort to communicate inside their social systems. One reason is to preserve relationships with current acquaintances that were previously part of their social network.

The use of social media among students is at an all-time high. Students have successfully managed to integrate social media with each and every aspect of their daily lives. The increasing influence of social media has raised alarm bells as well as giving a boost to overall connectivity among people. Social media is an integral part of today's society.

Owning a smartphone in today's day and age is an extremely common occurrence. As almost everyone has a smartphone with them, it becomes easier to use social networking sites and access the internet. For most students, social media acts as a tool to maintain relations with peers and communicate effectively with them. Since the past decade, social media has been touted as a platform for youngsters to congregate online and interact socially as if they were in person, regardless of their distance from each other. Geographical limitations have been nullified and the traditional way of establishing communication and relations has been overwritten. There are likely teens out there who do not know of many other uses of the Internet other than their favorite social media platform.

Regardless of the accomplishments of social media one cannot simply turn a blind eye to the various problems that come along with it. Positive behaviors and aspects make social media an invaluable tool for young people if used appropriately. Hence it's very important to ascertain the benefits gained by the mass users of social media eg; students. Given below are some of the ways on how to use social media effectively for the overall development of child's learning:

1. Global Exposure

The barriers to learning at a global level have been tarnished with the mass use and consumption of social media. The presence of social media all over the world has led to an increase in the sharing of cultures, information, knowledge, and understanding. Bridging gaps across countries and overcoming

Principal
G.H.G. Harparkash College of Education for Women
SIDHWAN KHURD (Ldh.)

geographical limitations is a key feature of social media. Students can connect with students all over the world, this helps them in having a more experienced grasp of the happenings in the world. With constant updates and information being shared, teenagers are no longer ignorant, nor do they have limited exposure. Social media acts as a platform where collaboration takes place at a huge scale, It helps you interact with different kinds of people no matter the social limitations. In conclusion, social media like all things has its pro's and cons.

2. Developing Relations

Students use social media primarily to maintain and developing relations. Social media accomplishes different communication needs for such users. Relations through the computer enables communication by letting users keep in touch with family and friends in a convenient way. They also use it as a way to learn about social events.

3. Important Tool for Studies

When it comes to studies, social media also proves to be a valuable tool. Some lecturers are realizing that most of their students spend a lot of time on these networks. It is because of this that students are not starting assignments until the very last minute. Lecturers have made use of this opportunity by posting their assignments on social media networks for students to access. This also helps students interact with their lecturers and post questions or problem areas they found in class.

4. Social Media as a Professional Tool

Students have also found ways to use social media as a professional tool. Some innovative minds use social media to market themselves and their products. For example, a student who makes beaded bracelets posts his work on his Facebook page along with prices for these bracelets. Curious college mates view his items on sale and purchase them. This student is using the social network as a professional tool to embrace careers.

5. Social Media as a Promotional Tool

Students can use social media to build their own personal brand that will be recognized by the time they graduate. Most of the time, important speakers may arrive at college and present information which is of high interest to a student. The speakers have little time to meet new students and give them guidance. In this short time, not all students get to interact with them. Social media proves to be such a platform that allows it.

6. Sensitizing young minds

Social media enables people to spread awareness and bring justice when it is being denied. It acts as a voice of reason in society. Various social networking sites such as Facebook and Twitter provide platforms to share experiences. These platforms are being used by the youth to create a voice for the voiceless. On Facebook, for example, groups like "Disability is not inability" are being brought up to make society more conscious of how they treat the disabled. Spreading information to the masses to bring awareness is one of the most important uses of social media. Most of these groups are started by young people who see the essence of treating everyone equally and social media as the perfect place to spread that message. This shows the empathy level of generation. social media has become one of the biggest platforms ever in history where change can take place through popular demand.

7. Promotes Innovativeness

Social media acts as a platform where students can showcase, cultivate and hone their multiple unique skills through posting photos, blogs, individual articles, videos, audio clips, etc. It offers opportunities for students. Sharing graphics and content is constant in social media. This has given a chance for

young people to be creative and innovative. Social media sites mostly depend on active participation and sharing of different content. This makes it so that young people think outside the box and come up with new content when sharing information. Putting your unique ideas and creatives online and finding acceptance and encouragement is inspiring. Not only does this boost your confidence but lets you believe in yourself. The content they share is unique, but new applications and websites spring up every day with new ways to express creativity and individuality.

8. Sharpens Skills

Social media has given teens the ability to hone different skills that are important in the real world. Young people are increasingly able to interact more freely and easily in different social environments online, much as they will later on in life, in the workplace. This is a result of the endless exposure they get from being online and talking to different people, some of whom are their potential employers. Young people acquire skills that enable them to evaluate and interpret different situations contextually and prepare themselves mentally for situations later on. Social media helps to meet various people and build a network. Social media helps to market as well as reach out to potential employers and employees. Sites like YouTube have thousands of educational videos that give anyone the ability to sharpen and develop their various skills and talents, for example, playing the guitar, swimming and even cooking.

9. Blogging

Blogs are a way to express your thoughts, emotions, feelings, etc. it also acts as a good release. While reading blogs is a great way to learn new things and stay updated, it's also a good idea to become a blogger. Blogs help you to create your unique style and cultivate a new identity. Blogging is an upcoming concept in the world of marketing. Whether your child writes about life, poetry, math or fashion, the practice will definitely improve writing skills as well as enhance self-confidence. Through posting of blogs on social media, your child will also learn how to promote himself/herself online – a valuable skill for future entrepreneurs. Reading blogs or watching vlogs of aspirational/ influential people inspires many. Through blogs, students can connect with their role models.

10. Co-operative Learning

Why should learning stop at schools or in an academic environment? Your child can use social media to access as well as share educational content. By setting up Facebook groups with classmates, children can discuss studies, share informative videos, content and help each other out when stuck on a problem or concept. Communication has become so effortlessly easy that distance or time is no longer a barrier. They can critique and comment on each other's assignments and work together to understand and solve problems. Encouraging group study and participation and also gives a boost to teamwork. Children can also use the platform to reach out to their teachers and ask for any help if needed. This ensures that learning is a multi-way, continuous process.

11. Self- reliance and Public Speaking

Sharing thoughts, ideology, views, and opinions through tweets, blogs, statuses, etc encourage your child to express himself or herself. Often children are shy to voice their opinions in front of others. But they may not feel that way on social media. Meeting like- minded people with mutual mindsets help students to express themselves better. This will not only increase their confidence levels but also improve their public speaking skills as they learn how to express themselves freely and confidently.

12. Stress Buster

Sharing experiences, thoughts, humor, ideas and creativity in a safe space with peers and friends or even strangers acts as a stress buster. Social media also helps to bust stress when children are bogged down with too much work. When children get back to studies, they are more energized and motivated and can concentrate better on their work. Problems arise when the negative aspects present on social media are not analyzed or monitored. However, it is crucial for parents to discipline their children regarding how much time they get to spend on such sites. Teaching children to be self- aware when it comes to activities on social media is an important step in making them responsible individuals.

While it is impossible (and counter-productive) to curb the use of social media or keep them away from using it, it is very important to monitor their activities online on a regular basis and teach them how to best make use of social media. If all parents and teachers work towards educating the children on the proper use of social media, the children will surely become better individuals in terms of knowledge-gaining and creativity. Giving them access to take decisions by relying on their intellectual prowess is a must instead of making decisions on their behalf.

Social media is often abused. Its formation was for the purpose of cultivating and maintaining relationships among individuals. Students have realized its full potential and made the best of it. When they grow into young adults they continue using social media to maintain friendships, cultivate new relationships and keep abreast with activities (the example of alumni).

REFERENCES

1. Aaker, J., & Smith, A. (2010). *The dragonfly effect: Quick, effective, and powerful ways to use social media to drive social change*. John Wiley & Sons.
2. Whiting, A., & Williams, D. (2013). Why people use social media: a uses and gratifications approach. *Qualitative market research: an international journal*.
3. Smith, A. 5 Most Effective Ways Students Can Use Social Media for Education. Retrieved from https://socialnomics.net/2017/08/18/5-most-effective-ways-students-can-use-social-media-for-education/
4. 25 Easy Tips for Using Social Media Responsibly (2020). Retrieved from https://smartsocial.com/post/using-social-media-responsibly.
5. JBCN International School (2018). How To Use Social Media Effectively For Students. Retrieved from https://www.jbcnschool.edu.in/blog/how-to-use-social-media-effectively-for-students/

Gurpreet Kaur

RELEVANCE OF LIFE SKILLS ORIENTED EDUCATION FOR ADOLESCENTS

*Gurpreet Kaur

*Assistant Professor, G.H.G Harparkash College of Education For Women,, Sidhwan Khurd, Ludhiana

ABSTRACT

Adolescence is a period when the physical, social, intellectual, emotional and all the capabilities are very high, but unfortunately, most of the youngers are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming , poverty, famines, suicide, population explosion and many more like drug abuse, alcoholism, sexual abuse, smoking, anti-social acts, etc. that have anadverse effect on them . The unemployment, cut-throat competition, lack of jobsecurity etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. Education is very important, but education to support and live life better is more important. It has been felt that life skills oriented education bridges the gap between basic function and capabilities of the people. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in amanner to get desired behavior practices. Imparting life skill training through inculcating life skills-oriented education will help the young generation to overcome their difficulties of life.

The present paper focuses on the relevance of life skills-oriented education and the procedures of imparting life skills-oriented education through our curriculum i.e. developing social and emotional aspects, thinking and reasoning skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges and survive well.

INTRODUCTION

In the new millennium, education is undergoing a revolutionized changes in science and technology, industrialization, urbanization, privatization and globalization etc. Today's adolescents are facing many emerging issues like global warming, famines, poverty, suicide, population explosion and physical, emotional, social and psychological issues. Cut-throat competition, unemployment, lack of job security etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and have harmony in society.

The younger mind is being considered, as the most productive members of the society due to their physical and intellectual capabilities. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them.

This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days isvery important, but type of education, to support and live life better is more important. Thus, the cardinal focus of Education needs an extraordinary emphasis on developing essential skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive.

Principal
G.H.G. Harparkash Coll
of Education for Wom
SIDHWAN KHURD (L

Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop academic and non-academic areas, and hence, has made life skills-oriented education as a compulsory element in its curriculum. It has been felt, that life skills-oriented education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skills-oriented education helps in dealing with the above issues in a manner to get desired behavior practices

MEANING OF LIFE SKILLS

A person needs a set of social features and personal capabilities to interact with themselves and other people in and around their environment and to make the decision which requires high ability, and also to find solutions to various kinds of problems. Moreover, the skills required to deal positively with any condition to get the desired outcome is called life skills. Life skills can be developed through encouragement to adapt to society and promote positivity in personal behaviors and by adopting a positive perspective towards work.

Life Skills-oriented Education

Life skills-oriented education is one such type of skills. Under this, the child develops ability to discharge his life appropriately and organize activities related to life in a systematic manner. It is a type of education in which skills are developed to make child efficient in such a way that he can make decisions in odd situations by his ability and intelligence. At the same time, such miseries have to be developed in human life. So that he can become a skilled citizen.

Types of Life Skills

There are two types of life skills which need to be taught to students. The first one is General Life Skills and the other is High Level skills.

General skills: General skills are including skills like

Adjustment skills in adversity

Confidence

Decision-making

Self –awareness

Stress alleviation

Positive behavior

Critical Thinking

Social towards each other.

(2) High level skills: The following skills are covered under High Level Skills.

Way of thinking

Physical and mental relaxation

Excellent warmth and high mental level.

Communication

Goal Setting and problem solving

Social support

Standard of living with health

LIFE SKILLS-ORIENTED EDUCATION

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas:

- Knowledge
- Attitude
- Skills.

The world bodies such as UNICEF, UNESCO, and WHO have listed ten core Life Skills such as:

1. Self-awareness
2. Creative thinking
3. Problem solving
4. Decision making
5. Critical thinking
6. Effective communication
7. Empathy
8. Interpersonal relationships
9. Coping with emotion
10. Coping with stress

Aims of Developing Life Skills among students

For developing life skills among adolescents following are the aims of life skills-oriented education:-

Developing social qualities

Developing experimental knowledge.

Developing adjustment power

Developing life- oriented values

Life skills- oriented education takes into account psychosocial competencies and interpersonal skills that help students to take right decisions, critical thinking, problem- solving , communicate effectively, build healthy and life-long relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

The World Health Organization(WHO) defined Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

LIFE SKILL HAS BEEN CLASSIFIED INTO THREE CATEGORIES:

- Social skills: Skills include interpersonal skills, communication, leadership, management and advocacy, co-operation etc.
- Thinking skills: Skills that enhances logical faculty of brain using thinking creatively and critically, analytical ability and developing problem-solving and improving decision-making.

- Emotional skills: Skills involve knowing and being comfortable with oneself.

Imparting 'Life Skills-Oriented Education' in schools

Imparting Life Skills-oriented Education in schools has been researched meticulously.Now it has been a proven fact that it has positive outcome when taught as a part of curriculum. There are various past events and facts indication, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the relevance of life skills-oriented education and in the following section educationalists have tried to attempt, how with the help of simple activities. it can be implemented in school settings. Different activities that can be used to enhance Life Skills in Students are as follows:

a) Brainstorming: It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each ideas according to certain criteria

b) Classroom Discussions: An activity, providing opportunities for students to learn and practice turning to one another in solving problems which enables students to deepen their understanding and personalize their connection to it. Developing listening, assertiveness and empathy skills.

c) Role Playing: Along with being a fun activity and involves whole class to be active and participative, it also providesan excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life and increasing insight into own feelings.
Educational Games and Simulations: It promotes fun, active learning and rich discussion as participants work hard to prove their points. They require combined use of knowledge, attitudes,skills and allow students to test out assumptions.

d) Analysis of Situation and Case Studies: It gives a chance to analyze, explore, challenges, dilemmas and safely test solutions for providing opportunities for working together in groups, sharing idea, new learning and gives insightand promote to see things differently.

Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with any challenges and find ways to cope with it.

Story-Telling: it helps students think about local problems and develop critical thinking, creative skills to write stories etc. 'Story-Telling' lends itself to draw analogies, help discover healthy solutions and enhances attention, concentration, listening skills and develops patience and endurance.

Debates: Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

Relevance of Life Skills in Schools

×Improve mental well-being

×Self -awareness and mental health

×Learning life skills helps young people understand who they are and what they want out of life.

×Young people grow more aware of their own struggles and those of the people around them.

Self Esteem and Social Media

life-skills-testimonial

Improve Financial Literacy

Foster Healthy Communication and Interaction

Building Healthy Relationships

Promote Effective Decision-Making

Setting Young People up for Success

The Positive Action program can help teachers, parents, and guardians set young people on the right path. We have a comprehensive curriculum and implementation training with resource kits for:

Conflict resolution

Drug prevention

Bullying prevention

Family involvement

School climate

Counselors

It's a proven philosophy. Get in touch with Positive Action today for the curriculum and kits, training, and more. Positive Action will help you achieve the best outcomes — well rounded, empowered, and educated young people.

DISCUSSION & CONCLUSION

A relevant and proper implementation of life skills-oriented education is a need of an hour, for today's society. Imparting life skills education to the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Yadav P, IqbalN(2009) showed positive results of imparting life skills education to students and bringing the change in adolescent's attitude, thought and behavior by providing supportive environment to them.

According to Err cart et al., (1991) and Kaplan et al., (1992) life skills education proves to be an effective approach in primary prevention education as its more interactive, uses problem solving approach and activities based. Hence, teacher and the taught both involves in learning and fun too.

On the whole, life skills-oriented education have found to be an effective psychosocial intervention strategy for promoting positive social and mental health of adolescents which plays an important role in strengthening coping strategies, developing self-confidence and emotional intelligence, enhancing critical thinking, problem solving and decision making skills. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counselor to enhance mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

In the light of above discussion, it could be concluded, that, Life skills-oriented education has its importance and relevance in overall development of students. Our findings are in common to the

findings of Botvin, et al., (1998), Nair.M.K.C, (2005) many more, suggesting life skills-oriented education program as a good supportive system for adolescents.

Future Implications: Although considerable progress has been made in the past decade and in the present study too, to reflect, life skills education, as an effective mode of education which does enhances social, emotional and thinking skills and helps the 21st- century youngsters to achieve their goals by strengthening their abilities to meet needs and demands of the present society and be successful in life but still further empirical research is neededfrom future researchers, academicians and professionals in the related field to demonstrate robust findings.

REFERRENCES

1. Botvin, G., Griffin, K., Paul, E., & Macaulay, A. (2003). Preventing Tobacco and Alcohol Use Among Elementary School Students Through Life Skills Training. Journal of Child & Adolescent Substance Abuse, 12(4), 1-17.
2. http://dx.doi.org/10.1300/j029v12n04_01
3. Clark, D. (1995). Bloom's Taxonomy of Learning Domains: The Cognitive Domain. Nwlink.com. Retrieved 14 December 2015, from http://www.nwlink.com/~donclark/hrd/bloom.html
4. Nair, M. (2005).Family Life & Life Skills Education for Adolescents.Abstract. University of Southampton. https://sites.google.com/site/mindtheyoungminds/souvenir-cum-scientific-update
5. Puspa kumara, J. (2011). Effectiveness of life-skills training program in preventing common issues among adolescents: acommunity based quasi experimental study (ALST). Presentation, Dept. of Psychiatry Faculty of Medicine & Allied Sciences Rajarata University of Sri Lanka.
6. Ramesht, M., & Farshad, C. (2006).Study of life skills training in prevention of drug abuse in students. Lecture, The 3rd Seminarof Students Mental Health; Iran University of Science and Technology; Persian. http://www.cibtech.org/jls.htm
7. Smith, E., Swisher, J., Hopkins, A., &Elek, E. (2006). Results of a 3-Year Study of 33(3), 325-339. http://dx.doi.org/10.1177/1090198105285020
8. http://dx.doi.org/10.1016/j.pedhc.2005.10.011
9. http://repository.um.edu.my/18138/1/jiaap%20halim%20santosh%202011.pdf
10. Yadav P, Iqbal N (2009). Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents. Journal of the Indian Academy of Applied Psychology, (35) Special Issue, 61-70. Retrieved from http://medind.nic.in/jak/t09/s1/jakt09s1p61.pdf

A LEADER WITH EFFECTIVE EMOTIONAL AND SOCIAL INTELLIGENCE

*Kiran Duggal **Amarjit Kaur

*Associate Professor, GHG Harparkash College OF Education for Women, Sidhwan Khurd, Ludhiana

**Assistant Professor, Partap College OF Education, Ludhiana

Leaders everywhere deal with a set of unchangeable imperatives, the world is changing rapidly in all sphere like social, political, economic, and technological changes. Our world is in the middle of transformative change, calling for different type of leadership" During this complicated period, it is most important for executive leaders to keep attuned to their own emotional reaction to pressures, as well as how those ecological pressure affect their constituent. Emotional and social Intelligence have gained popularity and support, as well as academic inquiry around the world. No doubt a leader has an important place in the successful and efficient working of an organisation he should possess both these only than his organisation get name and fame in this competitive world. Investigators generally agree that Emotional and social intelligence needed for one's ability to identify, interpret, and control his or her own emotions, and even stay in tune with, better understanding and relate to the emotions of groups and individuals. To keep in mind all this, the current research has focused on the significance of emotional intelligence (EI) and social intelligence in the life of a leaders.

Key Words: Leader, emotional intelligence, social intelligence

INTRODUCTION

As per the words of Leonard, (2003) leadership theory divergent the reasonably recent emergence of emotional and social intelligence, researchers has been studying leadership and leadership development since the days of Aristotle and Plato Yet, even with numerous years of research and countless books on leadership, a clearly defined and universally accepted definition of leadership and leadership theory continues to elude researchers and practitioner's .Modern society is facing with complexity and changes previously unseen in human history. Regarding the briskness of change, Massey (2002) described the important connection between two primary functions of the human brain, emotional and logical thought. He explained that our emotional and rational thought processes are parallel operations, so that "it is inevitable that all judgments, perceptions, and decisions will have both emotional and rational components" (p. 25). However, historically researchers, educators, and academic scholars have focused more attention on rational thought in education, while placing minimal importance on understanding emotional thought. Finally, Massey concluded that with the frequent evolution and unstable change in society, researchers frequently highlight emphasis on emotional thought, as well as the collision emotions have on human development, social interactions, beliefs, perception-building, and social benefits. EI stalk from one's ability to utilize expressive information to appropriately solve problems and make environmentally effective decisions. Leadership Development related with emotional and social intelligence theories construction have gained popularity, student leadership development practitioners and scholars at colleges and universities have not fully embraced and incorporated these new ideas. In the worlds of Astin and Astin (2000) defined the meaning of a leader who can be adaptive and promote imaginative solutions to modern community problems. To add more: To deal effectively and innovatively with these emerging countrywide, future leaders will not only need to acquire new knowledge and skills, but will

Principal
G.H.G. Harparkash College
of Education for Women
SIDHWAN KHURD (Ldh.)

also be called upon to demonstrate a high level of emotional and spiritual insight and maturity. Hence, there is modest disbelief that our turbulent world requires a new point of view (perspective on) leadership. There is no greater producer of corporate and civic leaders than higher education. With the increased need for effective leadership in society, leadership development programs at colleges and universities continue to gain popularity. In 1998, the Centre for Creative Leadership assesses the performance of leadership regarding which include total that 700 colleges and universities across the leadership development programs in United States (Schwartz, Axtman, & Freeman, 1998). However, quantity does not assure quality. Some specific leadership development programs are not effective because they depend on short-term, out-of-the-way approaches to developing leaders. When we discussing the popular leadership workshops, that "it is unrealistic to expect that enhanced leadership capabilities can be developed in a two-hour or even a week-long leadership workshop". Rather, purported that leadership development programs should be systematic and multidisciplinary with the aim to develop leadership competencies over time through initiatives that incorporate personalized interpretations of leadership theory with practical experiences that promote leadership planning and reflection. Furthermore in simple words leadership programs have utilized instrument and leadership inventories to chart and assist the leadership development procedure.. A leader has ability to search and identify opportunities for change (new adaptation according to situation) and to experiment and take risks so that increase the output or bring positive change. leaders also create supportive environments that helpful to both generate adequate and sufficient support innovation within themselves and their organization. Inspiring a shared vision- A leader's ability to envision an uplifting and better future for him/herself and his/her organization. leadership and effective leadership are still obscure, ambiguous, and controversial constructs in the literature. Many researchers have mainly focused on a leader's ability to effectively find the way and productively lead in the confused and turbulent world of contemporary society. Leadership linked with emotional and social intelligence intimate with theme discussed in this current research study and its impact on humanity and organizational and leadership success, as well as a number of other social constructs. According to Higgs, 2002 Effective leadership is a research area that developed out of the necessity for shaping leadership competencies that supervise and promote change all over the organization .

QUALITIES OF A LEADER

Leaders abilities needed to stay flexible and adjustable in ways that meet both the personal and professional needs of their organisation, as well as help balance their lives on and off the job inspite of emotional and social competencies an effective leader should also have following qualities:

Self-Regard - "Ability to respect and accept oneself as basically good." Relates to a person's ability to feel fulfilled and satisfied with oneself regardless of perceived strengths and weaknesses. It is associates with a person high level of self-confidence, self-esteem, and self-respect

Emotional Self-Awareness - "Ability to recognize feelings of self." It is a person's ability to (a) be aware of his or her feelings and emotions or thoughts, (b) differentiate between them (right or wrong), (c) find the reason behind about the feeling and emotions arise (d) actually causes of arise the feelings or emotions.

Assertiveness - Ability to demonstrate the feelings, beliefs, and thoughts and represents oneself in appropriate in adequate behaviour front of other persons which mainly include three components (a) the ability to articulate the feelings, (b) the ability to openly express judgment and values, and (c) the ability to fight for justice .It is the balance between introversion and arrogant behaviour, or the ability to express beliefs without any hesitation.

Independence - Ability for own direction and control upon the thinking and actions to be free of emotional addiction, that highlight the main point of they are self-sufficient decision makers those who are able to work independently without any support .

Self-Actualization - "Ability to realize one's potential capabilities." Involving one in pursuits that lead to a rich, meaningful, and full life. SA is one's ability to strive toward continual improvement of one's abilities, capabilities, and talents.

Empathy - Ability to understand the feelings of others and aware about other person thoughts and also to appreciate the point of others so we can say that it is a person's ability to be honest about their own feelings and others person feelings and belief.

Social Responsibility - Ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group that are mainly relates to taking responsibility for doing good things for and with people and most important to understans or ability to accept theie working abilities etc.

Reality Testing - Ability to assess the correspondence between what is experienced and what objectively exists which mainly include one's ability to gather evidence about a current situation, accurately assess and finding the solution (adequate results).

Flexibility - "Ability to adopt the changing situations according to need of organization situation as it is". which mainly include the overall ability to adapt to strange, impulsive, and self-motivated circumstances.

Problem Solving - Ability to identify and define problems as well as to generate and implement potentially effective solutions that relates to one's ability to confront problems rather than avoid them.

Stress Tolerance - "Ability to move with adverse events and traumatic situations without 'falling apart' by actively and positively adjusted with stress." It is your choice to select how you react to stress. sustain a level of hopefulness .

Impulse Control - "Ability to resist or delay an impulse, drive, or temptation to act." IC is the capacity to accept one's aggressive impulses, maintain composure, and control aggressive and irresponsible behaviours.

Optimism - Ability to maintain a positive attitude towards life and other people, even that when we face of adversity, in other words we can say that it is a positive way to live your life as you wish that create the ability to live life in a hopeful and positive manner.

Happiness – Happiness mainly relates to one's ability to feel cheerful and enthusiastic about life and remove the gap between theory and practice (work or participate activities according to their interest).

EFFECTIVE LEADERSHIP INTEGRATION WITH EMOTIONAL AND SOCIAL INTELLIGENCE

We taking historical overview and analysis of leadership theories and approaches which concluded that following are the three main findings of leadership: (a) maintain the authenticity of their power, (b) become friend philosopher and, guide, for their organisation so that its goal attainment shall has been completed in time (c) then categorize own strengths and abilities, as well as strength of the constituents, to accomplish the organizational task. The world is very, confusing and rapidly or irregular nature of change needed a leadership theory shift from a more insensitive style to a comprehensive style. They describe this as a relational leadership style that provide a problem solving atmosphere within the organization and a readiness to adapt and emergence with changing social and organizational situations. According to the demands of current situation on a person's cognitive,

emotional, and physical resources, which become an indispensible part of human life .It can
explain with the help of certain examples:

1. Coaches (main head) and team players(members) that are more supportive and value the per
or give more importance than first over profit.
2. Can tackle the value of a connected planet while to hold the high estimation the importance
face-to - face interaction.
3. Encourage and generate the human network which includes the collective value of people wh
know each other and understand to each others.
4. It encourages the global understanding and show the respect of many different cultura
backgrounds of people.
5. Maintain the balance in our "hurry up culture" with slowing down long abundant to cultivate an
build-in "quality time" for human relationships.
6. Are willing to complete their commitment by delivering "on the promise of offering instance an
adequate meaningful work and conducting the temporary of workers with nobility and respect"
7. Can meaningful environment that "climate is helpful for people to motivate to them work
together" and one that offers more hope of progressively cynical world.

CONCLUSION

Leaders who are most successful at building relationships with others referred as the "Relationa
Leaders". Relational Leadership Effective leadership is mainly about creating reciprocal relationships
between the leader and followers, subordinates (colleagues), or constituents that helpful for establish
the basic foundation of the organizational and group success. To cut a long story short we can say that
as a leader for his or her effective leadership should have emotional and social intelligence only then
the organisation under his supervision will grow and achieve the highest peak. All the great leaders
also know there is a lot power to handle their emotions or not manipulate their self and social
behaviour (adjustment) so they make sure to learn how to identify, understand and manage them. and
also teach them so that they can lead how to do the same. This is also point out, having emotional and
social intelligence is one of the most important traits to have any leader in any modern day
organisation.

REFERENCES

1. Astin, A. W., & Astin, H. (2000). Leadership reconsidered: Engaging higher education in social change. Battle Creek, MI: W. K. Kellogg Foundation. Bader, P., & Calarco, A. (2004). Adaptability: What it takes to be a quick-change artist. In M. Wilcox & S. Rush (Eds.), The CCL guide to leadership in action (pp. 63-71).
2. Higgs, M. (2002). Do leaders need emotional intelligence: A study of the relationship between emotional intelligence and leadership change. *International Journal of Organisational Behavior, 5*(6), 195-212.
3. Leonard, H. S. (2003). Leadership development for the postindustrial, postmodern information age. *Consulting Psychology Journal: Practice & Research,* 55(1), 3-14.
4. Massey, D. S. (2002). A brief history of human society: The origin and role of emotion in social life. American Sociological Review, 67(1), 1-28.
5. Schwartz, M. K., Axtman, K. M., & Freeman, F. H. (1998). Leadership education source book(7th ed.). Greensboro, NC: Center for Creative Leadership life. American Sociological Review, 67(1), 1-28.

CULCATING

*(P.G.T.

TRODUCTION

an values are the fi
like the animals livi
mative years i.e. chil
ore important. (Naray
dent, his parents and
ing the desired chang
icides in India is a re
veloping the human
leges are fast turning
velopment of our ch
echanical humans wh
educate our children

HAT ARE HUMA

niversal brotherhood
uthfulness and the lis
re naturally imbibed i
ese human values is
uman values, you wil
re running a rat race
appiness in the concr
ot able to realize till
ll these so that they m

NTRINSIC AND E

ntrinsic value is one
alue as you need not
ou get is supreme. O
lso you are happy, bu
ake out that the intr
umans are n
www.worldwidejour
ue to this we all hav
oday's students.

ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਚੁਕਵੀਂ ਵਰਤੋਂ

ਡਾ. ਜਗਮਿੰਦਰ ਕੌਰ

ਅਸਿਸਟੈਂਟ ਪ੍ਰੋਫੈਸਰ, ਜੀ.ਐਚ.ਜੀ.ਹਰਿਪ੍ਰਕਾਸ਼ ਕਾਲਜ ਆਫ਼ ਐਜ਼ੂਕੇਸ਼ਨ ਫਾਰ ਵਿਮੈਨ, ਸਿੱਧਵਾਂ ਖੁਰਦ (ਲੁਧਿਆਣਾ)

ਸੰਚਾਰ ਅਤੇ ਆਪਣੇ ਭਾਵਾਂ-ਵਿਚਾਰਾਂ ਦੀ ਤਰਜਮਾਨੀ ਮਨੁੱਖ ਦੀ ਜ਼ਰੂਰਤ ਦੇ ਰੂਪ ਵਿੱਚ ਉਪਜੀ ਹੋਵੇਗੀ। ਆਪੇ ਦੀ ਅਭਿਵਿਅਕਤੀ ਮਨੁੱਖ ਦੀਆਂ ਮੁੱਢਲੀਆਂ ਜ਼ਰੂਰਤਾਂ ਵਿੱਚ ਗਿਣੀ ਜਾਵੇ ਤਾਂ ਅਜੋਕੇ ਤਕਨੀਕੀ ਯੁਗ ਨੇ ਸਮਾਜਕ ਮਾਧਿਅਮ (ਸੋਸ਼ਲ ਮੀਡੀਆ) ਦੇ ਰੂਪ ਵਿੱਚ ਇਸ ਜ਼ਰੂਰਤ ਦੀ ਪੂਰਤੀ ਲਈ ਚਮਤਕਾਰੀ ਦੇਣ ਈਜਾਦ ਕੀਤੀ ਹੈ।

ਸੋਸ਼ਲ ਮੀਡੀਆ ਵੈੱਬ ਅਧਾਰਿਤ ਸਾਧਨ ਹਨ ਜਿਨ੍ਹਾਂ ਰਾਹੀਂ ਅਸੀਂ ਸੰਸਾਰ ਦੇ ਕਿਸੇ ਵੀ ਕੋਨੇ ਵਿੱਚ ਕਿਸੇ ਵੀ ਥਾਂ ਤੇ ਬੈਠੇ ਕਿਸੇ ਵੀ ਇਨਸਾਨ ਨਾਲ ਜੁੜ ਸਕਦੇ ਹਾਂ। ਅੱਜ ਫੇਸਬੁੱਕ, ਇੰਸਟਾਗ੍ਰਾਮ, ਵਟਸਐਪ, ਟਵਿੱਟਰ, ਮਾਈਸਪੇਸ, ਲਿੰਕਡਇਨ, ਐੱਡਮੋਡੋ, ਯੂ-ਟਿਊਬ ਜਿਹੇ ਮਾਧਿਅਮਾਂ ਰਾਹੀਂ ਆਪਣੇ ਫੋਨ ਜਾਂ ਕੰਪਿਊਟਰ ਦੀ ਵਰਤੋਂ ਨਾਲ ਜਿੱਥੇ ਗਿਆਨ ਸਾਂਝਾ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਉੱਥੇ ਇਹਨਾਂ ਨਾਲ ਸਮਾਜਕ ਸਾਂਝ ਵੀ ਮਜਬੂਤ ਹੁੰਦੀ ਹੈ। ਪਰ ਅੱਜ ਤੱਕ ਸਭ ਤੋਂ ਵੱਧ ਦੁਰਵਰਤੋਂ ਜਿਨ੍ਹਾਂ ਤਕਨੀਕੀ ਖੋਜਾਂ ਦੀ ਹੋਈ ਹੈ ਉਹਨਾਂ ਵਿੱਚੋਂ ਐਟਮ ਤੋਂ ਬਾਅਦ ਦੂਜੀ ਵੱਡੀ ਖੋਜ ਸ਼ਾਇਦ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਹੀ ਹੈ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਸੰਸਾਰ ਭਰ ਦੇ ਗਿਆਨ ਦਾ ਖਜ਼ਾਨਾ ਹੈ। ਇਸ ਜ਼ਰੀਏ ਸੰਸਾਰ ਅਤੇ ਬ੍ਰਹਿਮੰਡ ਦੀ ਜਾਣਕਾਰੀ ਲੈਣੀ ਸਾਡਾ ਮੰਤਵ ਹੋਣਾ ਚਾਹੀਦਾ ਸੀ ਉੱਥੇ ਅੱਜ ਇਸ ਦੀ ਵਰਤੋਂ ਸਮਾਜਕ ਅਸਥਿਰਤਾ, ਅਸਹਿਣਸ਼ੀਲਤਾ, ਅਸ਼ਲੀਲਤਾ, ਅਸ਼ਾਂਤੀ ਫੈਲਾਉਣ ਲਈ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ। ਅਸੀਮਤ ਸਮੇਂ ਲਈ ਇਹਨਾਂ ਸਾਧਨਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਸਮੇਂ ਅਜੋਕੀ ਨੌਜਵਾਨ ਪੀੜ੍ਹੀ ਆਪਣੀ ਮੰਜ਼ਿਲ ਤੋਂ ਭਟਕੀ ਪ੍ਰਤੀਤ ਹੁੰਦੀ ਹੈ ਜਿਸ ਨੂੰ ਆਪਣੇ ਜੀਵਨ-ਮੰਤਵ ਦੀ ਪ੍ਰਾਪਤੀ ਲਈ ਇਹਨਾਂ ਸਾਧਨਾਂ ਦੀ ਵਰਤੋਂ ਦਾ ਮੰਤਰ ਪ੍ਰਦਾਨ ਕਰਨਾ ਮਾਪਿਆਂ ਤੇ ਅਧਿਆਪਕਾਂ ਦਾ ਫਰਜ਼ ਹੈ ਬਸ਼ਰਤੇ ਕਿ ਉਹ ਆਪ ਇਸ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਮੱਕੜ-ਜਾਲ ਵਿੱਚ ਨਾ ਫਸੇ ਹੋਣ। ਜਿਸ ਤਰ੍ਹਾਂ ਹਰ ਕੰਮ ਨੂੰ ਕਰਨ ਲਈ ਕੁਝ ਕਾਇਦੇ-ਕਾਨੂੰਨ ਹੁੰਦੇ ਹਨ ਜਿਨ੍ਹਾਂ ਨੂੰ ਮੰਨਣਾ ਪੈਂਦਾ ਹੈ ਉਸੇ ਤਰਜ਼ ਤੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਕਰਨ ਲਈ ਵੀ ਸਾਨੂੰ ਨਿਯਮ ਬਣਾਉਣੇ ਚਾਹੀਦੇ ਹਨ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਪਾਲਣਾ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਕਰਨ ਲਈ ਹੇਠ ਲਿਖੇ ਸੁਝਾਅ ਦਿੱਤੇ ਜਾ ਸਕਦੇ ਹਨ:-

ਸੀਮਤ ਸਮੇਂ ਲਈ ਵਰਤੋਂ : ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਹਰ ਇੱਕ ਕੰਮ ਲਈ ਅਸੀਂ ਸਮਾਂ ਨਿਰਧਾਰਤ ਕਰਦੇ ਹਾਂ। ਇਸੇ ਤਰ੍ਹਾਂ ਅਸੀਂ ਕਿੰਨਾ ਸਮਾਂ ਸਮਾਜਿਕ ਮਾਧਿਅਮਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨੀ ਹੈ ਇਹ ਵੀ ਨਿਰਧਾਰਿਤ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ। ਇਸ ਗੱਲ ਦਾ ਜਰੂਰ ਧਿਆਨ ਰੱਖਿਆ ਜਾਵੇ ਕਿ ਅਸੀਂ ਆਪਣਾ ਕੋਈ ਬਹੁਤ ਜ਼ਰੂਰੀ ਕੰਮ ਛੱਡ ਕੇ ਆਪਣਾ ਕੀਮਤੀ ਸਮਾਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਤੇ ਬਰਬਾਦ ਨਾ ਕਰੀਏ। ਲੰਬਾ ਸਮਾਂ ਫੋਨ, ਕੰਪਿਊਟਰ ਜਾਂ ਲੈਪਟਾਪ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸਮੇਂ ਦੀ ਬਰਬਾਦੀ ਦੇ

G.H.G. Harparkash Co.
of Education for Women
SIDHWAN KHURD (Ld.)

ਹਨ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਅਧਿਆਪਕ ਦੇ ਹੱਥ ਵਿਚ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਹੁੰਦਾ ਹੈ। ਜੋ ਉਹ ਸਵਾਲ ਕਰਦਾ ਹੈ ਉਹ ਵਿਦਿਆਰਥੀ ਤੋਂ ਹੀ ਲਿਖਤ ਪ੍ਰੀਖਿਆ ਲਈ ਜਾਂਦੀ ਹੈ।

ਮੌਖਿਕ ਦੀ ਲੋੜ/ਮਹੱਤਵ : ਸਾਰਥਿਕ ਪਰਿਸਥਿਤੀਆਂ ਦੇ ਅਭਾਵ ਜਾਂ ਅਧੂਰੀ ਜਿਹੀ ਜਿੰਦਗੀ ਜਿਉਣ ਵਾਲੇ ਵਿਦਿਆਰਥੀ ਅਤੇ ਸਮਾਜਿਕ ਆਰਥਿਕ ਕਾਰਨਾਂ ਕਰਕੇ ਪਛੜੇ ਹੋਏ ਵਿਦਿਆਰਥੀ ਅਤੇ ਅਪਾਹਜ ਵਿਦਿਆਰਥੀ ਲਿਖਤ ਪ੍ਰੀਖਿਆ ਵਿਚ ਚੰਗੇ ਅੰਕ ਪ੍ਰਾਪਤ ਨਹੀਂ ਕਰ ਸਕਦੇ। ਇਸ ਲਈ ਇਹਨਾਂ ਦੀ ਯੋਗਤਾ ਦੀ ਪਰਖ ਲਈ ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ ਦੀ ਲੋੜ ਹੁੰਦੀ ਹੈ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਕਈ ਵਿਦਿਆਰਥੀ ਲਿਖਤ ਪ੍ਰੀਖਿਆ ਵਿਚ ਚੰਗੇ ਅੰਕ ਪ੍ਰਾਪਤ ਕਰ ਲੈਂਦੇ ਹਨ ਪਰ ਉਹਨਾਂ ਦਾ ਗਿਆਨ ਕੇਵਲ ਕਿਤਾਬੀ ਹੁੰਦਾ ਹੈ ਜਾਂ ਉਹ ਵਿਸ਼ੇ ਦਾ ਪੂਰਾ ਗਿਆਨ ਪ੍ਰਾਪਤ ਨਹੀਂ ਕਰ ਪਾਉਂਦੇ। ਕਈ ਵਿਦਿਆਰਥੀ ਲਿਖਤ ਪ੍ਰੀਖਿਆ ਵਿਚ ਚੰਗੇ ਅੰਕ ਪ੍ਰਾਪਤ ਨਹੀਂ ਕਰ ਪਾਉਂਦੇ ਪਰ ਉਹਨਾਂ ਦਾ ਗਿਆਨ ਕਾਫੀ ਡੂੰਘਾ ਹੁੰਦਾ ਹੈ। ਇਸ ਲਈ ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ ਦੀ ਲੋੜ ਹੁੰਦੀ ਹੈ।

ਮੌਖਿਕ ਦੇ ਹੀ ਕਿਉਂ : ਕਾਫੀ ਅੰਸ਼ ਤੱਕ ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ ਸਾਡੇ ਜੀਵਨ ਦਾ ਅਨਿੱਖੜਵਾ ਹਿੱਸਾ ਹੈ ਤਾਂ ਵੀ ਇਸ ਦੀ ਕੋਝ-ਘਾਟੀਆਂ ਵਲਵੇਂ ਦੇ ਮੁਕੰਮਲ ਬਦਲਾ ਕਾਰਨਾਂਦਾ ਹੈ।ਵਿਦਿਆਰਥੀ ਨੂੰ ਆਪਣੀ ਅਸਲ ਨਾ ਬਣਾਵੇ ਜਿਸਦਾ ਅੰਤ ਮੁਲਾਂਕਣ ਲਈ ਵਰਤਣਾ ਹੀ ਸਹੀ ਹੋਵੇਗਾ।

ਕੋਝ-ਘਾਟੀਆਂ ਲਿਖਤ ਦੇ ਵਲਵੇਂ : ਅੰਕਾਂ ਦੇਣ ਅਤੇ ਵਿਦਿਆਰਥੀ ਬਾਰਨ ਹਰ ਕਿਸੇ ਦੀ ਪਹੁੰਚ ਵਿਚ ਹੋਣ ਕਾਰਨ ਹਰ ਕੋਈ ਆਪਣੇ ਰਾਜਕਿਰ ਜਾਂ ਅਰਾਜਕਿਰ ਵਿਕਾਸ ਅਤੇ ਕਾਰਜਾਂਦਾ ਲੇਖਕ ਪ੍ਰੀਖਿਆ ਦੇ ਮਾਰੀਅਾਂ ਕਰ ਸਕਦਾ ਹੈ ਜਿਸ ਦੇ ਨਤੀਜੇ ਵਿਚ ਕਈ ਵਾਰ ਕੋਝ-ਘਾਟੀਆਂ ਲਿਖਤ ਪਿਛੜ ਜਾਂਦੀ ਹੈ। ਕਈ ਵਾਰ ਇਹ ਲਿਖਤ ਸਾਡੇ ਲਈ ਸਮਾਜਿਕ ਅਤੇ ਆਰਥਿਕ ਪੱਖ ਤੋਂ ਪਰਤਦਾਰਾਂ ਸਾਬਿਤ ਹੋ ਸਕਦੀ ਹੈ ਅਤੇ ਅਸੀਂ ਕਿਸੇ ਪ੍ਰਤਿਭਾ ਵਿਚ ਫਸ ਸਕਦੇ ਹਾਂ। ਕੋਝ ਦੀ ਅਭਾਵਾਂ ਲੋਕਾਂ ਨਾਲ ਮੌਖਿਕ ਲਿਖਤ ਦਾ ਕੋਈ ਨਤੀਜਾ ਨਹੀਂ ਨਿਕਲਦਾ ਅਤੇ ਇਹ ਸਮਾਜਿਕ ਅਸਥਾਈ ਦਾ ਕਾਰਨ ਬਣਦੀ ਹੈ। ਇਹ ਮੌਖਿਕ ਲਿਖਤ ਤੋਂ ਬਚਣ ਦੀ ਲੋੜ ਹੁੰਦੀ ਹੈ।

ਅਫ਼ਵਾਹਾਂ ਤੋਂ ਬਚਾਅ : ਸਾਰਥਿਕ ਪਰਿਸਥਿਤੀਆਂ ਵਾਲੀ ਵੈਲਿਅਾ ਹੋਇਆ ਕੁਝ ਹੋ ਅਫ਼ਵਾਹਾਂ ਅਕਸਰ ਸਮਾਜ ਵਿਚ ਅਸਥਾਈ ਅਤੇ ਹਿੰਸਾ ਦਾ ਕਾਰਨ ਬਣਦੀਆਂ ਰੋਜ਼ਮੱਰਾ ਗੱਲਾਂਦਾ ਹਨ। ਕਈ ਵਾਰ ਗੁਲਤ ਸੂਚਨਾਵਾਂ ਅਤੇ ਜਾਣਕਾਰੀ ਜਾਨਲੇਵਾ ਸਾਬਿਤ ਹੋ ਸਕਦੀ ਹੈ। ਕਿਸੇ ਵੀ ਸਹੂ ਦੇ ਬਿਆਨ ਅਤੇ ਜਾਣਕਾਰੀ ਨੂੰ ਪੂਰੀ ਸਹੂ ਪੜਚ ਦੇ ਹੀ ਉਸ ਉੱਪਰ ਯਕੀਨ ਕਰੀਦੇ ਜਾਂ ਉਸ ਨੂੰ ਪੂਰੀ ਸਹੂ ਪੜਚ ਦੇ ਹੀ ਕਿਸੇ ਹੋਰ ਵਿਅਕਤੀ ਜਾਂ ਸਮੂਹ ਨਾਲ ਸਾਂਝਾ ਕਰੀਦੇ ਜਿਹੜੇ ਇਸ ਪ੍ਰਤਿਭਾ ਨਾਰਥਿਕ ਦੇ ਕੋਝ ਦੇ ਸਾਡੀ ਜ਼ਿੰਮੇਵਾਰੀ ਬਣਦੀ ਹੈ।

ਲੋਕਤੰਤਰੀ ਜ਼ਰੂਰਤ : ਅੰਸ਼ਕਤੰਤ੍ਰ ਸਮੂਹ ਸਾਰੀਆਂ ਲੋਕਤੰਤਰੀ ਦੇਸ਼ਾਂਨਾਂਦਾ ਅਤੇ ਐਮਰਜੈਂਸੀਕਾਲ ਹਨ ਜਿਨ੍ਹਾਂ ਲਾਗੀ ਵੱਖ-ਵੱਖ ਸਹੂ ਦਾ ਕਾਰਜ ਕੀਤਾ ਜਾ ਰਿਹਾ ਹੈ। ਅਸੀਂ ਜਿਹੜਾ ਵੋਟ ਸਮਾਜ ਪਰੀਦ ਦੀ ਸਕਦੇ ਹਾਂ ਅਤੇ ਕੋਝ ਵੀ। ਕਈ ਹਿੰਸਕਾਰਜ ਵੈਲਿਅਾਨਾਂਦਾ ਉੱਪਰ ਦਾ ਬੁਹਤਾਂ ਨੂੰ ਸਮੂਹ ਸਾਰੇ ਸਮਾਜ ਦੇ ਕੋ ਅਪਣੇ ਸਾਰਥਿਕ ਵਿਚ ਫ਼ਸਾ ਲਿਆ ਜਾਂਦਾ ਹੈ ਜਿਸ ਜਿਹੜੇ ਨਿਕਲਣਾ ਮੁਸ਼ਕਿਲ ਹੋ ਜਾਂਦਾ ਹੈ। ਕੁਝਵੇਂ ਕਾਰਜਕਾਰ ਨਿਹਥਾਂ ਦੀ ਅਫ਼ਵਾਹਾਂ ਵਿਚ ਅਸਿਹੇ ਢੰਗ ਨਾਲ ਫ਼ਸਾਏ ਜਾਂਦੇ ਕਾਰਨ ਵਿਚ ਕਾਫੀ ਲੰਬਾ ਸਮਾਂ ਹੋਰ ਹੋਰ ਹੋਰ ਦੀ ਬੁਨਾਇਤ ਹੁੰਦੀ ਹੈ। ਜਿਸ ਲਈ ਕਿਸੇ ਵੀ ਸਹੂ ਦੀ ਪਰੀਖਿਆਂਦੀ ਕਰਦੇ ਸਮਾਂ ਸਾਡੇ ਉਹਨਾਂ ਵੈਲਿਅਾਨਾਂਦਾ ਦੀ ਪੜਚ ਕਰ ਲੈਣੀ ਚਾਹੀਦੀ ਹੈ ਜੋ ਸਹੀ ਬੁਲਵੰਦਾ ਚਾਰਥਿਕ ਕਾਰਜ

ਹੀ ਵੇਚਦੇ ਹੋਣ। ਇਉਂ ਅਸੀਂ ਘਟੀਆ ਮਾਲ ਵੇਚ ਕੇ ਲੋਕਾਂ ਨੂੰ ਠੱਗਣ ਵਾਲਿਆ ਤੋਂ ਸੁਚੇਤ ਹੋ ਕੇ ਬਚ ਸਕਦੇ ਹਾਂ।

ਵਿੱਤੀ ਲੈਣ-ਦੇਣ ਵਿੱਚ ਸਾਵਧਾਨੀ : ਸੋਸ਼ਲ ਵੈੱਬਸਾਈਟਸ ਅਤੇ ਐਪਲੀਕੇਸ਼ਨਜ਼ ਦੀ ਵਰਤੋਂ ਨਾਲ ਕੀਤੇ ਜਾਣ ਵਾਲੇ ਵਿੱਤੀ ਲੈਣ-ਦੇਣ ਸਮੇਂ ਵੀ ਬੇਹੱਦ ਸਾਵਧਾਨ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ। ਕਿਸੇ ਵੀ ਅਣਜਾਣ ਵਿਅਕਤੀ ਜਾਂ ਵੈਬਸਾਈਟ ਤੋਂ ਆਏ ਹੋਏ ਲਿੰਕ ਨੂੰ ਕਲਿੱਕ ਕਰਕੇ ਅਸੀਂ ਵੱਡੇ ਵਿੱਤੀ ਧੋਖੇ ਦਾ ਸ਼ਿਕਾਰ ਹੋ ਸਕਦੇ ਹਾਂ। ਥੋੜ੍ਹੀ ਜਿਹੀ ਲਾਪਰਵਾਹੀ ਅਤੇ ਅਗਿਆਨਤਾ ਬਹੁਤ ਵੱਡਾ ਨੁਕਸਾਨ ਕਰ ਸਕਦੀ ਹੈ। ਕਿਸੇ ਨਾਲ ਵੀ ਪੈਸੇ ਦਾ ਲੈਣ-ਦੇਣ ਕਰਦੇ ਹੋਏ ਹਮੇਸ਼ਾ ਸੁਰੱਖਿਅਤ ਨੈੱਟਵਰਕ ਕਨੈਕਸ਼ਨ ਵਰਤਣਾ ਚਾਹੀਦਾ ਹੈ। ਕਦੇ ਵੀ ਆਪਣੀਆਂ ਬੈਂਕ ਅਕਾਊਂਟ, ਪਾਸਵਰਡ ਆਦਿ ਜਾਣਕਾਰੀ ਕਿਸੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟ ਤੇ ਸਾਂਝੀ ਕਰਨਾ ਖ਼ਤਰਨਾਕ ਹੋ ਸਕਦਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਉਹ ਸਾਰੀਆਂ ਆਨਲਾਈਨ ਗੇਮਜ਼ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਪੈਸੇ ਜਿੱਤਣ ਸੰਬੰਧੀ ਵਾਅਦੇ ਅਤੇ ਦਾਅਵੇ ਕੀਤੇ ਜਾਂਦੇ ਹਨ, ਉਹਨਾਂ ਨੂੰ ਵੀ ਬਹੁਤ ਸਾਵਧਾਨੀ ਨਾਲ ਖੇਡਣਾ ਚਾਹੀਦਾ ਹੈ। ਸਗੋਂ ਜੇ ਹੋ ਸਕੇ ਤਾਂ ਅਜਿਹੀਆਂ ਖੇਡਾਂ ਤੋਂ ਬਚਣਾ ਹੀ ਚਾਹੀਦਾ ਹੈ ਕਿ ਕਿਤੇ ਲਾਲਚ ਵਿੱਚ ਫਸ ਕੇ ਅਸੀਂ ਆਪਣਾ ਨੁਕਸਾਨ ਨਾ ਕਰਵਾ ਲਈਏ।

ਇਸ ਤਰ੍ਹਾਂ ਅਜਿਹੀਆਂ ਕੁਝ ਸਾਵਧਾਨੀਆਂ ਵਰਤ ਕੇ ਅਸੀਂ ਸਾਡੇ ਜੀਵਨ ਦਾ ਅਭਿੰਨ ਅੰਗ ਬਣ ਚੁੱਕੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਨੂੰ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਤਰੱਕੀ ਲਈ ਵਰਤ ਸਕਦੇ ਹਾਂ। ਸਾਨੂੰ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਸੰਚਾਲਕ ਬਣਨਾ ਪੈਣਾ ਹੈ ਨਾ ਕਿ ਸੋਸ਼ਲ ਮੀਡੀਆ ਨੂੰ ਸਾਡਾ ਚਾਲਕ ਬਣਨ ਦੇਣਾ ਹੈ।